SOCIO-ECONOMIC STATUS OF PARENTS AND LEARNER'S ACADEMIC PERFORMANCE IN GEOGRAPHY IN BASIC SECONDARY EDUCATION IN RWANDA: A CASE OF KICUKIRO DISTRICT

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ABSTRACT

This study examined influence of parental socioeconomic on learner's performance in Geography at 12 YBE Kicukiro District in Rwanda, specific objectives were to assess the influence of parental education, employment status and income on learner's academic performance. The study used descriptive and correlation research through the use of a mixed approach. The research design was descriptive and correlation research design. For this purpose, the research selected three sectors of the District namely Gahanga, Niboye and Masaka from which the research considered the population of 1105 persons comprising 1063 learners, 30 teachers, 6 head teachers and 6 Chairpersons of SGACs. Using Yamane formula, the researcher calculated a sample of 294 research partcipants where 6 headteachers, 6 charpersons, and 30 teachers were selected using purposive sampling techniques while 252 learners were selected using simple random sampling technique. The researcher used a five likert scale, open-ended questions, and a semi-structured interview to collected data. Evidences collected were analyzed using statistical package for social sciences version 27.0 to produce descriptive and inferential statistics. Qualitative data was analyzed using content analysis through themes and subthemes. Results show that parental education has a strong positive influence on learners' performance with a Pearson correlation coefficient of 0.812 and a significant value of 0.000. Results on the relationship between parental employment and learners' performance indicate that parents who had full contract based-jobs, 53.8% scored grade C. Parental employment had a strong positive correlation with performance with coefficient of 0.723 and a significant value of 0.000. A strong correlation was obtained between parental income and performance with correlation of 0.797 and a significant value of 0.001. In conclusion, skilled parents, permanent jobs performed and higher income earned per months statistically influence learners' performance in Geography in 12YBE. The study therefore concluded that the more the parents were educated the higher their children's performance. The study recommends that the District needs to put in place appropriate systems to enhance parental education like adults education so the parents could be equipped with basic formal education, the government needs to boost the economic status of households through investing much on income generating activities. The study recommends that other researchers can undertake a similar study in other countries apart from in Kicukiro District which is covered by this study, and therefore provide results for comparison.

Keywords: Socio-economics Status, Performance, Academic performance, Education,   *Parents*

1 Introduction

A growing problem around this research study is poor academic performance of learners in Day education secondary schools within Kicukiro District, Rwanda, Thus, greatest obstacle to academic performance of learnners is related to parental socio-economic status (Mutesi, 2016). The inequality of academic performance among learners is a pertinent problem in Rwandan educational sector. Results were found among districts owing to several and different economic background of learners who attend secondary schools due to economic distress and crisis (Patrick, 2021). Therefore 84% of poor persons did not succeed geopgraphical and related subjects while only 16% were able to succeed well (REB, 2022). However, learners living under poor soicioeconomic conditions are coming from poor household, poor education profile that was not able to earn income and revenue as it happens for skilled personnel. In fact, most of research on poor performance in the City of Kigali, Kicukiro District, and parental socio-economic status on school academic performance is not well studied. For instance, research carried out by Ndakaza (2019) on academic performance in 12 Years basic in secondary school in Rwanda evidences many causes that lead to poor performance. Therefore, 58.3% of teaching staff members evidenced that poor living conditions and family conflicts could lead to poor performance of learners. However, many of the learners joined secondary schools at their average stage's others were delinquent while others were taken from streets of Kigali City.

In Kicukiro District, the dismal academic performance has raised concerns from parents and other educational stakeholders. Some blame teachers and learners for poor academic performance in the Distrcit. Many factors such as inadequate school facilities, cultural factors as well as inadequate teachers among others have been cited as the possible causes of poor academic performance in the District (Kicukiro District, 2023). However, parents' socio-economic status is hardly mentioned. This study is therefore set to determine the influence of parental socio-economic status on learners' academic performance in geography subjects in selected basic secondary schools located in Kicukiro District in order to analyze if and how learning outcomes in geography is influenced by socioeconomic status of parents or guardians.

Generarally, the researcher has investigated the effect of socio-ecnomic status on learners' academic success in Geography within 12 YBE in Rwanda, Kicukiro District.

i.   To determine effect of education levels of parents on learners' performance in Geography in 12YBE, Kicukiro District.

ii.   To determine effect of parent's employment status on Learner's performance in Geography in 12YBE Kicukiro District.

iii.   To establish effect of parent's income on Learner's academic performance in Geography in 12YBE Kicukiro District.

2 Review of Related Literature

2.1 Empirical Literature

The researcher reviewed previous studies relied on research objectives such as assess effect of parents' education levels to the learners' success in Geography in 12YBE, Kicukiro District; to assess effect of parent's employment status to the Learner's learning outcomes in Geography in 12YBE Kicukiro District; to establish the relationship between parent income and revenue and Learner's leanring outcomes in Geography in 12YBE Kicukiro District.

2.1.1 Influence of Parents' Education Levels on Learners' Performance in Geography.

Globally, research done by O'Gara (2023) on parent's education on learning outcomes in geography subjects had three specific objectives which were to assess parent education status, learning aoutcome and the relationship between parent education and leanring outcomes. The research adopted a descriptive study design and information has been gathered through the use of survey and interviews. Sampled population has been 319 respondents selected through simple random sampling techniques. The study results accepted that skilled parents were usually interested in education development of children and learning outcomes and performance. To attain these research objectives, services were at household, parents pay extra fees to teachers to children at household level and skilled parent who were educated themselves attempted to provide and give unserved support to children in explaining education issues and parents who did not go beyond primary and secondary schools in some cases may not be capable to reduce suitable support to their children.

In Asia, Zhang (2022) examined learners and their families' income in China. He studied in their early years. The study measured learners reading skills, verbal interaction and phonological awareness in relation to their families' level of income. The results showed that low-income children exhibited lower levels of cognitive linguistic skills,

lower verbal interactions and lower phonological awareness and generally lower academic performance than their counterparts from high- and middle-income families. It also showed that children from high income families were more proficient in reading skills than in low-income families although the research only examined early childhood pupils but this research focused on learners in secondary schools.

