# EFFECT OF FAMILY SOCIO-ECONOMIC STATUS ON STUDENTS' ACADEMIC ACHIEVEMENT IN NINE-YEAR BASIC EDUCATION (9YBE) SCHOOLS. A CASE OF RUBAVU DISTRICT, RWANDA

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**Abstract**

*The purpose of this study was to investigate the Effect of family socio-economic status on students' Academic Achievement in Nine Year Basic Education (9YBE) schools located in Rubavu District. To this end, this study sought to investigate the effect of family socio-economic status on students' academic achievement. The study used a mixed research design, involving quantitative and qualitative methods. The target population involved 9216 students, 13 head teachers, and 13 directors of studies. Simple random and purposive sampling techniques were used to select the sample of 383 participants, including 357 students, 13 head teachers, and 13 directors of studies. This sample was calculated using Yamane's simplified formula for determining a sample size.Questionnaires, documentary review, and interview guide were used to collect relevant data.. The interpretation referred to means, standard deviations, and regression analysis, complemented by results from interviews. The findings revealed that family socio-economic status has a significant effect on students' academic achievement. This is obvious when we look at p and Beta values for dimensions of family socio-economic status such as family financial status, family size, and family headship, linked to the objectives of this study. The p and β values of these variables are as follows: Family financial status (p-value=0.00, β=.381), family size (p-value=0.00, β=0.274), and family headship (p-value=0.00, β=0.391). If students are to achieve academically, government, parents (guardians)/families, teachers, education officers, NGOs in education, and other stakeholders in education should put more efforts in addressing issues related to socio-economic status of families from which learners come from.*

***Keywords: F****amily socio-economic status, students' academic achievement, family size, family headship, Nine-Year Basic Education*

Nine year basic education (9YBE) is defined as: "All children to be able to get education in nine years, this is made up of six years of primary education and three years of general cycle of secondary education without paying school fees (MINEDUC, 2008).This program was extended up to twelve-year basic education (12 YBE) since 2012. This means all children of school age must go to school. Also children must remain in school and complete their education within the set number of years. Reducing repetition and dropout rates are key to this. Nine-year basic education intends to put in place measures to provide a rapid increase of children going to general cycle of secondary education (MINEDUC, 2008).

Thanks in part to a fee-free basic education policy, primary and secondary school enrolment in Rwanda has surged. More children, particularly those from poor families, now have access to more years within the public education system. However, learning outcomes are low. Recent evidence has suggested that the majority of children in primary school have not acquired age-appropriate literacy or numeracy skills. In recent years, primary school dropout and repetition have risen, while completion and transition rates have stagnated or declined (Williams, (2014).

Whilst considerable progress has been made in relation to access, particularly at primary and in 12 YBE, the quality of education still faces some challenges. For example, the primary education completion rate declined from 72.7% in 2012 to 65.2% in 2016. Similarly, the repetition rate increased from 12.7% in 2012 to 18.4% in 2016. Without stronger foundations in literacy and numeracy, learners will not be able to progress to secondary and tertiary education, and in most cases, will struggle with technical and vocational courses.

The Education Sector Strategic Plan (ESSP) 2016/17 targets were 8.7% for repetition rate and 6.6% for dropout rate. The repetition rate has improved from 18.4% in 2015 to 16.4% in 2016. Therefore, the ESSP target has not been achieved. The transition rate increased from 71.1% in 2015 to 74.5% in 2016. Even if there is an increment of transition rate, the ESSP target (88.4%) has not yet been achieved (MINEDUC, 2017)

The Government of Rwanda's Education Sector Strategic Plan for 2018/2019 – 2023/24 (ESSP) gives a blueprint for an education system that seeks to "ensure Rwandan citizens have sufficient and appropriate skills, competences, knowledge and attitudes to drive the continued social and economic transformation of the country and to be competitive in the global market". However, a number of major challenges must be overcomed in order to achieve this impact (MINEDUC, 2018).

The Rwandan Government has implemented various education policies that contribute to higher enrolment in education, but has become aware that these policies might be less effective for children from poor families. Academic achievement in 9YBE is worse than in any other kind of schools. For example, among 10 top best candidates in 2019 Primary Leaving examinations (PLE), no candidate from 9YBE schools, the same for 10 top best candidates in 2019 Ordinary level national examinations countrywide (www.newtimes.co.rw). Yet a great percentage of students (more than 95%) in Primary, were found to be in 9YBE schools, whereas more than 60% of S3 students were from 9YBE (MINEDUC, 2017).

In Rubavu, like in other districts of Rwanda, the access to education has attained a good level; however, the academic achievement, especially in 9YBE schools, is still a problem. For example, in national examinations/2019, the results show that in primary, among 9776 candidates who sat for national exams, only 390 with 4% performed well (division I), whereas 2062 with 21.1% are worse

performers (division U). Among these 390 candidates who performed in division I, only 90 with 0.9%, were from 9YBE schools, whereas the total of worse performers (100%) were from these schools. Yet primary pupils from 9YBE occupied 95% of all Rubavu Primary Leaving Examinations candidates in 2019 (source: Rubavu Education Unit office).

The results in Ordinary level show that with 4314 candidates who sat for 2019 Ordinary level national examinations, only 865 candidates performed well with 20% (division I&II), the worst performers (division U) occupied 16.5% with713 candidates. Among 865 candidates who performed well, only 536 are from 9YBE schools, whereas 86.4% of all S3 2019 national examination candidates are from these schools (9YBE). In addition, the candidates who failed (division U), in 2019 ordinary level national exams, 691 candidates, hence 97%, are from 9YBE schools (source: Rubavu Education Unit office).

From these results pointed out above, there is a need, to conduct a study in Rwanda to explore the effect of family socio-economic status on students' academic achievement, especially in Nine Year Basic Education (9YBE) schools, and the findings of this study would serve to address the issues linked to the poor academic achievement in this kind of schools.

Considering the situation above, we found is very important to conduct a study aiming at investigating the Effect of family socio-economic status on students' Academic Achievement in Nine Year Basic Education (9YBE) schools.

The study strived to answer the following research questions:To determine the effect of family financial status on students' academic achievement in 9YBE schools in Rubavu District; To examine the effect of family size on students' academic achievement in 9YBE schools in Rubavu District; To determine the effect of family headship on students' academic achievement in 9YBE schools in Rubavu District.

From the objectives above, hypotheses below have been generated:Family financial status has no significant effect on students' academic achievement in 9YBE schools in Rubavu District; Family size has no significant effect on students' academic achievement in 9YBE schools in Rubavu District; Family headship has no significant effect on students' academic achievement in 9YBE schools in Rubavu District.

