

**THE ROLE OF EARLY UPBRINGING OF CHILDREN ON THEIR LATER
ACADEMIC ACHIEVEMENTS IN WESTERN DIVISION, TORORO
MUNICIPALITY**

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DECLARATION

To the best of my knowledge, I **AKWARE IRENE VIOLET**, declare that this work is mine and never been published by any one or by any institution of higher learning.

Name: **AKWARE IRENE VIOLET**

Sign.....

Date.....*27-JUNE-2025*

SUPERVISOR'S APPROVAL

This is to certify that, this research report has been done under my supervision as the university supervisor and approved.

Name: MADAM PIMER JESSICA UKOKU

Sign 

Date..... 27th - JUNE - 2025

DEDICATION

I do dedicate this research to all my parents and guardians for all the continuous support they have accorded to me throughout this academic life

ACKNOWLEDGEMENT

Gratitude goes to the God for His care, love, provision and protection. May his holy name be lifted higher every day for He has done great things that no one else can do.

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My sincere thanks go to all those who helped me financially, morally, materially, spiritually and to the wise personalities who gave me their words of wisdom. Without forgetting my friends for the support and the encouragement they offered to me towards this research proposal and finally am extremely grateful to all staff of Uganda Christian University who positively provided me with relevant guidelines to follow.

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ABSTRACT

Upbringing of children has and continues to be one of the most challenging tasks of our times. Irrespective of its relationship to academic performance, the traditional modes of child upbringing have been curtailed. This study explored the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. Specifically, the study explored the various ways of upbringing children and the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. The study also determined appropriate interventions of early upbringing of children in Western Division, Tororo Municipality. The study used qualitative research approach and a case study design of 25 participants who include parents, teachers and pupils in primary schools were interviewed. Data was collected from participants using interview method. Study findings revealed that authoritarian upbringing is one of the ways through which children can be brought up. Other ways included authoritative, permissive and uninvolved upbringing. Findings also revealed that parents suffering from financial hardship are more likely to care about making ends meet rather than raising their children and children from divorced families have few chances for educational success. It is also that parent-child age differences influence achievements. The study also discovered that upbringing environment determines access and success in schooling. Additionally, the findings of the study revealed that improving behavioral Discipline Practices as a measure and utilizing the power of role models may help to enhance early upbringing of children as well as improving physical health and safety of children will help to address gaps in early upbringing of children. The study recommended that government and stakeholders should sensitize the community of the most appropriate ways of early child upbringing and put in place measures that enhance academic performance of all children irrespective of family background. Other recommendation implementing a range of mechanisms and strategies, there is need to strengthen child rights protection by government and stakeholders in family systems.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study sought to determine the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. It had been widely believed that until modern times, children were primarily treated with indifference, dealt with harshly, and regarded as miniature adults. Upbringing in many African societies was characterized by, a communitarian ethic. The communitarian ethic calls upon the individual to look after the well-being of others as others are required to look after the wellbeing of the individual (Shelton , 2021). Mbiti's popular cliché of "I am because you are and you are because I am" best captures this scenario. Analysts of the popular African "Ubuntu" philosophy have also revealed dimensions in which African life is generally communal. What interpreters of Mbiti and analysts of ubuntu have not extensively done is to break up these philosophies and show how they are directly anchored on upbringing. If they would have done so, it would be revealed that in Africa, being human is not enough; it is the being among beings and this emanates from parenting. Today, nothing is as challenging as being a parent. Children have no on-off button. They cannot be put in the closet like clothes, turned off and parked like cars or placed in a kennel for the night like pets. They are on a constant quest: poking, prodding, pushing, pulling and climbing.

This chapter therefore presents information on the following namely; background to the study, statement of the problem, general objective of the study, specific objectives of the study, research questions, conceptual frame work, significance of the study, scope of the study, justification of the study, and definitions of key terms

1.2 Background to the study

1.2.1 The situation of child upbringing world wide

There are billions of children living in the world today, many of whom are vulnerable and disenfranchised. Because kids are physically smaller than adults and still developing mentally and emotionally, they face the most challenges from things like poverty, famine, war, climate

change and exploitation (WHO, 2020). Many countries also don't give children the human rights they deserve. Young children may bear the burden of malnutrition throughout their lives and may never reach their full physical and intellectual potential. Malnutrition manifests because of food shortages, improper feeding methods, and infections often exacerbated by poverty, humanitarian crises, and conflicts (Shelton, 2021).

