Interrogating influence of family structure on academic performance of Zimbabwe female University students

L. MANWA[1], J. MUDEKUNYE[2] AND M. MPOFU*[3]
[1]Senior Lecturer and [2&3]Lecturer
[1&2]Department of Technical Education, Great Zimbabwe University, Zimbabwe
[3]Department of Consumer Science Education and Community Development, University of Eswatini, Swaziland

ABSTRACT

This research sought to interrogate the influence of the family structure and background on academic performance of university female students. Studies on family structures and background are of great importance to every educational practitioner since they are part of the indicators of students' performance. The researchers used a descriptive case study research design in order to solicit data from the female students. Data were collected using open-ended questionnaires. The convenient sampling technique was used to select a sample of thirty (30) participants from a population of about five hundred (500) female students in a State University in Masvingo, Zimbabwe. The study revealed that family factors such as broken families, single parent families and low-economic status pose a very stressful lifestyle to many female students. The level of education of family members, poor family background and religious belief systems that do not value the education of the female child were also mentioned as a hindrance to academic achievements. This study recommends that the university puts in place scheduled special guidance and counselling which caters for unique students' needs that are related to family backgrounds.

Key Words : Family, Family structure, Family background, Female students, Interrogate

INTRODUCTION

The family background is basically a general description of a family size, the structure, religion, social class, economic status, residential location either urban or rural, generic attitudes, norms and values (Dimbisso, 2009:17; Colorado, 2007:4). Structurally, the family can be intact or disrupted or broken (Olaitan, 2017; Colulota, 2007:35; Lauer & Lauer, 2000:286). An intact family is normally a two parent family with both parents living together with their children. A broken family is the one with one parent and the other spouse is no longer part of the family for reasons such as divorce and death (Azumah, Krampah & Onzaberigu, 2018; Colorado, 2007:4; Fuligni, 2006:360). A disintegrated family in this context is the family where members are not staying together for various reasons like working in foreign countries. The family structure and background are the main focus of this research since family structures have drastically become dynamic due to globalisation. The structure of the family influences the support that it renders to the university female student (Seedam, 2008:1; Salib, 2003:2). Students from single-parent homes often do not receive academic help from their parents.

In Zimbabwe, marriage is considered as a sacred institution however, due to acculturation and migration the structures of the family became fragmented and disintegrated in most cases. Migration due to wars, seeking for greener pastures and better education in other countries have caused changes in family structures (Ngorima, 2001). In Zimbabwe, scholars are the most affected at all levels as they have to remain stable and avoid too many transfers. University scholars in Zimbabwe have very little room for transfers as university

niches are unique for each university hence in most cases there are different programmes and modules. Uwaifo (2008:122) posits that the family background lays the psychosocial, moral and spiritual foundation of the student and that the family environment influences academic performance of the student. The nature of the family structure is of great concern to every educational practitioner as the question of where the students come from influences the academic life of the student (Li & Qiu, 2018; Uwaifo, 2008:122; Colorado, 2007:5; Fuligni, 2006:360).

Broken families, single parent families and child headed families can be traumatic to children and usually children from such backgrounds may have emotional problems which may hinder good academic performance (Ohuafor & Ofor, 2015, Kano, 2012:6; Uwaifo, 2008:124). The family structure plays a pivotal role in building the character of the child which will be largely visible during adulthood, for example, the female students. The family structure and its make-up is the cornerstone of every person, any social structure and the society in general (Muthoni, 2013; Mathias, 2009:5; Colorado, 2007:4). Students obviously come from a family and the type of the family cannot be separated from the student's achievements.

The nature or characteristics of the family is influenced by so many factors such as norms and values of the family, the religion, the social status, economic status and geographical location (Seedam, 2008:2; Salib, 2003:2; Watkins, 2000:195). Ngorima (2001:2) also established that the academic performance of a female Zimbabwean adolescent is influenced by the parental level of education and attitudes towards education and their expectations of the girl child. Attitudes of educated parents from a better background usually value the education of the girl child and also value the academic performance (Egalite, 2016; Rao, 2004:141).

Most educated family members or parents consider the time spend doing the household chores and are aware that too much involvement in household chores disadvantages them and affects their performance (Kano, 2012:6). Some families may employ a house maid in order to allow the student to access the library, participate in group discussions and actual reading or study time which is greatly increased if the domestic helper is involved (Rao, 2004:141).