The available literature confirms that the involvement of family in educational development of their children is critically important. Studies conducted in developed countries particularly from the United States of America and Australia suggested that there were several forms of family participation in school matters concerning their children.

The studies suggest that parents who were involved in assisting their children, made it possible throughverbal encouragement, arranging for appropriate study time and space, modelling desired behaviour (such as reading for pleasure), monitoring homework, and actively tutoring their children at home (Harris and Chrispeels 2006). Thus, it would appear that involving parents in schooling leads

to parents engagement in teaching and learning processes. Such studies however, did not prove the significant effect of family on children's levels of academic achievement (Feinstein et al., 2006: Sacker et al., 2002). Other researches related to family and students' academic performance have been conducted globally, regionally and locally. This is the evidence of how the family effect on students'academic achievement in researchers' perspective is paramount. Nevertheless, in the literature, still, there is a gap on the effect of family socio-economic status on students' academic achievement globally, particularly in the context of Rwanda.

Rwandan government has strived to improve the learning outcomes across all levels of education, however, not being knowledgeable about effect offamily socio-economic status on students' academic achievement, especially in 9YBE, would not help educational planners and policy makers come up with policies to achieve the purpose of quality of education. Therefore, the present study comes as a solution to address the impediments of students' academic achievement, especially the ones linked to family socio-economic status.

**Literature Review**

This section brought into focus what scholars and authorities have said or written in respect of the different aspects of the study at hand.

**Family Financial status and students' academic achievement:** Financial status means the level of income into which people are categorized. According to Businessdictionary.com (2016), family income is the total compensation received by all family members age 15 or older living in the same household. According to Shuani (2016), Family income is classified into three types: Money Income, Real Income and Psychic Income. Money income of the family includes all the earnings, which come to the family in terms of salaries, wages, rent, interest, profits, pensions, etc. The real income is the flow of goods, services and community facilities available for a specific period, or the goods and services that money income will provide. The psychic income is the flow of satisfaction derived by the family from the use of money income and real income. This income is also called enjoyment income, experienced over a given period by the proper utilization of money income and real income.

Depending on income, people can be classified into poor or rich people. According to The World Bank(2015*),*a person is considered poor if his or her income level fall below some minimum level necessary to meet basic needs ( food, shelter**,** proper sanitation, education, health care and other social services)**.** It sets this minimum level, or international poverty line, as living on less than $1.90 a day. Poverty lines are different in each country, higher in richer countries and lower in poorer countries.

Family income is one major factor that affects their children's educational level, competitive ability and performance (Smith et al., 2002; Hill et al., 2004; Rothestein, 2004).Yousefi et al. (2010) examined the effect of family income on test-anxiety and academic achievement. Their paper focused on 400 Iranian high

school students. Statistical analysis of ANOVA was employed. The findings showed that family income significantly affected academic achievement of students. It was recommended that in enhancing academic achievement in school setting, support strategies such as improving family income among families by government must be focused on. According to Yousefi et al. (2010), to decrease the rate of influence of family income on depression and academic achievement among students, the government should organize practical programs to help families and students in the areas of food, money and the other supports.

In their study on the effects of poverty on academic achievement in the USA, Lacour and Tissington (2011) concluded their study that poverty directly affects academic achievement due to the lack of resources available for students' success; thus, low academic achievement is closely correlated with lack of resources, with emphasis on financial resources. They recommended that instructional techniques and strategies implemented at the classroom, school, district, and government levels can help close the achievement gap by providing students with necessary assistance in order to achieve high performance in academics.

In the United States (US), the gaps in achievement among poor and advantaged students are substantial (Rowan et al., 2004). Through multiple studies, The U.S. Department of Education (2001: 8) has indicated results that "clearly demonstrated that student and school poverty adversely affected student achievement". The U.S. Department of Education (2001) found the following key findings regarding the effects of poverty on student achievement in a study conducted on third through fifth grade students from 71 high-poverty schools:The students scored below norms in all years and grades tested; students who lived in poverty scored significantly worse than other students; schools with the highest percentages of poor students scored significantly worse initially, but closed the gap slightly as time progressed. Numerous individual studies have found similar results.

According to Bergeson (2006), students from low-income families consistently, regardless of ethnicity or race, score well below average. For example, in one study, 43.5% of low-income students did not successfully meet any of the required subject area assessments while only 13.2% of low-income students met all of the required subject area assessments. Family income becomes educational controlling factor globally.

Economic deficiencies in the home and the institution affect academic achievement. For example, Allington et al. (2010) and Rothstein (2008) agreed that limited access to financial assets within the family (such as technology, books, or education-rich experiences) affects performance. Additionally, characteristics of low-income families that influence children's performance include the inability to afford healthcare and high mobility/absence rates as

parents move from place to place, following work/job opportunities (Rothstein, 2004; 2008).

While some research suggests that early learning environment (Brown, 2009) and skill gaps in expressive language (West, 2007) play a role in predicting school problems for at-risk students, others state that persistence is a key factor in student performance. The Organisation of Economic Co-operation and Development (2011) reported that these students do not sustain persistence when faced with academic challenge which is the ultimate cause for the difficulties in school, whereas the children from higher socioeconomic groups are better equipped to persist because they may attack challenging tasks with a better self-concept and positive attitude. According to Brown (2009), the low-income child who is unable, to persist in the face of difficult academic tasks will continue to fall further behind, in fact widening the achievement gap.

**Family headship and students' academic achievement:** Single parent or both parents may head families, as elder child can head it. Lee and Burkam (2002) analysed data from the U.S. Department of Education's Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K), a representative sample of more than 16,000 five and six year old children nationwide. They found that children from families with the lowest incomes were more likely to live with only one parent than children from the highest income families (48 percent versus 10 percent).

Hampdenand Johnston's (2006) analysis of test scores from administrations of the Program for International Student Assessment (PISA) found that students in the U.S. who lived in two-parent households received higher math literacy scores, on average, than students who lived with only one parent. In this set up, the extended family acted as a social security safety net for vulnerable children. The responsibility of caring for orphans has become a major problem due to poverty, which is undermining the extended family's capacity to cope with orphans (Foster et al, 1997)

The child-headed household has emerged as a context of child development due to the disintegrating extended family as a safety net. In this household, older children are usually forced to take up adult responsibilities of care and support for younger siblings and vulnerable elders with little or no support from the extended family and government when they themselves still need adult support and guidance. It appears as if the socio-economic conditions of this household do not foster cultural experiences, which enhance academic performance.

Students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision-making and are generally more involved in their schooling are less likely to drop out of school, rather they do well academically. In the study, Drewry (2007) focused on family structure and parental practices as factors for high school completion and that, children in families with two birth parents receive encouragement that is more parental and attention with respect to educational activities than children from non-intact families. She also found that, children from single parents and stepparents

families are more likely to exhibit signs of school disengagement than children who live with both birth parents.