Sean (2023) presents in his comprehensive study how learners from families with high income are having best performance than those from low-income families. His study took place in United States of America. He posited that the impact of the parents' income can be shown in the early timing of the learners' learning. He maintained that parents of higher income take their children to school earlier than their lower income counterparts. They can afford to take their children through preschool learning and this have greater impact in their later educational outcomes since it provides them with the required cognitive and social development. This is unlike their low-income counterparts who do not afford preschool learning for their children and prefer having their children commence learning from class one (grade one) onwards. However, the researcher is aware that low-income parents are also as eager and desire to take their children to school earlier as their counterparts in high income families. The project "Children's level of living-the impact of family income" was carried out in the year in Norway by Norwegian Social Research. The main aim of the project was to study the relationship between family income and everyday life of their children. The focus was on the families with low income. The result showed a positive correlation between family's income level and the children's everyday life i.e. the children from such low-income families had poor living standards. The researcher only focused on low-income parents but this research focused on both the low income and high-income parents/families. In Africa, for instance in Nigeria, Ogunsola *et al*., (2024) pronounced that child of illiterature families with poor success than their counterparts from skilled family members. The study discovered that learners from this family research and focuses on classroom a lot more than former and pertinent association between education and leanring outcomes, the research assisted the comments on two of parent's historical events that parent setup impact of children level of habits, educational attitudes, and dissemination of information which may affect the level of performance. In Zimbabwe, Nyoni (2017) did research on factors impacting leanring outcome in Zimgabwe rural secondary schools. The research utilized a descriptive study and information was gathered utilizing survey and interviews. Sampled population has been 182 respondents selected employing convenience sampling techniques. The study felt that in many families today it was clearly that parent education profile associate positively with leaning success of their children, for better educated parents were to provide the children expertise in school units at family level, and go to school to establish about the development report and duties record and operation as attainment approaches. In Kenya, Odhiambo and Yambo (2020) did research on role of headteachers in provding with constraints female in mixed schools in Rongo Districts in Kenya. The study focused that education parent often indicate interst towards the performance of their children, combination choice as well as effective communication with school managers of schools to confirm that children proption of seriousness in their studies. They participated in children's education, figures, sharing informayion and give them with contributing to send them to high quality schools. The assessment demonstrated that learners whose parents provide all necessities whether they are performing well had high grades in national exams.In Rwanda, Nsengima and Mukurira (2022) undertook a study to influence of socioeconomic living conditions on the reduction of a number of learners who dropped out from day secpndary schools. The researcher assessed those factors, number or tendence of dropping out in secondary schools located in Nyarugenge sector, Rwanda and finally, the researcher investigated factors associated with dropping out from day secondary schools within the District under research process. The researcher employed both descriptive and correlation research methods to obtain evidences in selected schools. Therefore, 250 respondents were selected to participate in the research process by giving suitable and right answers. Sampled population was obtained through the utilization of Slovene formula which was chosen using purpose sampling technique. Contrary to teaching staff members as well as learners sampled through the use of simple random sampling techniques. The study adopted the questionnaire as well as interview to gather information. It has been remarked that household living conditions determined the level of success and completion rate for learners. Partcipants accepted that learners have a tendency of dropping out from schools owing to lack of employmentscarcy revenue for their parent and evidenced that preponderantly 66% demonstrated this proboem. It denoted that learners from poor families tend to leave their studies owing to the deprivate support from household members. Findings demonstrated that both social and economic postions of parebnts affect the level of dropping out of schools. It was suggested to fortify sensitization of parents and guardians to partcipative actively in educational activities in order to reduce the number of learners who dropped out of schools.

2.1.2 Influence of Parents employment Status on Acadmeic Performance in Geography

Globally, the research done by Kudari (2016) argued that many variables are not correlated with each other through women involvement in educational activities of children. Through the use from 1996 research of income and project involvement, the researcher asseserd 4476 school age children in 2569 householders with coordinated pairs of parents to research children learning outcomes as operation of parent relying on automatic workers farewell and the research gathered four month intervals, to feature parent workers and employmentchallenges over two years. The findings evidenced no correlation beteeen employment of parents and academic performance of their children. Therefore, subset discusses felt the link only in family where women earn more than men and, in this regard, the researcher concluded that the adverse effect of men unwillingness to work separately in household earned more than households.In Asia, generally traditional research has revealed that more highly educated parents and especially mothers have greater success in providing their children with cognitive and language skills that contribute to success in school (Stich & McDonald, 2020). Parents' level of education is important to schooling as parents want their children to maintain the status (Mallan, 2019). It's also believed that parents with higher educational levels have stronger confidence in their children's academic abilities and they also have higher expectations of their children. They expect that their child will earn good grades behave well in school and attend college. These expectations and confidence in their children motivate them to do well at school. The confidence parents have in their children also helped them to build their own confidence and self-concept which is important in their education (Mallan, 2019). However, parents over expectations might also cause stress to their children which translates to poor educational attainments.

In Pakistan, Rana (2015) carried out a study on the relationship between the parents' level of education and academic performance of their children in South Punjab town, Pakistan. The result showed that there was a significant positive relationship between parents' level of education and learners' academic performance. There is a gap here, in that the researcher carried out his study in urban area but this study will be carried out in urban and sem-uban area so as to find out the influence of parental socio-economic status on learners' academic performance. Jamila (2019) conducted a study on the effect of parental level of education on learners' academic performance in Norway. The results of the study indicated that there was a positive correlation between parental level of education and their children's academic achievement. There is a gap here that leaves a window for further study as all the socioeconomic factors were not exhausted. The research did not look at how parents' employmentand income affects children's academic performance; this gap in knowledge will be filled by this study. In Africa, especially in Kenya, Sommer (2021) did a survey on influence of parents' partcipation on learner's success in second in Kenya. The research established if the efficiences of association between parent employmentand learning outcomes uses a descriptive study design and target population contained of all forms three learners' secondary schools in Magari Sub-region using questionnaire and interview guide. This research indicated that the habits and behavior and in educators' association with children level of success and it indicate a positive effect on learning outcomes. It demonstrated that the best success in parental attidues contains pertinent measurement of asosication between their skills and knowledge. Thus, agreeing with Okafor (2022) who evidenced a wide proportion of working personnel were not generating income which means that family relies on skilled personnel by those who are accepting good employment position and possibility of working experiences and left those who are unemployed. They found that learners from working parents has been three years old obtain low cognitive progress scores and more, results from O'Gara (2023) agues that mothers job had unfovorable on human ressources interaction between children and parents in families owing to the translation into few timeline women devotes in childhood. Oscar, (2023) accepts the degree of human assets of women was of regrettable role whether they did not utilize their skills by increasing of children in household.In Rwanda, Manirakiza (2021) did research on Socio-Economic Status of Parents and learning outcomes in school located in Burera District and the researcher wanted to investigate the association between parental socio-economic in employment, educational attainment, household and revenue as well as learning outcomes. The research sought to assess other elements duties for learning outcomes and term, opinions from researchers concerning the constructs under research were utilized and emphasized and research variables by revising under study topics and the study utilized both descriptive and correlation to establish the association between research constructs comprised 202 and 410 popualtion and sample size were selected, learners in the final years and parental from Burera, District, the research employed a mixed approach and the imitation-formulated questionnaire was utilized to obtain , number, proportion, rate as well as the regression effect between variables. The researcher evidenced that parental level of socioeconomic development on the context of educational profile (Average was 104 that implies that

