

BUSITEMA UNIVERSITY
FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF MATHEMATICS

**THE INFLUENCE OF FAMILY BACKGROUND ON GIRLS' ACHIEVEMENT IN
SECONDARY SCHOOL MATHEMATICS IN PALLISA DISTRICT.**

Case Study: SENIOR SECONDARY SCHOOLS.

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
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**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF MATHEMATICS
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DECLARATION

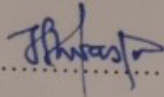
I do hereby declare that this research is my original work and has not been presented for a degree or any other award in any university or institution of higher learning

Signature  Date .16.10.2023.....

OTAU MICHAEL

APPROVAL

This is to certify that this research report was done and compiled under my supervision and it is now for submission.

Signature  Date..... 16/5/23

DR: ABUBAKAR MWASA

(SUPERVISOR)

DEDICATION

This research is dedicated to my beloved parents **Mr. Otau Michael** and **Mrs. Nawire Margrate**, brothers more so **Dedya Sirius**, and sisters who sacrificed their time and gave me endless support towards my education.

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Even though it is not possible to thank everyone individually, I wish to extend my gratitude to those who have contributed to this research, I really appreciate their effort and time towards achieving my studies.

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MAY GOD BLESS YOU ALL

ABSTRACT

This study was designed to investigate the influence of the family background on girls' achievement in secondary school mathematics in Pallisa district. The study centered its review of related literature on factors such as Family financial situation, Parental marital status and Parental Education level in relation to girls' achievement in mathematics. Average, percentage and measures of relationship were used as approach to data analysis. The study revealed that such factors influenced the girls' achievement in secondary school mathematics in Pallisa district. Based on the finding of the study, recommendations were offered in the last chapter of the research so as to improve on the girls' achievement in secondary school mathematics not only in pallisa district but across the country.

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CHAPTER ONE

1.1 Background.

The United Nation Report (2010) defines education as a basic right and need which is significant in the accomplishment of the second goal of the millennium development goals. Good education academic performance guarantees quality skills and dynamic citizens.

Mathematics is one of the most important subjects in the school curriculum. It is the foundation of all scientific and technological knowledge which contributes to the nation's development (Umameh, 2011). It is a subject that has direct relationship with other subjects for instance Science and technology (Nigeria, 2013). Mathematics has been integrated at all levels as far as education is concerned. This is to equip students with basic knowledge of mathematics. But most people perceive mathematics as the most difficult subject as far as education is concerned (Ampadu1, 2012) whereby these perceptions make learners develop negative attitude in mathematics.

Family background has also been of great concern toward mathematics achievements in schools worldwide since academic performance of a child is usually being motivated by the family support or those who parental role during the initial stages of life.

A study conducted in the USA by (Rouse, 2006), revealed that children from low-income families attain less education than children from more advantaged families and this reveals that schooling is backed by family background. The study found that students who came from humble background had low average test scores and were more likely to have held back and grade as compared to students from well-off families. Therefore, this study highlighted that it was not clear to reflect the casual effect of family backgrounds on the child's educational achievement in mathematics which creates a gap. Parent's involvement in education is also widely believed to influence student's performance.

regions and schools; by monitoring the outputs and outcomes across schools and regions in order to identify whether there is need to strengthen the girl's achievement in secondary school mathematics by increasing support. Finally, the government should curb the corruption in the education sector so as to win the heart of the donors and the international agencies. This will enable the donors to increase level of their financial contributions towards the education of the girl.

5.4 Areas Recommended for Further Research

The following are the areas the researcher has seen prudent for the future research:

- i. Family financial situations and girl's achievement in mathematics at secondary.
- ii. Parental marital status and academic achievement in mathematics.
- iii. Parents' education level and girls' achievements in mathematics at secondary school level.

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