**Family size and students' academic achievement:** The family and the household are the fundamental socioeconomic institutions in human society. The principal social function of the family is to bring children into the World and to care for them, until they can support themselves (Ryder, 1977). Family can be of small size or large size depending on society' civilization. Family size in one way or the other affects academic achievement. The relationship between family size and children's outcomes was conventionally addressed in what is known as the „quantity-quality" model (Becker and Nigel 2005).

Recent research by Conley and Glauber, (2006) suggested that children in large families receive small educational investments and show poor educational attainment. Literature on developed nations such as the United States identifies a trade-off between the number of children in the family and educational attainment (Hanushek et al., 2001). Analysis of a large, nationally representative survey shows that family size exerts a substantial negative influence on the probability that a child will attend secondary school in Thailand. The underlying principle is that a family resource available per child is associated with larger numbers of children.

Decreasing birth rates contribute to increase in educational attainment in Thailand (Knodel, 2001).According to Al Samarrai, S. and Peasgood, T. (2006), low academic performance in Tanzania is related to a range of factors such as absenteeism, demands on children's time and large composition of family. Although the inverse relationship between the number of siblings and children's educational performance has been well established, explanations for this relationship are not straightforward. A number of arguments suggest that siblings from larger families are found to do worse in academics than children from smaller families.

The reason is that parents of many children cannot afford to divide quality time with their children. Value added quality time is hard to set aside to oversee the academic aspect of the children. On the other hand, parents with two to three kids can afford the time to develop their children's academic capabilities because their time is only shared with less number of children (Goux, 2004).With the increase in the number of children comes a diminution of adult-child interaction and subsequently a lower achievement level for the children of larger families (Conley et al, 2005).There is evidence in Africa, which suggests that children with low achievement are more likely than those with higher achievement to drop out (Hunter and May,2003).

The effect of family size on educational attainment has been found to be negative by Gouxet and Maurin (2005) in France.The claim is that children living in larger families perform worse in school and so cannot reach far as compared to those in smaller families. They further contended that the mechanism is due to overcrowded homes. When there is an increase in the

number of children, the total cost of investing a certain amount in per-child quality becomes higher and for a given budget constraint, parents will lower the investment in per-child quality. This indicates that there is a negative relation between child quantity and child quality.

Information from literature depicted that children from larger families are found to do worse than children from smaller families lower down the birth order do worse than those higher up the birth order (Lacovou, 2001).Observations and studies have shown that more attention and time are usually accorded the first-born (Becker, 2000). Parental attention by parents decline as the number of children increase and later born children perform less well than their earlier born siblings do.

Powell and Stellman (2010) and Van-Ejick and Degraaf (2012) argued that children's attainment depends on input of time and money from their parents. The more increase of children in a family the less of both inputs. These inputs are not money alone, but other essential things like time, attention, resource delusion and so on. Moreso, Booth and Kee (2006) confirmed that children from larger families have lower levels of education.

Pupils with fewer siblings are likely to receive more attention that is parental and more access to resources than children from large families. The additional attention and support leads to better school performance (Eamon, 2005). According to Alio (2005), family size has implication for education. The author emphasized that the size of the family determines largely the relative amount of physical attention and time, which each child gets from his or her parents.

Durosaro and Durosaro (2010) in their study attempted to investigate the relationship between pupil's family size and their academic performance; they found out that family size influence academic performance. Their study reveals that children from small size families performed better at school than their counterparts from both average size and large size families. Yoloye (2009) conducted a study to see if the family background variables might be useful in explaining their academic performance. Some aspects of family background variable examined in the study include family size and parent's educational status. His findings were that the polygamous family size, which was naturally large, reduces the chances of children going to school in the first instance.

The economic implication of large family size is better explained in Okunyi (2004) who observed from his study that as families get larger, parents could not give their children the same amount of individual attention. They could not afford to provide them with so many of the things which will help them to make the best possible use of their years at school such as educational aids, and quiet comfortable rooms in which to do homework undisturbed by pursuits and opportunities for travelling. What is most probably important of all, according to him is the fact that the parents of large families were found not to talk with their children to the same extent as parents of small families. Moreover, larger quantity of children still negatively affects investments in children's educational

performance. The effect is especially strong for families where high fertility rate are dominating. Smaller family size has been linked with higher academic performance (Eamon, 2005).

**Methods**

This section presents the research methodology of this study. This involves; the research design, study population, sampling, data collection instruments, validity and reliability of the instruments, data processing, and data analysis.

**Research design:** This study used a mixed research design. According to Johnson and Turner (2003), the fundamental principle of mixed methods research is that multiple kinds of data should be collected with different strategies and methods in ways that reflect complementary strengths and non-overlapping weaknesses, allowing a mixed methods study to provide insights not possible when only qualitative or quantitative data are collected. Mixed methods research is formally defined here as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study (Johnson &Onwuegbuzie, 2004). According to Lincoln and Guba (1985), quantitative methods are also frequently characterized as assuming that there is a single "truth" that exists, independent of human perception.

According to Hiatt (1986), qualitative research methods focus on discovering and understanding the experiences, perspectives, and thoughts of participants. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (Denzin& Lincoln, 2005). Quantitative methods involved the questionnaires filled by students and the qualitative research method involved the interviews with head teachers and director of studies, concerning the status of the subject under study.

**Participants:** The study was carried out in all thirteen schools with only 9YBE Program within Rubavu District. The study targeted specifically students from primary four to senior three, head teachers, and director of studies. These students were chosen because they are the ones who have been at school for at least 3 years. Head teachers and director of studies were targeted because they are the ones who ensure the everyday management activities of the schools and therefore, they are assumed to have knowledge of all the information in their schools including students' academic achievement.

According to Cohen, et al. (2000), a sample is a sub set of a total population under study and it represents the characteristics of the population.

The sample size for this study was determined using the formula for sample size determination as given by Yamane (1967). For him, the formula for sample size determination is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where **N**: stands for population, **n**: stands for sample size, and **e**: stands for sampling error, which equals to 0.05; Population (**N**) = 5345+3871+13+13= 9242
The application of this formula gives a sample size of 383 people.

$$n = \frac{9242}{1+9242(0.05)^2} = 383$$

According to Kothari (2009), sampling is the process of selecting samples to represent the population. In this study, a researcher used two types of sampling techniques namely simple random and purposive sampling. This study, involves three groups of respondents: primary four to senior three students, head teachers, and director of studies. The selection of head teachers and director of studies was purposive because they are few. For the selection of Primary and ordinary level students, simple random sampling technique was applied.