many had primary school), parental revenue (mean=1.82) and household accessibility and the asosication with learning outcomes.

2.1.3 Effect of Parents Income on Learner's Academic Performance in Geography

Globally, parents are the primary persons in raising children in any society that is why the family is regarded as the primary agent of socialization (Adekey, 2022). It is through parents' employmentand efforts that children are socialized to become productive citizens in education and general life (Adekey, 2022). Mudassir and Abubakar (2015) conducted a study on "The impact of Parents' employmenton academic performance of secondary school learners in Kuala Terengganu, Malaysia." The result showed that learners from parents with formal employmentperform well than those from parents with informal education. However, the researchers did not give any details on how the time that parents spent in their employments (whether formal or informal) affects learners' academic performance. This gap will be filled by the study. Gratz (2016) opined that parents in inferior employments earn lower incomes and often have to work longer hours to earn more for their families. Therefore, they are often left with less time to spend with their family members and getting more involved in their children's educational activities. However, it's also important to note that not all parents in inferior employmentwork for long hours. In Asian, Muhammed (2022) conducted a study on the impact of parents' profession on their Children's learning English in Pakistan. The results revealed that for learning English parents' profession has positive correlation on it that varies with respect to their professions. In this study Mohammed found out that children whose parents have more advanced or better profession live in places where English language is spoken frequently and therefore, they are more conversant with the language than those whose parents have inferior professions. The study only focused on learning of English but this research will focus on the general academic performance of secondary school learners. In Africa, Kudari (2016) conducted a study on impact of revenue of parents on learner's success in public sector secondary schools in Abuja municipal area council, Nigeria. This research assessed the effect of parent's position to the learner's success in public senior schools in Abuja Municipal, Nigenia. The researcher adopted two questions are given one null hypothesis has been prepared and ascertained to escort the research. The research used a descriptive research desing employed to obtain a sample of 12 secondary schools, meaning 50% of the target population. Information was obtained using questionnaire survey distributed to 367 learners and the score of 17602 learners in Africa upper secondary schools in English as well as mathematics from 2012 ro 2017. Techniques used for choising them is simple random sampling. The researcher used questionnaire on parent revenue. The pre-tested and the reliability coeefficent of 0.81 have been attained. Moreover, mean, number, standard deviation and percentage are utilized to provide response while a Pearson correlation score was utilized to assess the hypothesis at the 5% level of significance between parent income and learning outcomes in public secondary schools. Results of this research had stimulated to certain concluding remarks concerning the fact that parent income affected learning outcome in public secondary schools. Relaying on results of the research, it has been suggested that parents would attempt to timely paying school fees. Maganga (2016) did research by assessing learning outcome   in nursery schools using the capacity to read where children from poor families scored 30 percentile, midel income learners scored. Tye study used correlation research design for revenue and female and male children enrolement as follows. Revenue shocks did not impact families for investing in educational process of their children's success. When households were challenged by lack or scarcity of asset and there were discrempancies in males and females' learners' accessibility to assets. Children's educational activities are impacted. The study concluded that higher revenue learners scores at 70th percentile and concluded that parental revenue are the pertinent determinants of physical atmosphere and learning experiments in household members educational profile is extrapolative of parental friendliness.In Africa, a study done by Nyoni (2017) on the role of household income on learning outcome among secondary school learners in Uganda, the researcher expolored effect of parental income on learner's success using a cross-sectional study where information was gathered on 286 learners and five HeadeachersT. Results demonstrated that household income clearly affected learning outcome. However, while suitable social skills and kmowledge occurred to be associated with generations, these did not lead to a strong association between cognitive development score for high and low earning income parents. The researcher revealed that the gap in academic success between children from poor and rich families developed fast in primary school years in comparison at the propotion of 97%. In Rwanda, Ugiriwabo Prudentienne (2023) did a study on impact of financial management practices to the success of learners in 12 Years Basic Education in Kicukiro District, Rwanda. Its research intended to assess effect of practices used in managing finances on secondary schools learning outcomes in information. The aforementioned practices can influence the level of success in learning process. As School ressources were well allocated to benefit more

teaching instructions, capacity building for teaching staff members in diverse field, to recruited skilled personnel whether in need and much more. All the above activities led to high learning outcomes. Generally, the researcher investigated impact of financial management practices on learning oucome of schools located in Kicukiro District. Specifically, the researcher assessed financial management practices, level of learning outcomes and the relationship between those two variables as well as their constructs. A descriptive correlational design was adopted using a questionnaire survey to obtain right answers and evidences. Both descriptive and inferential statistics were generated using statistical package for social sciences. Results felt the significance between strategies used to manage finances and learning outcomes in secondary schools in Kicukiro District, Rwanda. The researcher evidenced that low grades obtained in national exams of senior three learners in 12 Years Basic Education emanates from poor financial management of school assets.

2.2 Theoretical Framework

This section is concerned with a review of relevant theory that was displayed by the research during the entire study process. It is very important because　relevant theory helped the researcher to describe and provide explanation concerning the connection between research variables and constructs. You describe recent research models that assist the research process indicating that the research or thesis topic will be pertinent and attached or fastened in pre-established terms (Vinz, 2022).