The background of most families is influenced by how they value their religious beliefs and their beliefs form the base of their relationships, attitudes towards education and their background. Religion influences our choices in general and also how we relate to other people whom we study or work with (Li & Qiu, 2018; Seedam, 2008:2; Salib, 2003:2; Watkins, 2000:195). Hellum *et al.* (2007:348) state that the tension between religious beliefs and culture influence the family background and their attitudes towards education have placed women and girls in a serious predicament which denies equal enjoyment of their human rights and this in turn affect their academic performance. It is considered a debacle when the religion is anti-education and does not consider it important and also when the religion is pro-education it is in this case considered important. Religious beliefs in this study are pivotal in shaping the minds of the students and also as a base for attitudes towards education and academic performance (Nato, 2016; Colulota, 2007:35; Salib, 2003:3).

The social status of the family either enhances or diminishes the self-esteem of any child (Watkins, 2000:35). In Zimbabwe, the social status of a family is determined by the kingship status, wealth and level of education (IRIN, 2011:1; Chirimuuta, 2006:6). A family with good social status attained through good academic performance is regarded as important to the community as a whole since it encourages better academic performance by female students (Omenge & Nasango, 2010:333). Students who come from a family with a sound social background tend to be treated with more respect, have self-confidence, perform better in school and are often independent (Latu Latu, 2018; Chepchieng & Kiboss, 2004:55).

A study by Kasirye (2009:9) on the determinants of learning achievement in Uganda established that the socio-economic status of the family has an influence on the self esteem of the child, apart from that, poor family's structure leads to anxiety which may in turn affect the concentration span of the student, hence affecting the academic performance. Female university students who are poor are the most vulnerable among other students (LaFraniere, 2005:2). Poverty causes stress, anxiety and worry and these may also lead the female student into prostitution which in turn affects the academic performance of the female student. Children from low-income families often do not receive the stimulation and do not learn the social skills required to prepare them for school (Ferguson, Bovaird & Mueller, 2007:3). All these are attributed to their socioeconomic background; and, more significantly, correlate to their achievement and

academic performance (Andrade & Carvalho, 2006:8; Chepchieng & Kiboss, 2004:51). The present study would want to establish whether the same affects female university students in Zimbabwe.

The geographical location of the family speaks volumes. The family background is largely influenced by the location such as farm settlement, rural and urban areas and this means a lot in a child's life and academic performance since the level of exposure is according to where one stays (Adekola, 2012:281; Uwaifo, 2008:123). In urban centres the economic status of the family is in most cases linked to the status of the location such as high, medium and low density. The terms reflect the level of privacy and wealthy of the family. Rich families stay in low density suburbs and the location of the family can also influence the self-esteem of the student which gives the students the confidence to perform better. Some locations are associated with bad ethics and some associated with good morals, all these affect the personality of the individual (Olaitan, 2017; Uwaifo, 2008:121).

The family background also entails and determines the provision of both basic needs and wants of the student (Muthoni, 2013; IRIN, 2011:1; UNESCO, 2003:13; Watkins, 2000:39). Maslow's hierarchy of needs represents the wants and needs of individuals in order of importance. The family has an obligation to provide the basic needs. Poor families may fail to provide all the needs and wants on the hierarchy but the basic needs have to be met to sustain life and to enable the students to perform well (IRIN, 2011:1; Ebhohimen, 2010:212; UNESCO, 2003:12). Students from a poor family background may struggle to meet the basic needs which in turn affect their academic performance. The students to be seen participating in the education system it is because someone and somehow their needs were met and the provisions are basically done by their families. The level of participation during lectures is also largely determined by the level of hunger satisfaction (OECD, 2011:40; Alutola, 2007:31). Paying full attention during lessons or lectures and achieve good academic by students is practically impossible when someone regardless of age is very hungry. It is against this background that the study sought to: (1) Establish the nature of female university students' families. (2) Find out the relationship between the family background and the academic performance of the female students.

Theoretical Framework:

The theory underpinning this study is the transactional theory and Eagly's social role theory which illustrates what happens between nature and nurture and how they influence life. Seifert and Hoffnung (1994:59) state that contextual approaches view development as a process involving the pattern of reciprocal transactions between the child and the system of physical, cultural and historical developmental contexts in which those interactions occur. The family structure and background represents the nature of the students (biological inherent genes) and nurture (family traits).