**Measures:** In order to obtain wide range of information for the purpose of the study, three methods of data collection were used namely questionnaires, interview guide, and documentation. Questionnaires were used to collect data from students as it allowed the study to include large samples for representativeness to inform the study on practices, opinions and attitudes of respondents (Mugenda&Mugenda,1999), concerning the effect of family socio-economic status on students' academic achievement. Questionnaires were made of close-ended questions, in the form of Likert scales (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree). Documentary review also were used in reviewing official documents on student's examination results especially Primary Leaving and ordinary level national examinations (2017-2019) for determining students' academic achievement. The use of document review guide helped to obtain additional information and validate the information collected through questionnaires. In addition, interview schedule was used to collect data for this study. This was used to gather information from head teachers and directors of studies on the effect of family socio-economic status on students' academic achievement.

To test for the reliability of research instrument, the researcher applied the test – retest technique. Cronbach's coefficient alpha was used in this study, to compute for reliability. This coefficient is the average inter-item correlation of all items constituting a scale representing the best estimate of full-scale reliability. It varies between values of 0.00 and 1.00. The closer the value approaches 1.0 the more consistent a test is and the freer of error of variance (Mugenda&Mugenda, 2002). The pilot study was conducted to 20 students from the schools different from those the real study targeted. These students were given the questionnaires and each of them was asked to feedback. Data collected in pilot study was entered in SPSS 2020 computer software for calculating reliability coefficient (Cronbach's Alpha). The table below shows Cronbach's alphas scores.

**Table1: Reliability results**

| Variables | Items | Cronbach's Alpha | comments |
|---|---|---|---|
| Family financial status | 20 | 0.914 | Accepted |

| | | | |
|---|---|---|---|
| Family size | 20 | 0.889 | Accepted |
| Family headship | 20 | 0.797 | Accepted |
| Overall | | 0.866 | Accepted |

According to George and Mallery (2003), Cronbach's alpha above 0.7 is considered as satisfactory. As shown in the table 1, the calculated Cronbach's Alpha was 0.866, which is above 0.7 This means that the tool was adequate in measuring the effect of family socio-economic status on students' academic achievement in 9YBE schools in Rubavu District.

In analyzing the data, the researcher used SPSS (Statistical package for Social Sciences) version 20 to make all the due calculations and to design all the important tables. SPSS is known for its ability to process large amount of data given its wide spectrum of statistical procedure purposefully designed for social sciences (Mugenda&Mugenda, 1999). Datafrom the questionnaires were analyzed through descriptive and inferential statistics, and qualitative data from interviews were analyzed qualitatively.

**Findings**

In this section, the findings are going to be presented, analyzed, and interpreted. The presentation will use tables; the interpretation will base on the analyzed data through descriptive statistics (mean and standard deviation), inferential statistics (regression), and qualitative data collected through interview. Interpretation will be done according to the objectives and research hypotheses that guided this study. This study sought to achieve the objective of determining the effect of family socio-economic status on students' academic achievement in 9YBE schools in Rubavu District.

**Demographic characteristicsofrespondents:** Information about demographic characteristics of respondents is presented in this section. It includes; gender, age, and education level of students in 9YBE sample schools in Rubavu District. The participants to this study were 348 students from Primary four to Senior three, 13 head teachers and 23 director of studies. Among the head teachers, 11 (84.6%) were males while 2 (15.4%) are females. Among director of studies, 12 (92.3%) are males while 1 (7.7%) were females. Concerning the students, three demographic characteristics were concerned. These are gender, age, and educational level. In terms of gender, 46.6% of the respondents were females while 53.4% were males. Concerning the age, less than 10 years old were 1.4%, between 10 to 15 years old were 53.7%, above 15 years old were 44.8%. In termsof educational level, P4 (5.25%), P5 (14.1%), P6 (17.5%), S1 (13.8%), S2 (22.7%), S3 (26.7%).

**Descriptive statics of family financial status on students' academic achievement:** The respondents were asked to provide the answers to thestatements given about financial status of their families, descriptive statistics of their answers is presented in the table 2 below.

**Table 2: Descriptive Statistics on family financial status**

| Statements | N | Min | Max | Mean | STD |
|---|---|---|---|---|---|
| I come from poor family (category I&II of Ubudehe) | 348 | 2.00 | 5.00 | 4.3994 | .86807 |
| My family does not have high income generating activities | 348 | 5.00 | 5.00 | 5.0000 | .00000 |
| My family has low income generating activities | 348 | 2.00 | 5.00 | 3.4425 | .67018 |
| My father does not have monthly payment job | 348 | 2.00 | 5.00 | 4.8592 | .55815 |
| My mother does not have monthly payment job | 348 | 2.00 | 5.00 | 4.5632 | .74309 |
| My siblings do not havehigh income generating activities | 348 | 5.00 | 5.00 | 5.0000 | .00000 |
| My family does not have enough food | 348 | 5.00 | 5.00 | 5.0000 | .00000 |
| My family is not able to pay school fees (contribution) | 348 | 2.00 | 5.00 | 4.7672 | .66650 |
| My family does not have a good house and electricity | 348 | 3.00 | 5.00 | 4.4224 | .72602 |
| I do not have enough scholastic materials | 348 | 2.00 | 5.00 | 3.7414 | 1.08264 |
| Overall | 348 | | | 4.51953 | 0.444658 |

**Note**: Strongly Disagree= [1-2[=Very Low Mean; Disagree= [2-3[=Low mean; Neutral= [3-4[=Moderated mean; Agree= [4-5[=High mean; Strongly Agree = [5[= Very High mean

**Source:** research data

The results in table 2 show the opinions of respondents about different statements defining family financial status. These statements have effect on students' academic achievement. Considering the mean from responses, it is clear that statements are in the following category:very high mean, high mean and moderate mean. The results in all these categories show that the respondents agreed and strongly agreed with the statements related to the family financial status on students' academic achievement. Statements with very high mean are: My family does not have high income generating activities (Mean=5,STD=0), My siblings do not have high income generating activities (Mean=5, STD=0), and My family does not have enough food (Mean=5, STD=0). The statements with high Meanare: I come from poor family (categoryI&II of Ubudehe) (Mean=4.3994,STD= 0.86807), My father does not have monthly payment job (Mean= 4.8592,STD=0.55815), My mother does not have monthly payment job (Mean=4.5632,STD=0.74309 ), My family is not able to pay school fees (contribution) (Mean=4.7672,STD=0.66650 ), My family does not have a good house and electricity (Mean=4.4224,STD=0.72602 ). The statements with moderate mean are: My family has low income generating activities (Mean=3.4425, STD=0.67018), I do not have enough scholastic materials (Mean=3.7414, STD=1.08264). The results from table 4.5 show that the overall Mean of agreement is high (Mean=4.51953) and the overall standard deviation is (STD=0.444658).