Throughout Ancient Times, The Middle Ages, and most of Early Modern History, the idea of childhood as we understand it today didn't exist. In part because of the hardships of life in general, and in part because of very high infant and child mortality rates (primarily due to malnutrition, disease, and general lack of access to medical care), the way families viewed childhood was fundamentally different from the way it is viewed now. It had been widely believed that until modern times, children were primarily treated with indifference, dealt with harshly, and regarded as miniature adults. This argument, which was famously made by French historian Philippe Ariès (1914–1984) in his 1960 book titled, *Centuries of Childhood*, has since been disputed. Ariès came to this conclusion after studying historical writings about childhood (or lack thereof) and paintings depicting children through The Middle Ages. However, it is now understood that the depiction of children in pre-18th century art as miniature adults was not at all due to any lack of regard or affection parents had for their children.

Rousseau's (1712-1778) philosophy of education emphasizes the development of a child's character and moral sense. The goal was for the child to learn to remain principled and honorable, even in the unnatural and imperfect society in which the child would have to live. He also believed that children should learn through exploration and experiences carefully led by adults if they are to achieve educational success (Shelton, 2021). This philosophy was predicated upon the idea that children were born inherently good, not inherently wild or evil (or even neutral, as Locke believed). This was all very radical thinking for the time

Countless others become victims of war, natural disasters, HIV/AIDS, and extreme forms of violence, exploitation, and abuse. Millions of children, especially girls, do not have access to quality education. The United Nations Children's Fund (UNICEF), as well as UN Human Rights (OHCHR) and other UN agencies, strive to sustain global commitment to the Convention on the Rights of the Child, which

embodies universal ethical principles and international legal standards of behavior towards children. UNICEF supports programs providing education, counseling, and care to children working in very hazardous or abusive conditions and vigorously advocates against the violation of their rights. In 1959, the UN General Assembly adopted the Declaration of the Rights of the Child, which defines children's rights to protection, education, health care, shelter, and good nutrition (UNICEF, 2022).

Today, nearly 200 million children are living in the world's most lethal war zones, the highest number in over a decade - and a 20% rise from 162 million a year ago. Many of these children are already on the frontline of climate change and battling life-threatening hunger crises. This spike was driven partly by outbreaks of violence in Mozambique, as well as ongoing conflicts in Afghanistan, the DRC, Nigeria, and Yemen, which are already on the frontline of climate change's worst impacts and coping with life-threatening hunger crises. Today in Ukraine, at least 7.5 million children are in grave danger of physical harm, severe emotional distress and displacement due to conflict. The educational future of these children looks to be compromised (UNICEF, 2022)

Scientific advances in neuroscience, epigenetics, psychology, and human development point to the need to examine childhood vulnerability and resilience from a social systems and academic perspective (Shonkoff & Garner, 2020). Beginning in utero and throughout childhood, the human brain responds to its environment, reshaping neural connections in line with social experience (Grantham-McGregor, 2017). Additionally, neglect, violence, and other adversities that disrupt safety and security in childhood can distort these processes with negative impacts that extend far beyond the suffering of individuals to encompass the rearing environments of future generations and societies they will compose (Engle et al., 2017). Indeed, critical human development milestones, including raw intellectual capacity, motor development, language acquisition, and social learning are achieved or not within the context of social interactions within the household. It is therefore important that we examine social interactions as sources of childhood risk and resilience

Evidence indicates that poor parenting can influence children's well-being from early childhood, through adolescence, and throughout the life-course (Shaw, Owens, Giovannelli, & Winslow, 2021). A meta-analysis found that some parenting factors, including parent's level of anger,

parents perceiving children as a problem, and parent-child relationship, were strongly associated with risk of child physical abuse and neglect (Stith et al., 2019). Conversely, a review of parenting programs for improving children's behavioral and emotional adjustment indicates the strength of evidence concerning the relationship between parenting and children's social, psychological, and emotional development, concluding that the "body of research suggests that early upbringing is key to child emotional and behavioral functioning and a promising opportunity for educational excellence"(Shelton , 2021).