Main objective of the study:

The main objective of the study was to establish the influence of family structure on academic performance of female students in Zimbabwe universities.

METHODOLOGY

A study that involves feelings of human beings is best studied qualitatively (Creswell, 2014; Denscombe, 2007:38). This study adopted a qualitative approach that involved a case study research design. A case study examines a social unit as a whole and probes deeply and analyses interaction between factors (Best & Kahn, 2006:93; Neuman, 2006:308). Denzin (2012) define a case study design as a detailed examination of something or a phenomenon. The main benefit of using a case study design is that the focus is on one or a few instances allows the researcher to deal with the intricacies of complex situations. Furthermore, to have a comprehensive understanding of the group under study will make it appropriate for the research design to be a case study design. The study of the influence of the family structure and background of the female university students is a complex phenomenon which requires the researcher to deeply probe and be immersed in the real social situation.

Population:

The population for this study comprised of five hundred (500) female university students at the institution's four faculties in their second and fourth year of study.

Sample and sampling procedure:

The convenience sampling technique was used to select a sample of thirty (30) female students with six

(6) from each of the five (5) faculties. The sample comprised of single, married, divorced, separated and widows. Most of the female university students were between 22 and 35 years. The quality of the research study not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted (Cohen, Manion & Morrison, 2011:143; Marshall & Rossman, 2006:61).

Research instruments:

Data collection was done through open-ended questionnaires which were self-administered by the participants. Open-ended questionnaires are used to collect qualitative data and were preferred as they enabled students to express their views individually while observing anonymity and confidentiality. Creswell (2014) asserts that open-ended questionnaires have an advantage of allowing privacy which enhances data trustworthiness. The open-ended questionnaires elicited data on the influence of the family structure and background of the female students. This was done during the participants' free time. All the questionnaires were collected at the end of the same day and that amounted to a hundred percent (100%) return rate.

RESULTS AND DISCUSSION

Data were presented and discussed around the research objectives and analysed using thematic analysis.

Themes:

Themes	Sub-themes
1. Nature of family structure of students	1.1 Divorced parents
	1.2 Fragmented families
	1.3 Single parents
	1.4 Intact families
2. Family background	2.1 Uneducated parents or guardians
	2.2 Educated parents or guardians
	2.3 Socio-economic status
	2.4 Family deaths and terminal illnesses
	2.5 Geographical location
	2.6 Religious belief system
	2.7 Gender of the child

Nature of family structure of students and academic performance:

Responses from all the participants of the study reflected that their family structures differed and affected their academic performance in one way or the other. The family structures established comprised of divorced parents, intact families, fragmented families and single parent families.

The finding on the nature of family structure of the female students revealed that students from broken families, in most cases, had behavioural problems which affected the way they related to other students. As Haralambos and Holborn (2008:93) assert, families are instrumental to the development of relationships outside the family, especially with other children and what is experienced within the family can readily be incorporated into social relationships beyond the family boundaries. Some female students from broken families indicated that sometimes they felt lonely and rejected even when they were with their colleagues. Lecturers may not be aware of the situation of these female students and, as a result, they may judgment them incorrectly. The study revealed that intact families were rated by most participants as most favourable despite some other factors that may be unfavourable like conflicts. Azumah *et al.* (2018) assert that intact families are considered the most ideal for scholars.

Extended families were also mentioned as another family background-related factor that influenced the academic performance of the female university students. Resources are shared among the extended family members and that reduces the level of support the female university student gets from her parents. Even though the parents may be working, the female university student may lack many basics because of the number of people dependent on the same source of finance. In addition, female university students who grow up as orphans normally have limited educational attainments and so cannot secure employment which causes the vicious cycle of poverty to continue (Olaitan, 2017; Chireshe, 2012b:147).

Family background and academic performance:

The current study established that the level of education of members of the student's family, the socio-economic status of the family, the family's religious belief system and other family background-related factors which were noted by most female university students as the factors that greatly influenced their academic performance. All the participants submitted that they are affected somehow by their family backgrounds although

the impact varies from mild to severe. This study established that the students came from diverse family backgrounds, with some coming from educated family members that have higher diplomas and degrees, while others were literate but have blue collar jobs. The current economic challenges in Zimbabwe have worsened the situation as most family members have no formal jobs regardless of their level of education.