**Effect of family size on students' academic achievement:** The respondents provided the answers to the statements given about family size; descriptive statistics of their answers is presented in the table 3 below.

**Table 3: Descriptive Statistics on family size**

| Statements | N | Min | Max | Mean | STD |
|---|---|---|---|---|---|
| In our family, we are more than four children | 348 | 2.00 | 5.00 | 4.1379 | .86458 |
| My brothers have more than three children | 348 | 3.00 | 5.00 | 4.0316 | .91206 |
| My sisters have more than three children | 348 | 2.00 | 5.00 | 3.5345 | 1.41073 |
| My aunts have more than four children | 348 | 2.00 | 5.00 | 4.4339 | .98619 |
| My uncles have more than four children | 348 | 2.00 | 5.00 | 4.5603 | .86516 |

| | | | | | |
|---|---|---|---|---|---|
| My family mind-set towards family planning is low | 348 | 3.00 | 5.00 | 3.2931 | .54244 |
| My brothers marry below24 years old | 348 | 1.00 | 5.00 | 4.2787 | 1.18585 |
| My sisters marry below 24 years old | 348 | 2.00 | 5.00 | 4.1983 | .99757 |
| In my family we live with many cousins | 348 | 2.00 | 5.00 | 2.8621 | .99187 |
| My family cater for non-biological siblings | 348 | 2.00 | 5.00 | 3.8592 | 1.45648 |
| Overall | 348 | | | 3.91896 | 1.021293 |

**Note**: Strongly Disagree= [1-2[=Very Low Mean; Disagree= [2-3[=Low mean; Neutral= [3-4[=Moderated mean; Agree= [4-5[=High mean; Strongly Agree = [5[= Very High mean
**Source:** research data

The results in table 3 show the opinions of respondents about different statements defining family size. These statements have effect on students' academic achievement. Some respondents agreed and strongly agreed with some statements, this results in high mean. These are: In our family, we are more than four children (Mean=4.1379, STD=0.86458), My father does not use any mean of family planning (Mean=4.0316, STD=0.91206), My aunts have more than four children (Mean=4.4339, STD=0.98619), My brothers marry below 24 years old (Mean=4.2787, STD=1.18585), My sisters marry below 24 years old (Mean=4.1983, STD=0.99757). In addition, the results show that some respondents agreed and strongly agreed to the moderate mean with 3 statements. These are: My mother does not use any mean of family planning (Mean=3.5345,STD=1.41073), My family mind-set towards family planning is low (Mean=3.2931,STD=0.54244), My family cater for non-biological siblings (Mean=3.8592,STD=1.45648). On the other hand, the results show that the majority of respondents disagreed and strongly disagreed with 1 statement, which result in low mean. This is statement is: In my family we live with many cousins (Mean=2.8621, STD=.99187). The results in table 3 show that the overall level of disagreemet and agreement is moderate(Mean=**3.91896**) and the overall standard deviation is (STD= 1.021293**)**

**Effect of family headship on students' academic achievement:** The respondents provided the answers to the statements given about family headship; descriptive statistics of their answers is presented in the table 4 below.

**Table 4: Descriptive Statistics on family headship**

| Statements | N | Minimum | Maximum | Mean | STD |
|---|---|---|---|---|---|
| I am an orphan by both parents | 348 | 1.00 | 5.00 | 2.0718 | 1.01460 |
| I am an orphan by father | 348 | 2.00 | 5.00 | 2.4626 | 1.05540 |
| I am an orphan by mother | 348 | 2.00 | 5.00 | 2.1983 | .60573 |
| My family is headed by sibling | 348 | 1.00 | 5.00 | 1.9569 | .46290 |
| I am a head of my family | 348 | 2.00 | 5.00 | 2.1810 | .71540 |
| I am an adopted child | 348 | 2.00 | 5.00 | 2.5690 | 1.15804 |
| My family is headed by aunt | 348 | 2.00 | 5.00 | 3.9655 | 1.42799 |
| My family is headed by uncle | 348 | 2.00 | 5.00 | 3.0517 | 1.22541 |
| My family is headed by grand father | 348 | 2.00 | 5.00 | 2.6552 | 1.20592 |
| My family is headed by grand mother | 348 | 2.00 | 5.00 | 2.6638 | 1.24709 |
| Overall | 348 | | | 2.57758 | 1.011848 |

**Note**: Strongly Disagree= [1-2[=Very Low Mean; Disagree= [2-3[=Low mean; Neutral= [3-4[=Moderated mean; Agree= [4-5[=High mean; Strongly Agree = [5[= Very High mean
**Source:** research data

The results in table 4 show the opinions of respondents about different statements defining family headship. These statements have effect on students' academic achievement. The majority of respondents agreed and disagreed strongly with 2 statements, with moderate mean. Those statements are: My family is headed by aunt (Mean=3.9655, STD=1.42799), My family is headed by uncle (Mean=3.0517, STD=1.22541). On contrary, the results show that the majority of respondents disagreed and strongly disagreed with 7 statements related to the family headship with low mean and one statement with very low mean. The statements with low mean are: I am an orphan by both parents (Mean=2.0718, STD=1.01460), I am an orphan by father (Mean=2.4626 , STD=1.05540), I am an orphan by mother (Mean=2.1983 , STD=0.60573), I am a head of my family (Mean=2.1810, STD=0.71540), I am an adopted child (Mean=2.5690, STD=1.15804), My family is headed by grandfather (Mean=2.6552, STD=1.20592), My family is headed by grandmother (Mean=2.6638, STD=1.24709). The statement with very low mean is: My family is headed by sibling (Mean= 1.9569, STD=0.46290). The results in table 4.8 show that the overall mean of agreement and disagreement with the proposed statements about family headship is low (Mean=2.57758) and the overall standard deviation is (STD=1.011848).

**Students academic achievement:** The respondents were asked to provide the answers on their academic achievement in three years (2017-2019), descriptive statistics of their answers is presented in the table 5 below.