2.2.1 Vroom's Expectancy Theory

Learner's topic choice in secondary school was conceptualized　by many researchers. Therefore, Vroom, evidenced that encouragement emanates from personal needs that some effort can stimulate the expected learning outcomes, mentalinty and desire to attain high level of learning outcome for any person. This model deemed to propose that learner course choice was a clear and immediate outcome from their expectation toward further learning success. Therefore, the discrempancies in living conditions can justify the parental involvement in education activities. The aforementioned model can not describe parental poor living condition by those who were able to enroll their children into schools and owing to the fact that the government may play a clear role by abolishing schools fees and affording school materials to children coming from poor families.

2.3 Conceptual Framework

This term categorises reseach variables, indicators as well as measuremen but also assesses association between them using analysis of their respective activities. The research variables in the operation are socio-econimic status of parents and learner's success, being independent and dependent variables respectively.

Independent Variable　　　　　　　　　　　　**Dependent Variables**

Socio-economic Status of Parents

Parental Educational Level

- Illitrate
- Parent only attended primary
- Parent attended secondary
- Parent attended University

Learner's Academic Performance in Geography

- Improved Results of National examinantions
- Improved class participation
- Homework completion
- Communication skills

Parental Employment

- Permanent Job
- Full Contract Based Job
- Part Time Job
- Entrepreneurs

Parental Income Level

- 50,000-100,000 Frws per month
- 110,000-200,000 Frws per month
- 210 000-300,000 Frws per month
- 300,000 Frws per months
- Above 200.000Frws per months

Figure 2.1 Conceptual Framework
Source: Researcher (2024)

Data reflected in Figure 2.1 above shows socioeconomic factors associated with learning outcomes. It permits how learners' success as dependent research variable will be associated witgh independent variable that is parent's education, employment and income levels. According to the above figure the wellbeing of the parents in terms of income, good employment and educational profile translates well to learners' achievements. The parents with good high degree of educational profile are expected to consider their learners to good schools give them extra coaching and hence chances of academic success. However, the above figure also shows the extraneous variables which may affect learners' academic performance. These include peer influences, school environment, and teachers' qualification, availability of teaching material, laboratories, textbooks, classroom size, and student's role performance. The study controls impact of intervening and moderating variables by purposively choosing schools in district to be the subject of the study.

3 Research Methodology

Study design refers to a blueprint or a roadmap designed in order to obtain responses to asked questions as well as other pertinent problem to manage variation, according to Kerlinger (2022). The researcher used desrcriptvie research design in order to draw the individuals or a group of learners and teachers by completing a survey or questionnaires. Descriptive research is a research method used to try and determine the characteristics of a population or particular phenomenon. Using descriptive research, the researcher can identify patterns in the characteristics of a group to essentially establish everything his needs to understand apart from why something has happened. Descriptive research design is a powerful tool used by scientists and researchers to gather information about a particular group or phenomenon. Therefore, researcher participants provided the answers with their opinions, attitudes and understandings to the effect of socio-economic conditions of parents to learner's academic success in geography subject twelve years secondary schools in Kicukiro District, Rwanda.

This research studied the groups of respondents from 12YBE schools such as learners, teachers, headteachers as well as Chairpersons of SGACs in Kicukiro District. Based in Kicukiro District statistics, this District has 10 sectors, 36 Twelve years basic education secondary schools enrolled 6,411 learners, 332 teachers and 36 chairpersons of GSACs (Kicukiro District Statistics, 2023). For this purpose, the research selected three sectors of the district namely Gahanga, Niboye and Masaka from which the research considered the population of 1105 persons comprising 1063 learners, 30 teachers, 6 head teachers and 6 Chairpersons of SGACs. In calculating the sample size, items specific to entire research population was take into account. To the present study, the researcher uses Yamane Formula (Yamane. 1973):

$n=N/1+N (e)^2$

Where:

n=Representative Group

N=Population Size

e=Margin Error=5%=0.05

 By applying the above formula, the researcher obtains

$n= 1105/ (1+1105 (0.05)^2$

n= 1105/ (1+1105 (0.0025)

n= 1105/ (1+2.7625)

n= 1105/3.7625

n= 293.68770764

n=294

As results, the researcher used a sample of 294 partcipants from 1105 persons The researcher usedf stratified sampling techniques through different strata to be taken. Therefore, simple random sampling techniques was utilized to choose learners, while purposeful sampling technique was used to select headteachers, teachers and representatives of parents based on the knowledge and experience they have acquired.

The questionnaires of this research had questions addressing sex of respondents as well as age, and qualification or education level. The interview was used as an appropriate approach that engages interviewee and interviewer into dialogue in order to get evidence and facts in depth. Interview schedules were used to guide interviews with the headteachers, and selected chairpersons of SGACs under the present research. The interview schedule collected information related to the assosication between parental socioeconomic status and learner's success in geography subject twelve years' secondary schools in Rwanda. The research project was carried out, prepared, and written after reading the existing literature available within books, policies, regulations, reports, journals, articles, internet sources, and other documents related to the research field. Secondary sources were useful for the analysis and discussion of findings generated from the primary data.

Techniques include hypothesis testing, confidence intervals, and regression analysis. These methods are crucial for drawing conclusions from data and assessing the significance of findings. Quantitative information was assessed through the use of Statistical Package for Social Sciences. In this regard, this application was helpful to the researcher evaluate the significance of analyzing statistical information in order to establish the correlation between socioeconomic status of parents and learner's academic success in geography subject twelve years secondary schools in Rwanda. Descriptive analysis is a sort of data research that aids in describing, demonstrating, or helpfully summarizing data points so those patterns may develop that satisfies all of the conditions of the data. It is the technique of identifying patterns and links by utilizing recent and historical data. The Spearman's

correlation was used by calculating percentages and commenting on answers provided by respondents in order to draw the conclusion. Correlation analysis, also known as bivariate, is primarily concerned with finding out whether a relationship exists between variables and then determining the magnitude and action of that relationship. The researcher established the existence of positive linear correlation. There was a positive linear correlation when the variable on the x -axis increases as the variable on the y -axis increases, negative linear correlation, non-linear correlation (known as curvilinear correlation) and no correlation. Qualitative data analysis is a process of gathering, structuring and interpreting qualitative data to understand what it represents. Qualitative data is non-numerical and unstructured. The qualitative analysis method consisted of analyzing data based on explanations and consequences coming from the respondent's evidence and documented facts. This helped in describing the objective of the study and the systematic themes. This helped the analysis of all data and information harvest systematically. This method was useful for analyzing data collected through interview protocols.