The study revealed that educated family members were supportive of the education of the female students compared to uneducated family members. The present finding confirms Dimbisso's (2009:59) observation that educated parents or family members are likely to support education and, in most cases, quickly adjust to the needs of the student. It may be expected that female students coming from educated family backgrounds normally perform well at school. Educated parents, in most cases, are able to work together with lecturers to improve the academic performance of their daughters. In the same vein, Shaw (2010:21) says that most educated parents know that they are responsible for the well-being of their children at school, regardless of sex and age. This implies that a high level of support encourages the female university student to work harder and also to choose courses that are more rewarding.

Female students from educated members of the family stand a better chance of achieving their academic potential because of encouragement, motivation and direct contact with their siblings and parents. A solid parent-lecturer relationship can provide additional reinforcement that enhances students' academic achievement (Latu Latu, 2018; Adekola, 2012:28; Benoit, 2008:71). It is likely that students who get support from both family members and lecturers may excel in academic performance. Kyoshaba (2009:31) states that, according to Cultural Capital Theory, it is expected that students from families who are closest to the academic culture have the greatest success. Similarly, Maasik and Solomon (2003:16) assert that Simeroff's transactional theory established that there is a correlation between the influences of the family background of an individual and his/her life achievements. This implies that there may be a close link between the transactions within the family and the academic performance of the female students.

The finding on the level of education also revealed that there is a knowledge gap with regards to uneducated family members and academic work. The level of education of family members determines academic performance as the level of support the family offers is used as the spring board for the female university student to excel (Nato, 2016; Considine & Zappala, 2002:92). This implies that parents who are uneducated have difficulty in understanding the needs of the female university students. This may also mean that most students of uneducated parents may struggle to convince their parents that they need resources for their education. Kyoshaba (2009:31) posits that it is believed that low education negatively affects academic achievement because it prevents access to vital resources and creates additional stress at university and at home for the female university student. Most uneducated family members do not know when to encourage the female student to work harder or when to reward her for good performance. The finding on the influence of the level of education of family members is in line with World Bank Ed Stats' (2008:7) observation that female students from low-income families may start school already behind their peers who come from more affluent families that expose them to a wide variety of technology.

It was also noted that few uneducated parents in this study were viewed as very supportive of female students by encouraging them to work hard to solve the problems related to poverty. The finding on uneducated parents supporting female students relates to Considine and Zappala's (2002:92) finding that uneducated parents may have a low income and low social status, but nevertheless transmit high educational aspirations to their children. This implies that some uneducated parents encourage their children regardless of sex or gender. Some parents may believe that education will remove them from the cycle of poverty.

This finding that the family background influences the academic performance of the female students' concurs with Sameroff's transactional theory which is the major theory that informed this study. It states that the various social and physical environmental contexts, in which people are born in, influence their mental capabilities and performance (Seifert & Hoffnung, 1994:62). Similarly, Jansen (2006:1) found that social contexts and family environment contributes to the intellectual competence of students while, in the same vein, Adekola (2012:280) observes that cultural experiences provided by the parents, particularly experiences with books and reading, intellectual and language activities, greatly influence academic achievements from childhood through to tertiary level.

The study revealed that the family's financial position, social associations and geographical location influenced the female students' academic performance. Most female students pointed out that the financial position of the family is the key to high academic performance since almost all the resources needed for upkeep and tuition fees require a good financial base. Insufficient money, in most cases, results in a lack of the basic needs and wants. Most female students pointed out that the family's social associations which are, in most cases, linked to the family's socio-economic status, are important as they may be a source of help in terms of scholarships or any other financial support. One student said that female students from well up families are usually connected to the right people, secure scholarships and are exposed to technology which enhances academic performance.

The study established that there were several other family background-related factors which influenced female students' academic performance. These factors included child abuse and domestic violence and terminal illness of a family member. The resultant traumatic experiences were cited by most female students as having a long-term negative effect on academic performance as they leave wounds and scars that usually take time to heal. Most female students said that domestic violence in the form domestic violence and abuse also greatly influences academic performance as it causes stress and anxiety. Quarrels and fights in the home were noted as the major causes of trauma. The study also revealed that female students who were traumatised have emotional problems and have problems mixing with other students. Child abuse by family members was mentioned by most participants as one of the causes stress and such experiences may compromise academic performance.