**Table 5: Descriptive Statistics on academic achievement**

| Statements | N | Minimum | Maximum | Mean | STD |
|---|---|---|---|---|---|
| In last three years my academic achievement has been good | 348 | 2.00 | 4.00 | 2.2701 | .68455 |
| In last three years the average of my academic achievement was above 80% | 348 | 2.00 | 4.00 | 2.0575 | .33461 |
| In last three years the average of my academic achievement was above 70% | 348 | 2.00 | 4.00 | 2.1437 | .51719 |
| In last three years the average of my academic achievement was above 60% | 348 | 2.00 | 4.00 | 2.2874 | .70254 |
| In last three years the average of my academic achievement was above 50% | 348 | 2.00 | 4.00 | 2.5690 | .90363 |
| In last three years the average of my academic achievement was above 40% | 348 | 2.00 | 4.00 | 2.9397 | .99817 |
| In last three years the average of my academic achievement was above 30% | 348 | 1.00 | 5.00 | 3.9109 | 1.14916 |
| In last three years I repeated a class thrice | 348 | 2.00 | 5.00 | 2.7586 | 1.30585 |
| In last three years I repeated a class twice | 348 | 2.00 | 5.00 | 3.5316 | 1.36089 |
| In last three years I repeated a class once | 348 | 2.00 | 5.00 | 4.4943 | .87717 |
| Overall | 348 | | | 2.89628 | 0.883376 |

**Note**: Strongly Disagree= [1-2[=Very Low Mean; Disagree= [2-3[=Low mean; Neutral= [3-4[=Moderated mean; Agree= [4-5[=High mean; Strongly Agree = [5[= Very High mean

**Source:** research data

The results in table 5 show that the majority of respondents agreed and strongly agreed with 1 statements that defines their academic achievement in last three years with a high mean. This statement is: In last three years, I repeated a class once (Mean=4.4943, STD=0.87717). In addition, the results show that the respondents agreed ad strongly agreed with 2 statements related to the students' academic achievement with a moderate mean. These include: In last three years the average of my academic achievement was above 30% (Mean=3.9109, STD=1.14916), In last three years I repeated a class twice (Mean=3.5316, STD=1.36089).

On the other hand, the respondents disagreed and strongly disagreed with 7 statements related to the students' academic achievement with low mean. These statements include: In last three years my academic achievement has been good (Mean=2.2701, STD=0.68455), In last three years the average of my academic achievement was above 80% (Mean=2.0575, STD=0.33461), In last three years the average of my academic achievement was above 70% (Mean=2.1437, STD=0.51719), In last three years the average of my academic achievement was above 60% (Mean=2.2874, STD=0.70254), In last three years the average of my academic achievement was above 50% (Mean=2.5690, STD=0.90363), In last three years the average of my academic achievement was above 40% (Mean=2.9397, STD=0.99817), In last three years I repeated the class thrice (Mean=2.7586, STD=1.30585). The overall results in the table 4.9 showed the low mean (Mean=2.89628), and the overall standard deviation (STD=0.883376).

**Regression analysis for effect of family financial status on Students' academic achievement**

**Table 6:Model Summary for family financial status and Students' academic achievement**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .820[a] | .672 | .667 | .25344 |

a. Predictors: (Constant), Family financial status

From the results of the regression analysis in the table 13, the findings show that the family financial status has effect of 67.2% of the variation in Students' academic achievement as explained by $R^2$ of 0.672, which shows that the model is a good prediction.

**Table 7: Analysis of variance for family financial status and Students' academic achievement**

**ANOVA[b]**

| Model | Sum of Squares | df | Mean Square | F | .000[b] |
|---|---|---|---|---|---|
| Regression | 2.791 | 1 | 2.791 | 13.574 | .000[b] |
| Residual | 39.682 | 193 | .206 | | |
| Total | 42.473 | 194 | | | |

a. Dependent Variable: Students' academic achievement

b. Predictors: (Constant), Family financial status

**Table 8: Regression coefficients for family financial status and Students' academic achievement**

**Coefficients[a]**

| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| (Constant) | 2.088 | .416 | | 5.024 | .000 |
| Family financial status | .381 | .103 | .256 | 3.684 | .000 |

a. Dependent Variable: Students' academic achievement

The results in table 8 revealed that there was a positive and significance relationship between family financial status and students' academic achievement (β=0.381, p value <0.05). This means that a unit of change in family financial status, increases students' academic achievement by 0.381 units. This can be shown in the equation below: Y = 2.088+0.381X

Where:Y refers to dependent variable (Students' academic achievement); X refers to family financial status

**Regression analysis for effect of family size on Students' academic achievement**

**Table 9: Model Summary for family size and Students' academic achievement**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .712[a] | .507 | .506 | 2.13247 |

a. Predictors: (Constant), Family size

From the results of the regression analysis in the table 19, the findings show that the family sizehas effect of 50.7% of the variation in Students' academic achievement as explained by $R^2$ of 0.507, which shows that the model is a good prediction.

**Table 10: Analysis of variance for family size and Students' academic achievement**

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 1621.098 | 1 | 1621.098 | 356.485 | .000[b] |
| Residual | 1573.417 | 346 | 4.547 | | |
| Total | 3194.514 | 347 | | | |

a. Dependent Variable: Student academic achievement

b. Predictors: (Constant), Family size

The test for the analysis of variance in table 10, showed that regression coefficients indicate that the significance of the F is 0.00 which is less than 0.05 (p-value<0.05). There is therefore a significant effect of family size on students' academic achievement; hence, null hypothesis is rejected while alternative one is accepted.

**Table 11: Regression coefficients for family size and Students' academic achievement**

| **Coefficients[a]** | | | | | |
|---|---|---|---|---|---|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| (Constant) | 18.208 | .581 | | 31.343 | .000 |
| Family size | .274 | .015 | .712 | 18.881 | v |

a. Dependent Variable: Students' academic achievement

The results in table 11 revealed that there was a positive and significance relationship between family size and students' academic achievement (β=0.274, p value <0.05). This means that a unit of change in family size, increases students' academic achievement by 0.274 units. This can be shown in the equation below:

Y = 18.208+0.274X; Where:Y refers to dependent variable (Students' academic achievement); X refers to family size

**Regression analysis for effect of family headship on Students' academic achievement**

**Table 12: Model Summary for family headship and Students' academic achievement**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .697[a] | .486 | .484 | 2.17940 |

a. Predictors: (Constant), Family headship

From the results of the regression analysis in the table 12, the findings show that the family headshiphas effect of 48.6% of the variation in Students' academic achievement as explained by $R^2$ of 0.486, which shows that the model is a good prediction.

**Table 13: Analysis of variance for family headship and Students' academic achievement**

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 1551.087 | 1 | 1551.087 | 326.559 | .000[b] |
| Residual | 1643.427 | 346 | 4.750 | | |
| Total | 3194.514 | 347 | | | |

a. Predictors: (Constant), Family headship

b. Predictors: (Constant), Family headship

The test for the analysis of variance in table 13, showed that regression coefficients indicate that the significance of the F is 0.00 which is less than 0.05 (p-value<0.05). There is therefore a significant effect of family headship on students' academic achievement; hence, null hypothesis is rejected while alternative one is accepted.