A review of the role of child-caregiver interactions in the healthy physical and emotional development of children notes "caregiver-child interactions play a profound role in the development of children's self-regulation, cognitive development, language acquisition, and socio-emotional adjustment" (World Health Organization, 2022). Research on cross-cultural components of parenting for adolescent health indicates five core components of positive parenting: connection, behavior control, respect for individuality, modeling of appropriate behavior, and provision and protection for enhance educational opportunities (World Health Organization, 2022); however, the way in which each of these components is expressed locally and within a specific cultural context will vary (Bornstein, 2019). Despite the strength of evidence demonstrating the role of upbringing in ensuring educational success of children, there are considerable gaps in the evidence concerning specific care practices in different cultural contexts, and how these practices might be harnessed to develop feasible, relevant, and effective interventions to improve academic performance of children was the cornerstone of this study.

1.2.2 The situation of child upbringing in Africa

In many African cultures, including Uganda, parenting involves a deep sense of community and shared responsibility. African parents often emphasize the importance of respect, obedience, and communal values from an early age. Children are taught to honor their elders and adhere to family traditions essential to maintaining societal harmony. Parents typically involve extended family members, neighbors, and even community elders in the upbringing of their children, a sense of belonging and collective responsibility (MoGLSD, 2020). However, it's not uncommon for parents to employ various strategies, including exaggerations or minor untruths, as part of their parenting approach (Okiria et al., 2019). This can sometimes lead to mixed messages for the

children. For instance, parents might tell children they are doing well in their tasks to encourage them and build their confidence, even if it's false. This practice is often rooted in a desire to motivate children and avoid discouragement, though it can inadvertently teach them to overlook the importance of honesty.

As in many African contexts, storytelling is crucial in educating and entertaining children in Ugandan society. These stories often contain moral lessons and cultural values but might also include myths and legends that blur the lines between fact and fiction. While this method can effectively teach children about their heritage and values, it can sometimes perpetuate misunderstandings about reality and fantasy (Shelton, 2021). Additionally, African parents often instill a strong sense of discipline and responsibility in their children. This can involve strict rules and high expectations intended to prepare children for the challenges of adult life. However, the balance between discipline and encouragement is delicate. When praise is not genuinely earned, or criticisms are overly harsh, it can lead to confusion and mixed feelings in children about their self-worth and the value of honesty.

Despite these challenges, many African parents strive to raise their children with integrity, resilience, and a deep sense of community. Even when it includes some embellishments, encouragement reflects a desire to see their children succeed and thrive. The task for modern parenting in Africa, as elsewhere, is to find a balance that nurtures both confidence and a commitment to honesty, equipping children with the skills and values they need to navigate a complex world (UNESCO, 2020).

1.2.3 Child upbringing in Uganda

In Uganda, households play the central role in child care and protection: children are raised in families; families are nested in households; households are nested in neighbourhoods or communities; and neighbourhoods or communities are nested in wider societal system (MoGLSD, 2022). Families and households are the 'frontline protectors' of children, yet household care environments and, in particular how relationships and interactions with caregivers may be able to protect children from the impacts of such adversities, have not been thoroughly researched. The identification of protective factors and key levers of social change will be especially important in order to develop programs and policies seeking to prevent

violence against children, especially parenting and family-strengthening interventions that can also promote academic achievements of children.

Research has documented multiple adversities to which children in Uganda may be exposed. These include HIV/AIDS, lack of access to safe water, stunting and malnutrition, lack of access to quality education, and exposure to various types of violence, abuse, and neglect (Ojangole et al., 2019 & davis et al., 2021). Unfortunately, there is a lack of representative, national data on violence against children in most communities, at school, and at home in Uganda.