4 PRESENTATIONS OF FINDINGS

The researcher presents findings on the basis of specific objectives which were to determine effect of education levels of parents on learners' performance in Geography in 12YBE, Kicukiro District; to determine effect of parent's employment status on Learner's performance in Geography in 12YBE Kicukiro District; and ro to establish effect of parent's income on Learner's academic performance in Geography in 12YBE Kicukiro District. Both descriptive and inferential statistics were used in the analysis. Before results on specific objectives, the researcher started by providing descriptive starts on the performance of learners.

4.1 The Level of Learners' Performance in Geography in 12YBE, Kicukiro District

The study sought to determine the level of learners' performance in Geography in 12YBE, Kicukiro District using the following aspects; learners mean grades in the exam sat for in Kicukiro District. On the learners mean grades in the exam sat for in third term, the learners gave the grades shown based on the examination done.

Table 4. 1 Learners' Mean Grades in 12YBE, Kicukiro District

Grade	Number of Learners	Percentage (%)
A-and above	0	0
B+	11	4.8
B	13	5.7
B-	11	4.8
C+	50	22.8
C	36	16.2
C-	27	12.4
D+	73	33.3
D and below	0	0
Total	**220**	**100**

Source: Primary Data (2024)

The findings indicate that 22.8% of the learners scored C+ grade, 12.4% had a C-, 16.2% had a C plain, 4.8% had a B-, 33.3% had D+, and 5.7% had a B plain. The findings imply that the majority of learners scored average grades. Further, the average Joint Admission Board (JAB) university entry point is grade C+. It is evident that 40 learners qualified for JAB university entry that translates to 38.1%. The head teachers were requested to give their school mean scores from 2021to 2023. The findings show that the highest mean of 4.513 was recorded in 1 followed by 4.339 recorded in 2022 and 4.033 recorded in 2023. The results imply that learners' academic performance was on increase, as the performance dropped from 2021 to 2023.

Table 4.2 Parents' Involvement toward their Children's Learning

Level of Commitment	Frequency	Percentage
High	5	75.0
Low	1	25.0
Very low	0	0.0
Total	**6**	**100**

Source: Primary Data (2024)

On the parent's level of commitment in their children's learning, the findings show the teachers indicated that 75.0% of parents had high commitment of involvement to their children's learning, 25.0% had low commitment while 0.0% had very low commitment of involvement towards their children's learning. This gives a general impression that parents in the area are committed participated in the learning of their children. The study further sought to determine from the head teachers on the discipline among learners. The findings are presented in Table 4.5.

Table 4.3 Discipline among Learners

Level of Commitment	Frequency	Percentage
Very good	2	35.0
Good	3	50.0
Average	1	15.0
Below average	0	0.0
Total	**6**	**100.0**

Source: Primary Data (2024)

The findings indicate that 50% of head teachers indicated the discipline was good in their schools, 35.0% indicated that the discipline was very good and 15.0% said the discipline was average. The findings imply that learners in the schools in Kicukiro District generally had good discipline.

4.2 Influence of Parents' Education on Learners' Performance in Geography in 12YBE

The study determined effect of education levels on learners' performance in Geography in 12YBE, Kicukiro District. Both descriptive and inferential statistics were used in the analysis. The findings are shown in Table 4.7.

Table 4.4 Parental Educational Level

	Frequency	Percentage
No Formal Education	40	18.1
Primary Level of Education	73	33.3
Secondary Level of Education	84	38.2
Universty Level of Education	23	10.4
Total	**220**	**100**

Source: Primary Data (2024)

The findings indicate that 38.2% of the parents had secondary education as the highest level of education, 33.3% had attained up to primary education, and 18.1% had no formal education while 10.4% had universty level education. The findings imply that most parents had at least attained basic education. The study further cross-tabulated parents' education level and learners' academic performance for the previous exam in 2023.

Table 4.5 Parents Education Level and on Learners' Performance in Geography in 12YBE

Level of Education of Parent	E	D	C	B	Total
No Formal Education	0%	78.9%	21.1%	0.0%	100%
Primary Level of Education	0%	34.3%	60.0%	5.7%	100%
Secondary Level of Education	0%	17.5%	62.5%	20.0%	100%
Univesty Level of Education	0%	9.1%	36.4%	54.5%	100%

Source: Primary Data (2024)

Results indicate that for those who had no formal education, 78.9% of their children had grade D in the 2023 joint exam, 21.1% had grade C while no student had grade B. For the parents with primary education level, 60% of their children had grade C, 34.3% had grade D while 5.7% of their children grade B in their previous exams. In addition, for the parents with secondary level education, 62.5% of their children had grade C, 20% had grade B while 17.5% of their children had grade D. The findings also indicate that for the parents with universty level education 54.5% of their children had grade B, 36.4% had grade C while 9.1% had grade D. The findings show that the children from learned parents generally performed better than those from families with low levels of education. It can be deduced that the more the parents are educated the higher chances they appreciate the value of education and thus support their children in studies. Highly educated parents support their children in education through

assistance with homework and setting home environment for learning. Educated parents will always provide all sorts of learning materials for their children; give them incentives for every good performance which in turn motivates the children to perform even better in every other exam. Children of low level educated parents may not experience what their counterparts go through no matter how good they may be performing because their parents may not know the value of education leading to decline in performance of these children. The study sought to establish correlation between learners academic and parental educational level. The correlation test was conducted at the 5% level of significance with a 2-tailed test. Thus, the significance critical value was set at 0.025 above which the association is deemed to be insignificant and vice versa. The correlation analysis findings are shown in Table 4.8.

Table 4.6 Correlation between Parental Educationa and Learners' Performance

		Parental Educational Level
Learners' performance in Geography in 12YBE in Kicukiro District	Pearson Correlation	.812**
	Sig. (2-tailed)	.000
	N	220

**. Correlation significant at 0.01 level_2-tailed.

Primary Data (2024)

The findings show that parental education level have a strong positive influence on learners' performance in Geography in 12YBE in Kicukiro District with a Pearson correlation coefficient of 0.812 and a significant value of 0.000 which is less than 0.025 the critical value at the 5% level of significance. Based on the hypothesis of the study; H_{o2}: There is no significant association between the educational level of parents and learners' performance in Geography in 12YBE in Kicukiro District. Therefore, based on the findings of the study, the study rejected the null hypothesis and hence deduced a significant connection between parents' level of education and learners' performance in Geography in 12YBE in Kicukiro District.