**Table 14: Regression coefficients for family headship and Students' academic achievement**

Coefficients[a]

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| (Constant) | 18.890 | .570 | | 33.167 | .000 |
| Familyheadship | .391 | .022 | .697 | 18.071 | .000 |

a. Dependent Variable: Student academic achievement

The results in table 14 revealed that there was a positive and significance relationship between family headship and students' academic achievement ($\beta$=0.391, p value <0.05). This means that a unit of change in family headship, increases students' academic achievement by 0.391 units. This can be shown in the equation below: $Y = 18.890+0.391X$

Where:Y refers to dependent variable (Students' academic achievement); X refers to family headship

**Table 15: Model Summary for family socio-economic status and Students' academic achievement**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .775[a] | .600 | .597 | 1.92611 |

a. Predictors: (Constant), Family headship, Family financial status, Family size

From the table 15, the results indicated that the predictor variables were able to explain much of the movement of the dependent variable. It means that family socio-economic status has the effect of 60% of the variation in Students' academic achievement as explained by $R^2$ of 0.600, which shows that the model is a good prediction.

**Table 16: Analysis of variance for family socio-economic status and Students' academic achievement**

ANOVA[b]

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 1918.305 | 3 | 639.435 | 172.359 | .000[b] |

| | | | | | |
|---|---|---|---|---|---|
| Residual | 1276.209 | 344 | 3.710 | | |
| Total | 3194.514 | 347 | | | |

a. Dependent Variable: Student's' academic achievement

b. Predictors: (Constant), Family headship, Family financial status, Family size

The test for the analysis of variance in table 16, showed that regression coefficients indicate that the significance of the F is 0.00 which is less than 0.05 (p-value<0.05). Therefore, the study rejected the null hypothesis and inferred that independent variables were collectively statistically in predicting the value of changes in students' academic achievement in 9YBE schools in Rubavu District, Rwanda. Based on these results, the study concluded that socio-economic variables have significant effect on dependent variable (students' academic achievement).

**Table 17: Regression coefficients for family socio-economic status and Students' academic achievement**

Coefficients

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| (Constant) | 6.047 | 2.309 | | 2.619 | .009 |
| Factor 1 | .292 | .060 | .242 | 4.856 | .000 |
| Factor 2 | .082 | .026 | .212 | 3.119 | .002 |
| Factor 3 | .253 | .029 | .451 | 8.601 | .000 |

a. Dependent Variable: Factor 4

The results in table 17 revealed that there was a positive and significance relationship between factor 1 and factor 4 ($\beta$=0.292, p value <0.05). This means that a unit of change in factor 1, increases factor 4 by 0.292 units while holding constant factor 2 and 3. In addition, there was a positive and significance relationship between factor 2 and factor 4 ($\beta$=0.082, p value <0.05). This means that a unit of change in factor 2, increases factor 4 by 0.082 units while holding constant factor 1 and 3. There was also a positive and significance relationship between factor 3 and factor 4 ($\beta$=0.253, p value <0.05). This means that a unit of change in factor 3, increases factor 4 by 0.253 units while holding constant factor 1 and 2. This can be shown in the equation below: $Y= 6.047+0.292X_1 + 0.082X_2 +0.253X_3$;Where:Y refers to factor 4 as dependent variable (Students' academic achievement); $X_1$ refers to factor 1 (Family financial status); $X_2$ refers to factor 2 (Family size); $X_3$refers to factor 3 (Family headship)

**Results from interviews:** This section presents the result from interviews conducted with head teachers and director of studies. The interviews were conducted with the purpose of knowing the effect of family socio-economic status on students' academic achievement in 9YBE schools in Rubavu District, Rwanda. The first category of questions to interviewees were if family financial status, family size, and family headship have effect on students' academic achievement. They were also asked to kindly provide brief explanations for the questions answered by yes. The secondary category of questions to the interviewees were about students' academic achievement for three years (2017-2019). Here there were two sub-questions: the first was to know if students' academic achievement in three years has been good, the second was to know the effect of socio-economic variables, if academic achievement has not been good. In addition, the interviewees were asked to kindly provide brief explanations if socio-economic status of families from which the students come from, had effect on their poor academic achievement.Below are the opinions of interviewees.

**Effect of family financial status on students' academic achievement:** This point includes the common ideas from the interviewees. Below are the common opinions, when they were asked about the effect of family financial status on students' academic achievement.

They all confirmed that family financial status has the effect on students' academic achievement. Their brief explanations were that, the lack of basic needs for many students due to the poverty in their families is among the root causes of poor students' academic achievement.On the other hand, they explained that students who have basic needs are likely to achieve well academically.

**Effect of family size on students' academic achievement:** On this point, interviewees were asked their opinions on the effect of family size students' academic achievement. They all confirmed that family size has effect on students' academic achievement, in one way or the other. They explained that students from parents/families with huge number to cater for are likely to perform poorly. They went on explaining that children need parental guidance, and when they are many, often parents/families failed to do so, hence they perform poorly. Contrary to this, students from standard families have the opportunity to perform well.

**Effect of family headship on students' academic achievement:** To this point, interviewees were asked if family headship has the effect on students' academic achievement. They generally confirmed the effect of family headship on students' academic achievement**.** They explained that the majority of students from the families not headed by their own biological parents perform poorly compared to their counterparts from families headed by their own biological parents. This is due to the fact that, students, especially small children need parental care/guidance for any success.

**Students' academic achievement:** This section presents the information related to the students' academic achievement in three years (2017-2019). The interviewees were asked if in this period students' academic achievement has been good. The majority of interviewees confirmed that during this period, the students' academic achievement has not been good. When asked if the poor students' academic achievement has something to do with family financial status of families from which they come from, the majority agreed, and went on explaining that family financial status of families has been and is still among the greathindrances to the students' academic achievement.

**Discussion**

As mentioned earlier, **t**he purpose of this study was mainly to investigate the effect of family socio-economic status on students' academic achievement in Nine Year Basic Education (9YBE) schools within Rubavu District. The researcher aimed at coming up with possible solutions to enhance students' academic achievement not only in geographical scope of study but across the World as well.

From the general purpose of this study, three objectives were stated as follows: i. To determine the effect of family financial status on students' academic achievement in 9YBE schools in Rubavu District, ii. To examine the effect of family size on students' academic achievement in 9YBE schools in Rubavu District, iii.To determine the effect of family headship on students' academic achievement in 9YBE schools in Rubavu District. Data analysis based on the 348 returned questionnaires was done, using the Statistical Package for Social Sciences (SPSS) Version 20 computer software, through descriptive and inferential statistics.