Deaths and terminal illnesses were mentioned by female students as other factors related to the family background that negatively influenced their academic performance. They indicated that they were negatively affected more than their male counterparts as they were more involved in caring duties. The findings revealed that sudden death of a family member mostly affects the academic performance of the female students especially when the deceased was the one responsible for paying tuition fees. One student narrated her ordeal as she said that her mother passed on when she was in Part One and she said that her mother was her pillar of support as a result she was stressed and have difficulty in concentrating during lectures. A terminally person was also cited as a cause of absenteeism as the person requires extra care and attention which is normally provided by females.

The current study revealed that the socio-economic status of the family greatly influences the academic performance of the female university students in several ways since education is a commodity that requires financial resources. Cheesman, Simpson and Wint (2006:9) state that financial constraints cause emotional stress and anxiety that negatively influence academic performance. This study revealed that the level of support from family members influences the female students' efforts in achieving good results. Lack of resources may cause the students to produce substandard assignments. This implies that the socio-economic status of the family may influence the attitude to work since some parents may not be a source of inspiration to acquire high qualifications. Adekola (2012:28) points out that parental educational background and attitude, remarks, instructions and corrections given to a child can enhance the child's educational aspirations. Correspondingly, World Bank Ed Stats (2008:2) argue that educational outcomes such as high academic performance are influenced by family income which enables the parents to support the student in a variety of ways. Students from poor families have been, in most cases seen, by most lecturers to lack the required resources.

The study revealed that female students from poverty stricken families were sometimes hungry when they attended lectures which caused mental fatigue and made it difficult to grasp new concepts. A study by Lacour and Tissington (2011:522) also revealed that students who lived in persistently poor families failed to perform well due to the impact of poverty on their emotional and physical being. Such female students may have to leave college in search of employment to raise tuition fees thus, losing out. They normally take a longer period to complete their studies because of the study breaks that they take as they search for employment to raise tuition fees. This awful situation to raise fees and other resources may force the female students to engage in prostitution. The practice may put the female students at risk of being infected by HIV and AIDS. Their academic endeavours may be negatively affected if they get infected.

It also emerged from this study that the social status of the family is related to geographical location. Students from wealthy families usually stay in areas where they are exposed to technology compared to those from poor

backgrounds. Students from poor families are used to a rural life. This type of family locale highly influences academic performance as they lack exposure to technology. Female students are the worst affected as they may fail to perfect their skills due to lack time for them to practice. This finding confirms Uwaifo's (2008:122) statement that the geographical location and the home environment influence the academic performance of students.

The study revealed that the family's religious belief system influences the academic performance of the female students. The beliefs which were cited as most influential were the belief in God's intervention to attain good passes, the belief that the education of the male child is more valuable than that of the female child and beliefs that pertain to the value of education. This implies that there is a relationship between the student's academic performance and the family's belief systems. The finding also revealed that there are some religious belief systems that influence family into believing that female members are inferior to their male counterparts, based on the story that woman was created for man. Such beliefs negate the female student's education and academic performance as they centre on craft work and marriage. The finding that some families believe in God's intervention in attaining good passes is in line with the belief in miracles that characterises Christianity, particularly Pentecostal Christianity that teaches that when supernatural powers are on your side, you can do well in any endeavour. The same applies in academic performance whereby preparation for the examination is believed to be guided by supernatural forces. To the female student, God's intervention is highly regarded because of the many obstacles they face in order to attain good passes. This finding on God's intervention is consistent with Okulicz's (2011:875) observation that there is a relationship between the belief in God and everyday life. On the other hand, it is believed that faith based on idleness and false confidence will lead to failure.

The finding that some families believe that the gender of the child matters as the female child is considered inferior to the boy child to the extent that they value the education of the male child more than that of the female child has greatly affected the academic performance of female university students. Sex discrimination in the family was mentioned as a challenge by most female students. This discrimination is also prevailing in most African countries including Zimbabwe, education for

females is regarded as less important to that of males (IRIN, 2011:1; Macionis & Plummer, 2008:649). Most families in Zimbabwe prefer a boy child which is consistent with the belief that educating the girl child is like watering a neighbour's garden (Haralambos & Holborn, 2008; Burn, 2005:263). The reason behind such a belief is that the girl child will eventually get married and then leave the family to stay with her husband. Resources are first given to a boy child since he is considered a family asset. The finding revealed that some female students were given their tuition fees after their parents had paid for that of the male child. Late payment of the fees may be very stressful and can result in poor academic performance. The finding echoes Uwaifo's (2008:122) argument that the home environment and how the family meets the needs of the female students affects academic performance especially when lack of resources causes them to seek other methods, such as prostitution to meet their needs.