Table 4. 7 Model Summary for Parental Education

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.812a	.660	.657	.386

a. Predictors: (Constant), Parental Education

Primary Data (2024)

As illustrated, the predictor variable (parental educational level) explains 66% of the variation in learners' performance in Geography in 12YBE in Kicukiro District (R^2 = .660). Thus, based on this coefficient, parental levels of education greatly influence the learners' performance in Geography in 12YBE in Kicukiro District. Other factors that were not considered in this research contributed to 34% (1-0.660=0.340 expressed as percentage) of the learners' performance in Geography in 12YBE in Kicukiro District which is far much less than 0.66. The Anova Table 4.11 below was generated to test the significance value of reliability for association between parental level of education and learners' performance in Geography in 12YBE in Kicukiro District.

Table 4.8 ANOVA for Parental Education

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.645	3	36.645	46.161	.000b
	Residual	18.906	217	.149		
	Total	55.550	220			

a. Dependent Variable: on learners' performance in Geography in 12YBE in Kicukiro District

b. Predictors: (Constant), Parental Education

Primary Data (2024)

As illustrated, the significance value in testing the reliability of the regression for the connection between parents' level of education and learners' performance in Geography in 12YBE in Kicukiro District scores was obtained as 0.000 which is less than 0.05 the critical value at 95% significance level. Therefore, the regression is statistically significant in predicting the relationship between the dependent and independent variable of the study. The F value from the table is 4.10 indicating a significant model for the relationship as given by the regression coefficients. The Table 4.11 below shows the relationship between parental educational level and learners' performance in Geography in 12YBE in Kicukiro District using linear regression model.

Table 4.9: Relationship between Parental Education and Learners' Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
(Constant)		.250	.278		.899	.371
1	Parental Education	.809	.064	.812	15.690	.000

a. Dependent Variable: Learners' Performance in Geography

Primary Data (2024)

The findings indicate that parental educational level had a significant influence on learners' performance in Geography in 12YBE in Kicukiro District as shown by the coefficient ($\beta_1 = 0.812$, t = 15.690, p = 0.000). A linear regression model was adopted and the B value was 0.736, implying that parental education level contributed to 0.809 linear changes in learners' performance in Geography in 12YBE in Kicukiro District. When the level of parents education is increased their learners' performance in Geography in 12YBE in Kicukiro District also increases. The study has determined that parental education status positively influences learners' performance in Geography in 12YBE in Kicukiro District.

4.3 Influence of Parental Employment and and Learners' Performance in Geography

The second objective was to analyze the connection between parents level of employment and learners' performance in geography in 12YBE in Kicukiro District. Both descriptive and inferential statistics have been done to present the findings of the study. The students were asked to state the employment of their parents.

Table 4.10 Parental Employment

	Frequency	Percentage
Permanent Job	27	12.4
Full Contract Based Job	88	40.0
Part Time Job	80	36.2
Entrepreneurs	25	11.4
Total	**220**	**100**

Source : Primary Data (2024)

The findings indicate that most parents had full contract Based Job forming 40% as the employment status, 36.2% whad part time Job, 11.4% are entrepreneurs while 12.4% had permanent job. The findings imply that most parents had full contract Based Job as a source of income to cater for their families. Further, the study conducted cross-tabulations between parental employment status and Learners' Performance in Geography in 12YBE in Kicukiro District.

Table 4.11 Parental Employment and Students' Academic Performance

Parental Employment	Learners' Performance in Geography				Total
	E	D	C	B	
Full contract-based Job	0%	15.4%	53.8%	30.8%	100%

Entrepreneurs	0%	19.0%	73.8%	7.2%	100%
Part Time Job	0%	65.8%	31.6%	2.4%	100%
Permanent Job Permanent Job	0%	0%	33.3%	66.6%	100%

Source: Primary Data (2024)

The findings indicate that, for those parents who had full contract based-jobs, 53.8% of their children scored grade C, 30.8% scores grade B while 15.4% scored grade D. Also, those parents who are entrepreneurs, 73.8% of their children scored grade C, 19% scored grade D while 7.2% scored grade B. In addition, for those parents had part time job , 65.8% of their children scored grade D, 31.6% scored grade C while 2.4% scored grade B. Further, for those parents had parmanent jobs , 66.6% scored grade B while 33.3% scored grade C. From this finding, the students of parents with permanent job performed very well as seen with a percentage of 66% scoring grades B. This implies that students with parents that work as permant are highly motivated to do better in academics to get employed one day.

Table 4.12 Correlation between Parental Employment and Learners' Performance

		Parental Employment
Learners' Performance inGeography in 12YBE in Kicukiro District	Pearson Correlation	.723**
	Sig. (2-tailed)	.000
	N	220

**. Correlation significant at 0.01 level_2 tailed.

Source: Pirmary Data (2024)

The findings indicate that parental employment status has a positive and significant association with learners' performance in Geography in 12YBE in Kicukiro District. Parental employment status had a strong positive correlation with learners' performance in Geography in 12YBE in Kicukiro District with a Pearson's correlation coefficient of 0.723 and a significant value of 0.000 which is less than the critical value of 0.025 at 5% significance level. Based on the hypothesis of this study; H_o2: There is no significant correlation between parental employment and and learners' performance in Geography in 12YBE in Kicukiro District. Therefore, based on the findings of the study, the study rejected the null hypothesis and hence deduced a significant relationship between a parents' employment and and learners' performance in Geography in 12YBE in Kicukiro District.

4.3 Influence of Parents' Income on Learners' Performance in Geography

The third objective of the study was to examine the correlation of parental income and and Learners' Performance in Geography in 12YBE in Kicukiro District. The study first sought to determine the income level of parents, those who paid the fees for learners and whether the parents provided the necessary learning materials that were needed for study by the learners. The learners were asked to give the levels of income of their parents.