A part from the data from questionnaires, the researcher also relied on the documentation and interview results. After analyzing the data, it was found that

family socio-economic statushasa positive significant effect on students' academic achievement in 9YBE schools in Rubavu District, as indicated below.

**Effect of Family financial status on students' academic achievement:** Considering the objective one of this study, it was found that family financial status hasa positive significant effect on students' academic achievement in 9YBE schools in Rubavu District, this was confirmed byp and Beta values (p-value=0.000, β=.381). This was achieved by providing 10 statements or options about family financial status for which the respondents were asked to choose appropriate box by Likert scales. Therefore, it was found that all family financial status variables have effect with overall mean of 4.51953 and standard deviation of 0.444658 (Mean=4.51953, STD=0.444658). This means that most of the students come from poor families, which are not able to afford basic needs for them, and this brings about their poor academic achievement. These findings are complemented by the interview results from head teachers and director of studies who confirmed that the poverty in the families from which students come from is among the great hindrances to the students' academic achievement. These findings are not different from those of Lacour and Tissington (2011) who concluded that poverty directly affects academic achievement due to the lack of resources available for students' success, with emphasis on financial resources. All these findings showed that students' academic achievement in 9YBE schools in Rubavu District would not improve significantly, the moment their family will not improve financially.

**Effect of family size on students' academic achievement:** Considering the objective three of this study, it was found that family size has a positive significant effect on students' academic achievement in 9YBE schools in Rubavu District, which was confirmed byp and Beta values (p-value=0.000, β=0.274). In order to achieve this, 10 statements or options about family size have been used and the respondents chose the appropriate box according to their understanding. Therefore, it was found that all family size variables have effect with overall mean of 3.91896 and standard deviation of 1.021293 (Mean=3.91896, STD=1.021293). However, some variables have effect than others, especially those linked to the high number of children in families. This means that most of the students come from large size families. Results from interviews, confirmed thatacademic achievement of children from large size families is low compared totheir counterparts from small size families. This is due to the fact that families with huge number of children lack enough time and means to cater for their children. These findings are similar to those of Durosaro and Durosaro (2010) whose study revealed that children from small size families perform better at school than their counterparts from both average size and large size families.

**Effect of family headship on students' academic achievement:** With regard to the objective four of this study, it was found that family headship has a positive significant effect on students' academic achievement in 9YBE schools in Rubavu District, which was confirmed byp and Beta values (p-value=0.000, β=0.391). To achieve this, 10 statements defining family headship, have been used and the respondents chose the appropriate box according to their understanding. The study showed that family headship variables with more effect are: families headed by aunts (Mean=3.9655, STD=1.42799), families headed uncles (Mean=3.0517, STD=1.22541),families headed by grandmothers (Mean=2.6638, STD=1.24709), families headed by grandfathers (Mean=2.6552, STD=1.20592). These findings are explained by the fact that some students live in families not headed by their biological parents, because of social problems like teenage pregnancies in some families. Therefore, the students from such kind of families mostly have poor academic achievement. Results from interviews confirmed that academic achievement of students from families headed by other guardians/ non-biological parents is poor compared to their counterparts from families headed by biological parents. This is due to the fact that children from families not headed by both biological parents mostly lack enough parental care. These findings are not different from those of Drewry (2007) whose study found that children from single parents and stepparents families are more likely to exhibit signs of school disengagement than children who live with both birth parents.

All in all, this study found that family socio-economic status variables have significant effect on students' academic achievement in Nine-Year Basic Education (9YBE) schools in Rubavu District.

**Conclusion**

Basing on the findings, the study indicates that there is a significant effect of family socio-economic status on students' academic achievement, in Nine-year Basic Education (9YBE) schools in Rubavu District. From this study, it was noted that family income plays a paramountrole in student academic achievement. Students from families that cannot provide basic needs like enough and balanced diet, standard shelter, clothes, health care, and scholastic materials cannot achieve academically as it should be. Meaning that even if other factors that influence student academic achievement are dealt with, the student who suffer from not having basic needs will not perform well.

The findings in this study confirmed the effect of family size on student's academic achievement. The families with high number of children, in most cases fail to cater for them. This affects negatively the children, especially in their studies, as they are not well supervised. Students may have all basic needs, may study in good conditions, but if they do not receive strictness or guidance from their families, especially nucleus families, their academic achievement will be poor. Hence, not having a standard family does not only affect families in terms of economy, but in terms of caring for their children as well. From this study

also, it was noted that family headship has a great effect on student academic achievement. Respondents showed that orphan hood of any kind for students and not being with their biological parents, affect negatively their academic achievement. This is due sometimes to psychological problems that student has.

At school, in most cases, students are treated equally, they study the same content, by the same teachers, and the requirement to study are the same, and however, they come from different families, with different backgrounds. To maximize students' academic achievement, family socio-economic challenges, like extreme poverty in some families, should be taken into account, if they are to achieve academically.

**Recommendations**

Basing on the findings and conclusions of this study, below are recommendations made for consideration by government, parents (guardians)/families, teachers, education officers/inspectors, NGOs in education, and the community at large with the aim of improving students' academic achievement.

The government should ensure that policies aimed at developing families socially and economically, are in place and implemented fully. It should also sensitize families on need and importance of supporting their children's education for better academic achievement. This will help the families to address the challenges related to socio-economic status that hinder students from these families, from achieving academically.

Parents (guardians)/families should ensure that their children, who go to school, are provided with basic needs. They should also work frankly with teachers/ schools' authority to address any challenge related to socio-economic status of families from which students come from.Parents specifically should comply with laws, rules, and regulations that aimed at helping them to address issues related to socio-economic status provided by government like family planning and saving culture for future welfare. All these will help to address poor learning outcomes of students.

Teachers including administrative staff members of schools should consider student's backgrounds before teaching them. They should remember that they are dealing with the minds of human being who may have different needs and wants. Therefore, teaching should go hands in hands with counselling and guidance services. This will help every student to meet his/her needs and wants, including academic achievement.

Education officers/inspectors should be aware of all factors that hinder students from achieving academically, including those linked to socio-economic status of families from which the students come from. This will help them to provide a constructive ad fruitful feedback, which leads to the improvement of learning outcomes.

Non-Government Organizations in education, should invest in wellbeing of students, especially those from have-not families, if they want to improve

learning outcomes. Sometimes, NGOs focus on teaching and learning process, which is very important, however this cannot achieve the target if the learners are notready to participate actively due to problems linked to their family socio-economic status.

The wider community should be sensitive to the students' academic achievement, remembering that, the development and wellbeing of it,will depend on the education of its members. This awareness of the community will help in working together towards enhancing students" academic achievement.

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