The family belief, which entails that females are low performers and that their education is of less value because they will be married and leave the family, has resulted in reluctance by family members to buy female students expensive technology. On the contrary, some families have the belief that empowering women is empowering the nation. The finding on family beliefs concurs with Meggitt and Walker's (2007:194) observation that, through socialisation, children acquire beliefs regarding the roles of men and women and then internalise this knowledge as a gender schema, or unchallenged core belief that influences their achievements. Beliefs of the family play a pivotal role in the socialisation process and the construction of norms and values that influence development, behaviour and achievements (Adekola, 2012:280; UNGEI, 2009:4; Skinner, 2009:291; Wood, 2008:25; Hellum *et al.*, 2007:62). Thus, female university students' academic performance is influenced by such beliefs.

Other family background-related factors were revealed as influencing the academic performance of female students include child abuse and domestic violence, structure of the family and terminal illness of a family member. The findings on domestic violence revealed that domestic violence in the home was cited by most participants as a major cause of trauma and stress that negatively influences academic performance. In a similar vein, Chireshe (2012:160) revealed that most women indicated that they witnessed physical violence

perpetrated by their parents or guardians which included the beating of their mothers by their fathers or the beating of their aunts by their uncles. The trauma of witnessing domestic violence can therefore inhibit good academic performance as this causes anxiety. Female students who are orphans related that they suffered from domestic violence daily since they had nowhere else to go.

Conclusions and Recommendations:

Female students who were from broken families and poor backgrounds were the most affected due to stress, worry and anxiety. It was established that most students from well off families were in most cases doing well in academic performance as they had enough resources to access information and to produce standard assignments. Belief systems that do not value female education were also revealed as inhibiting some female scholars to get enough support from family members. This study recommends that the government create a ground conducive for female students regardless of background that cover up the trauma the get from their families. It should seriously consider schools, colleges and universities second neutral homes for all scholars which provide a soothing environment. This study further recommends that scheduled special guidance and counselling be put in place by the university which caters for special counselling related to the family background such on how and where they can get specific help of cases of lack of resources.

REFERENCES

Adekola, B.O. (2012). *Home and Social Factors as Determinants of Students' Achievement in Senior Secondary Schools English Comprehension for South Western States* (Master's Thesis; Downloaded March, 2018).

Ary, D., Jacobs, L.C., Razavieh, A. & Sovenson, C.K. (2009). *Introduction to Research in Education.* 8th Edition. Belmont, CA: Wardsworth Cengage Learning.

Azumah, F.D., Krampah, S. & Onzaberigu, N.J. (2018). Effects of Family Structure on the Academic Performance of Children: A Case Study of Ayeduase RIC Junior High School in the Kumosi Metropolis Ghana. *Internat. J. Soc. Studies,* **6** (10) : 11-20.

Benoit, B. (2008). *The effects of parent-teacher communication on student academic performance.* Master of Science Thesis. D'youville College.

Best, J.W. & Kahn, J.V. (2006). *Research for Education.* Boston Library of Congress Colloguing-in-Publication Data.

Burn, S.M. (2005). *Women across cultures: A global perspective,* 2nd Edition. New York: McGraw-Hill.

Chapchieng, M.C. & Kiboss, W.K. (2004). Influence of Family Socio-economic Status and Gender on Students' Academic Performance: A Study of Baringo District Secondary Schools. *J. Education Human Resour.,* **2** (2) : 50-61.

Cheesman, J., Simpson, N. & Wint, AG. (2006). *Determinants of students performance at university*: *Reflections from the Caribbeans.* UWI, Mana Registry. Campus of the West Indies.

Chireshe, E. (2012). *The utility of the Zimbabwean Domestic Violence Act: Christian and Moslem women's experiences.* (PhD thesis). University of South Africa, Pretoria.

Chirimuuta, C. (2006) *Gender and the Zimbabwe Education Policy: Empowerment or Perpetuation of Gender Imbalances*? http://www.quietmountainessays.org/ Archives (Downloaded July, 2018).

Cohen L, Manion L, Morrison K. (2011). Research methods in education (7thed.). London: Routledge.