Table 4.13 Income Levels of Parents as Reported by Learners' in Geography

Parents' Income Per Month (Rwfs.)	Frequency	Percentage
50,000-100,000	82	37.2
110,000-200,000	61	27.6
210,000-300,000	44	20.0
Over 310,000	33	15.2
Total	**220**	**100**

Primary Data (2024)

The findings indicate that 37.2% of the parents had income of Rwfs. 50,000-10,000 per month, 27.6% had income of Rwfs. 110,000-200,000 per month, 20% had income of Rwfs. 21,000-300,000 per month while 15.2% of the parents had income of Rwfs. 310,000 or more per month. According to National Institute of Statistics of Rwanda (2020), low-income households live on a monthly income of less than Rwfs. 230,670.00, middle-income class live on monthly income of between Rwfs. 230,670.00 and Rwfs. 1990,999.00 while upper class/high income families spend a monthly income of above Rwfs 200,000.00. From the findings obtained, it was clear that most learners

came from low income families. Cross tabulations were further conducted between parental income and learners' performance in Geography in 12YBE in Kicukiro District.

Table 4.14 Parents Income and Learners' Performance in Geography

Monthly Parents' Income (Rwfs.)	Learners' Performance in Geography in 12YBE in Kicukiro District				
	E	D	C	B	Total
50,000-100,000	0%	38.5%	59.0%	2.5%	100%
100,001-200,000	0%	38.0%	55.1%	6.9%	100%
200,001-300,000	0%	33.3%	47.6%	19.1%	100%
Over 300,000	0%	12.5%	31.3%	56.2%	100%

Primary Data (2024)

The findings indicate that for those parents who had monthly income of Rwfs. 50,000-100,000, 59% of their children scored grade C, 38.5% had grade D in their 2023 third term exam while 2.5% had B grade. For the parents with monthly income of Rwfs. 100,001-200,000, 55.1% of their children scored grade C, 38% had grade D while 6.9% had B grade. In addition, for those parents with monthly income of Rwfs. 200,001-300,000, 47.6% of their children had grade C, 33.3% had grade D while 19.1% had scored grade B. Further, for the parents with monthly income of over Rwfs. 300,000, 56.2% had grade B, 31.3% had grade C while 12.5% had grade D. The study observed that those parents with higher income, the and learners' performance in Geography in 12YBE was generally higher than those learners who belonged to lower income families. This could be attributed to the reason that more income can allow parents to buy students' resources that helps in their performance. The study also sought to determine the opinion of teachers on whether the parents of learners in their class were provided with revision books and other stationery by their parents in Kicukiro District. The findings obtained indicated that 57% of the parents provided the revision books and other stationery while 43% did not. In addition, the teachers from each of the sampled schools were asked to give information of the kind of family background of the learners who performed well in National exams.

Table 4.15 Background of Learners Having High Performance as Reported by Teachers

	Frequency	Percentage
Low Income	5	17.6
Middle Income	7	23.5
High Income	12	41.2
	6	17.6
Total	**30**	**100**

Primary Data (2024)

The findings indicate that 41.2% of the teachers said those learners who performed well came from high income families, 23.5% said the learners came from middle income families while 17.6% said the learners came from low-income families. This finding confirmed the earlier findings on learners' performance and family income. Further, the study sought to determine those who were involved in the payment of school fees in the schools for learners. The study findings indicated that 83% of the school fees were paid by the student parents, while 17% was paid by the guardians of learners. This implied that most learners in the schools had parents who were responsible for the payment of their school fees. The study sought to establish correlation between the parental income and learners' performance in Geography in 12YBE in Kicukiro District. The correlation test was conducted at the 5% level of significance with a 2-tailed test. **Table 4.16 Correlation between Parental Income and Learners' Performance**

	Parental Income

Learners' Geography	Performance	inPearson Correlation	.797**
		Sig. (2-tailed)	.001
		N	220

**Significant correlation at 0.01 levels 2-tailed.

Primary Data (2024)

The findings obtained in the study, indicate that parental income has a positive and significant association with learners' performance in Geography in 12YBE in Kicukiro District. A strong correlation was obtained between parental income and learners' performance in Geography in 12YBE in Kicukiro District with a Pearson's correlation of 0.797 and a significant value of 0.001 which is less than 0.025 the critical value at the 5% level of significance. Therefore, based on the above findings, it can be deduced that there is significant correlation between income of parents and learners' performance in Geography in 12YBE in Kicukiro District. It thus followed that the researcher rejected the null hypothesis and concluded that there exists a significant connection between the level of income earned by parents and their corresponding children's scores in academics.

Table 4.17 Model Summary for Parental Income

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797ᵃ	.658	.651	.641

a. Predictors: (Constant), Parental Income

Primary Data (2024)

As illustrated the predictor variable (parental income) explains 65.8% of the variation in learners' performance in Geography in 12YBE in Kicukiro District (R^2= .658). Thus, based on this coefficient, other factors that were not considered in this research contribute to 33.2% (1-0.658=0.332 expressed as percentage) of the variability in Learners' Performance in Geography in 12YBE in Kicukiro District.

Table 4.18 ANOVA Table for Parental Income

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.759	3	9.759	23.760	.000[b]
	Residual	52.163	117	.411		
	Total	**61.922**	**220**			

a. Dependent Variable: Learners' Performance in Geography

b. Predictors: (Constant), Parental Income

Primary Data (2024)

As illustrated, the significance value in testing the reliability of the regression for the connection of parents' income and students' performance was obtained as 0.000 which is less than 0.05 the critical value at 95% significance level. Therefore, the regression is statistically significant in predicting the relationship between the dependent and independent variable of the study. The F value from the table is 23.760 indicating a significant regression for the relationship as given by the regression coefficients. This shows that the overall regression was statistically significant and reliable in explaining the influence of the predictor variable to learners' performance in Geography in 12YBE in Kicukiro District.

Table 4.19 Regression Coefficients for Parental Income

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.178	.469		2.510	.013
	Parental Income	.836	.110	.797	4.874	.000

a. Dependent Variable: Learners' Performance in Geography in 12YBE in Kicukiro District

Primary Data (2024)

The findings indicate that parental income had a significant influence on learners' performance in Geography in 12YBE in Kicukiro Districtas shown by the coefficient ($\beta_1 = 0.797$, t = 4.874, p = 0.000). A linear regression model was adopted and the B value was 0.836, implying that parental income contributed to 0.836 linear changes in learners' performance in Geography in 12YBE in Kicukiro District. The findings have shown that parental income has a positive influence on learners' performance in Geography in 12YBE in Kicukiro District.

5 DISCUSSIONS OF FINDINGS

Previous studies were reviewed in accordance with specific objectives of the ongoing study. The researcher revised previous studies by focusing on effect social economic status of parents on learners' performance in geography subject, in basic secondsry education in Kicukiro District.

5.1 Parental Education and Learners' Performance in Geography

The present study did not contradict the work of O'Gara (2023) who did a study on the role of parental education on children's learning outcomes evidenced a strong correlation between educational status and academic success. Findings demonstrated that well educated and skilled parents contributed to the education development of their children and consequently to their performance. To realize these targets, support are given to children within household by paying coaching fees, assisting themselves their children by giving them explanation and doing homework in order to alleviate who did not go beyond primary and secondary schools.The study findings concur with the study Nyoni (2017) who denoted that in many families it is clear that parent's level of education associate with learning outcomes of their children, for skilled parents were more likely to provide their children practical skills through doing homework, parental involvement school activities, being role model and effective communication with teachers and school managers. Moreover, Valencia and Chimombe (2021) felt that parent education is associated with English Proficiency of their children. Researchers recommended that parents who attended universities are more likely to transmit to their children more cultural and education practices related to attitude to perform well. The findings of the study also align with those of Humlum (2021) who determined that

the family income, high or low, can have its impact on student's achievement in all their learning years. The study studied learners in their early years, and determined that their family incomes can affect their education. In the event that the family has high income at the time of the student learning, this may acknowledge him/her at that school, which can make a colossal not quite the same as that student whose family has a high income in his late learning. Further, Higgins, Xiao and Katsipataki (2022) inspected learners and their families' income in China and measured learners perusing aptitudes and watched families in their home. Likewise, it participated in the families' home and in student's aptitudes. In addition, it was efficient investigation with the picked youngsters and the way toward measuring them and their families. The outcomes with numbers were clear and shows by what method can the families income influenced their kids learning. The study sought to find correlation of parents" income and learners' level of performance in academic using regression analysis and therefore come up with an appropriate model.

5.2 Parents Employment and and Learners' Performance in Geography

The present study findings are in line with research done by Kudari (2016) argued that many variables are not correlated with each other through women involvement in educational activities of children. Therefore, subset discusses felt the link only in family where women earn more than men and, in this regard, the researcher concluded that the adverse effect of men unwillingness to work separately in household earned more than households. In Pakistan, Rana (2015) carried out a study on the relationship between the parents' level of education and academic performance of their children in South Punjab town, Pakistan. The result showed that there was a significant positive relationship between parents' level of education and learners' academic performance. There is a gap here, in that the researcher carried out his study in urban area but this study will be carried out in urban and sem-uban area so as to find out the influence of parental socio-economic status on learners' academic performance. In Africa, especially in Kenya, Sommer (2021) did a survey on influence of parents' partcipation on learner's success in second in Kenya. The research established if the efficiences of association between parent employmentand learning outcomes uses a descriptive study design and target population contained of all forms three learners' secondary schools in Magari Sub-region using questionnaire and interview guide. In Rwanda, Manirakiza (2021) did research on Socio-Economic Status of Parents and learning outcomes in school located in Burera District and the researcher wanted to investigate the association between parental socio-economic in employment, educational attainment, household and revenue as well as learning outcomes. The researcher evidenced that parental level of socioeconomic development on the context of educational profile (Average was 104 that implies that many had primary school), parental revenue (mean=1.82) and household accessibility and the asosication with learning outcomes.

5.3 Parents' Income and and Learners' Performance in Geography

The present study on the income or revenue level of parents affects clearly the learning outcomes of leaners and their effective performance is relevant since it did not contradict, the observation of Kudari (2026) who carried out research on parental involvement and established that poor learners are graded in 19th percentile on the examination while learners from higher income families were ranked in 66th percentile on assessments.Moreover, Makewa, *et al*., (2013) evidenced that children examination score were lower when poverty or poor living condition continue in the society and highest when material advantage is long lasting. The researcher evidenced that the gap in the achievement between children from poor and rick families developed fast during primary schools. By adolescence, only ¾ of children from poor 1/5 of household attained desired outcomes. Marwa (2022) demonstrated that poor learners who succeeded well in key stage tests at age seven are more likely than better of children to fall behind by age eleven and poor children who obtained good score at seven are less to ameliorate their performing in comparison with learners from better off families as a pertinent element behind the enlarging gaps. Therefore, based on the findings of the study, the study rejected the null hypothesis and hence deduced a significant connection between parents' level of education and academic scores of children in Kicukiro District secondary schools. It's likewise trusted that parents with higher educational levels have more grounded trust in their kids' scholastic capacities and they additionally have higher desires of their youngsters.

6 Conclusions

Based on the findings of the study, the following conclusions were made; the study findings showed that that parents' income had a significant influence on and learners' performance in Geography in 12YBE in Kicukiro District. The study therefore concluded that the higher the family income, the higher the learners' performance in Geography in 12YBE in Kicukiro District.The study also found out that there was a significant positive influence of parents' education on and learners' performance in Geography in 12YBE in Kicukiro District in Kicukiro

District. The study therefore concluded that the more the parents were educated the higher their children's performance.Finally, the study found that performance of learners in Geography in 12YBE in Kicukiro District was higher for those learners with parents with permanent jobs performed well than the learners with parents with part time job. The study therefore concluded that learners' whose parents had part time job exhibited higher academic performance than those whose parents had permanent job .

Based on the findings and conclusions made in the study, the following recommendations were made based on the objectives of the study. Due to low level of parents' income in in Kicukiro District as established in this study, the researcher recommended that the government need to increase bursary allocations to learners from poor families. This enabled these learners to always stay in school and learn and not a sent home for school fees thus performance is enhanced.

From the study, most of the parents in the area had little education and this frustrated their efforts in the involvement of their children's education. In light of this, the study recommends that the district needs to put in place appropriate systems to enhance parental education like adults' education so the parents could be equipped with basic formal education. The researcher found out that most of the parents in Kicukiro District have part time job and earn very little income per month. In light of this, the study recommends that the government needs to boost the economic status of households through investing much on income generating activities. The study gives findings on the effect of parental socio-economic status on student's academic performance in basic secondary schools in Kicukiro District. However, this was a case study and only focused on teachers, head teachers and learners of in Kicukiro District. Therefore, the researcher recommends that other researchers can undertake a similar study in other countries apart from in Kicukiro District which is covered by this study, and therefore provide results for comparison. In addition, the study did not take into consideration the views of the parents in the study area hence other scholars can undertake a similar study using the responses from the parents.

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