Colorado, C. (2007). *Learning about Your Students' Backgrounds. Identifying your Students' Language Preferences and Abilities.* http://www.colorincolorado. org/educator/assessment/indentification (Downloaded July, 2018).

Colulota, A. (2007). Impact of Parents' Socio- economic Status on University Students' Academic Performance. *Life J. Educational Studies,* **7** (1) : 31-39.

Considine, G. & Zappala, G. (2002). Factors influencing the educational performance of students from disadvantaged backgrounds, in *Competing Visions: Refereed proceedings of National Social Policy Conference* (91-107). University of New South Wales, Sydney.

Considine, G. & Zappala, G. (2002). Factors Influencing the Educational Performance of Students from Disadvantaged Backgrounds. *Comparing Visions Refereed Research Centre.* (91-107). University of New South Wales Sydney.

Creswell, J.W. (2014). Educational research: Planning, conducting and evaluating quantitative and qualitative research (4th ed.). Harlow, England: Pearson.

Denscombe, M. (2007). *The good research guide for small scale social research projects.* Maidenhead, Berkshire: McGraw-Hill Open University Press.

Denzin, N.K. (2012). What comes first, the Methodology or the Approach? *J. Mixed Methods Res.,* **6**(4):255-257.

Denzin, N.K. & Lincolin, Y.S. (2011). *Handbook of Qualitative Research.* 4th Edition. Los Angeles: Sage Publications.

Dimbisso, T. (2009). *Understanding Female Students' Academic Performance*: An Exploration of the Situation in South Nations Nationalities and Peoples Regional State Ethiopia. Graduate School of Developmental Studies. The Hogue. The Netherlands.

Ebhohimen, E.P. (2006). *School resource input and academic performance in a Nigerian State: A case of English language instruction.* http://www.landfonline.com/action/dosearch. (Downloaded September, 2018).

Egalite, A.J. (2016). *How Family Background Influence Students Achievement*. Spring Education Next.

Ferguson, H.B., Bovaird, S. & Mueller, M.P. (2007). The Impact of Poverty on Educational Outcomes for Children. *Paediatr Child Health*, **12** (8): 701–706. PMCID: PMC 2528798.

Fuligni, A.J. (2006).*The Academic Achievement of Adolescents from Immigrant Families: The Role of Family Background, Attitudes, and Behaviour*. http://onlinelibrary.wiley.com/doi/10.1111/abstract (Downloaded November, 2018).

Haralambos, M. & Holborn, M. (2008). *Sociology: Themes and perspectives*. 7th Edition. London: Unwin and Hyman.

Hellum, A., Stewart, J., Ali, S. & Tsanga, A. (2007). *Human Rights, Plural Legalities and Gendered Realities.* Botswana: Weaver Press.

IRIN (2011). *Zimbabwe: Thousand of Girls Forced Out of Education*. Zimbabwe Girl Child Dropout Figures Reach Alarming Levels. (Downloaded July, 2018.) UNICEF. http.//www.com/bookmark.php.plusnews.

Jensen, WHM. (2006). *The Dynamics of Gender Embodiment Cultural Codes Strategies.* http://www.onderzoekinformationf/nf/oi/nod/ond1272200/. (Downloaded December, 2018).

Kano, K. (2012). *Role of Family Background to Character Relationships.* http://www.navinaj.com/index.php?author (Downloaded September, 2018).

Kasirye, I. (2009). *Determinants of Learning Achievement in Uganda.* Economic Research Centre, Uganda. http://www.csae.ox.ac.uk/conferences/2009-edia/papers/325-kasirye.pdf (Downloaded October, 2018).

Lacour, M. & Tissington, LD. (2011). Educational Research and Reviews. *Academic J.,* **6** (7): 522-527.

LaFraniere, S. (2005). *For Girls in Africa Education is Uphill Fight*.www.nytimes.com/world/Africa/html. (Downloaded September, 2018).

Latu Latu, L.V. (2018). Family Structure and Academic Performance of Students in Secondary Schools in the Kingdom of Tonga. Masters Thesis of Science in Statistics University of Canterbury.

Lauer, R.H. & Lauer, J.C. (2000). The *Long Term Relational Consequences of Problematic* Family Backgrounds. http://www.star.org/stable/select (Downloaded May, 2018).

Lauer, R.H. & Lauer, J.C. (2000). *The long term relational consequences of problematic family backgrounds*. http://www.star.org/stable/select (Downloaded May, 2018).

Li, Z. & Qiu, Z. (2018). How Does Family Background Affect Children's Education Achievement? Evidence from Contemporary China. The Journal of Chinese Sociology.

Macionis, J.J. & Plummer, K. (2008). *Sociology: A global Introduction.* 4th Edition. Upper Saddle River, New Jersey: Pearson Education Limited.

Marshall, C. & Rossman, G.B. (2008). *Designing a Qualitative Research.* London: Sage Publications.

Mathias, W. (2009). Educate the Girl child to have the Nation Empowered. http://children'sclub.wordpress.com/about/. (Downloaded September, 2018).

Meggitt, C. & Walker, J. (2007) *An introduction to child care and education.* 2nd Edition. London: Hodder Arnold.

Muthondi, K. (2013). Relationship Between Family Background and Academic Performance of Secondary Schools Students. A case of Siakago Division, Mbeere North District, Kenya. Unpublished Masters Thesis of Nairobi University.

Nato, P.B. (2016). Analysis of Family Structure Influence on Academic Performance Among Secondary School Students in Bungoma East Sub-Country Kenya. *Internat. J. Secondary Edu.*, **4**(2) : 12-22.

Neuman, W.L. (2006). *Qualitative and Quantitative Approaches*. 4th Edition. Boston: Allyn and Bacon.

Ngorima, F.M.C.M. (2001). *Cultural factors and academic achievement of secondary school female learners.* Master in Educational Psychology thesis. University of South Africa, Pretoria.

Okulicz, K. (2011). Happiness across nations. *Urban Geography*, **32**(6): 871-883.

Olaitan, A. (2017). Impact of family structure on the academic performance of Secondary School students on Yewa Local Government area of Ogun State Nigeria. *Internat. J. Sociology & Anthropology Res.,* **3** (1) : -110.

Internat. J. Appl. Home Sci. | Sept. - Dec., 2019 | **6** (9-12)

(323)

Omenge, N.B. & Nasango, J.W. (2010). Effects of socialisation with regard to gender roles and students' academic achievements in secondary schools in Ksii District, Kenya. *Maxwell Scientific Organisation Current Res. J. Sci.,* **2**(6): 327-333.

Organisation of Economic Corporation and Development. (OECD) (2011). *Gender equity: Education, employment and entrepreneurship.* EPEC. USA.

Osuofa, A.M. & Ofor, N.A.S. (2015). Influence of Gender and Subject Specialization on Science Educators. Use of E-Learning Facilities for Teaching in Nigeria Colleges of Education. *Internat. J. Cross-Disciplinary Subjects Education (IJCDSE),* Special Issue, Vol. **5** (4) : 2649-2655.

Rao, V.K. (2004). *Education System.* New Delhi: A.P.H. Publishing Corporation.

Salib, Z. (2003). The Impact of Religion On Women in the Development Process. *Critical Half Annual J. Women for Women Internat.,* **1** (1) : 1-3.

Seedam, G. (2008). *Socialization, Culture, Norms and Values into a Society.* Http://www.shvcong.com/businessmanagement/1826426socialisation-culture-norms-society.

Seifert, K.L. & Hoffnung, R.J. (1994). *Child and adolescent development.* 3rd Edition. Boston: Houghton Mifflin.

Skinner, C.E. (2009). *Educational psychology.* 4th Edition. New Delhi: PHI Learning.

UNESCO (2003). *Gender and Education for All. The Leap to Equity.* France UNESCO Publishing. United Nations Educational.

UNGEI (United Nations Girl's Education Initiative) (2009). *Gender Equity in Education.* Progress and Challenges. UNICEF.

Uwaifo, V.O. (2008). *The Effects of Family Structure and Parenthood on the Academic* Performance of Nigerian University Students. *Stud. Home Comm. Sci.,* **2** (2): 121-124.

Watkins, K. (2000). *The Oxfam Education Report.* London: An Oxfam Publication.

Wood, D. (2008). *Culture and gender: Sex and gender: Gender role theory.* http://enwikipedia.org/wiki/Gender_role#mwheard (Downloaded March, 2018).

World Bank Ed Stats. (2008). *Girls Education.* www.worldbank.org/education/girls. (Downloaded March, 2018).

****