Therefore, there is abundant empirical evidence of a negative association between family size and children's educational outcomes, such as test scores, grades, and final educational attainment (Öberg 2017). These results are consistent with the idea that more children dilute the available resources in a family (Gibbs et al. 2016). However, in recent years the empirical credibility of existing research, as well as its conceptual adequacy, has been called into question. Past research has failed to give an interpretation of the association between the role played by early upbringing children and their later academic achievements which reflects a causal relationship. This study may therefore contribute to existing research by addressing both the empirical challenges associated with identifying the causal effect of early upbringing children and their later academic achievements and the importance of contextual factors that might may play a moderating role.

1.3 Problem statement

Preliminary findings show that early upbringing of children offers a critical window of opportunity to shape the trajectory of a child's holistic development and build a foundation for their future. For children to achieve their full potential, as is their human right, they need health care and nutrition, protection from harm and a sense of security, opportunities for early learning, and responsive caregiving like talking, singing and playing – with parents and caregivers who love them. All of this is needed to nourish developing brains and fuel growing bodies. However, in western division, preliminary results indicates that most children are not receiving the nutrition or health care they need, growing up exposed to violence, polluted environments and extreme stress. They miss out on opportunities to learn and are deprived of the stimulation that

their developing brains need to thrive. Their parents and caregivers struggle to get the time, resources and services necessary to provide their children with nurturing care in these contexts but academic performance continue to decline.

Further, preliminary results show that during the past 5 years in Western Division, Tororo Municipality, stunting levels for pupils in primary schools have contributed to reduced academic performance from 22% in 2019 to 46% in 2023. Likewise, in 2021 out of 7,290 pupils who sat for primary leaving examinations in Western Division, Tororo Municipality, only 3,291 (44.7%) passed while 4,029 (55.3%) failed the examination (Western Division Situational Analysis Report, 2023). Government and development partners have spent billions of tax payers' money to support academic achievement of children but what have gotten in return are fads, funs and academic failures and if nothing is done, there would be reduced enrollment, school dropout, high levels of illiteracy and juvenile delinquencies in the area.

Preliminary results also reveal that there is no single comprehensive author survey regarding the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality and this has resulted into limitations and distortions in literature, a gap this study sought to address

1.4 The Purpose of the Study

The purpose of this study was to determine the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality

1.5 Objectives of the study

- I. To explore the various ways of upbringing children existing in Western Division, Tororo Municipality
- II. To determine the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality
- III. To determine appropriate interventions of early upbringing of children in Western Division, Tororo Municipality

Research questions

- i. What are the various ways of upbringing children existing in Western Division, Tororo Municipality
- I. Explain the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality
- II. What appropriate interventions of early upbringing of children are in place in Western Division, Tororo Municipality

1.7 Scope of the study

The study was limited to the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. The study scope was categorized into geographical, content and time as follows:

1.7.1 Geographical Scope

The study was carried out in Western Division, Tororo Municipality. The municipality has two divisions namely Western and Eastern Divisions. The study was four parishes of western division and the villages.

1.7.2 Content scope

The study contained information about the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. Specifically, the study explored the various ways of upbringing children and the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. The study also determined appropriate interventions of early upbringing of children in Western Division, Tororo Municipality. Through this content scope, the researcher was able to collect adequate and relevant information that helped to attain study objectives.

1.7.3 Time Scope

The research study considered the period between 2021 and 2024. This period is considered because it is during this time that academic performance of students deteriorated and also due to COVID19 effect (Western Division Situational Report, 2024)

1.8 Significance of the study

The study when completed may have the following significance:

The research may draw the attention of the professional, Non-governmental organizations and international bodies which are interested in enhancing methods of early upbringing of children.

Finally, the findings may serve as an eye opener to the general public on the role of early upbringing of children on their later academic achievements

The study may add to the body of existing literature on the role early upbringing of children on their later academic achievements

The study may in addition provide accorded opportunity of testing the validity and explanatory powers of the existing theories on the role of early upbringing of children on their later academic achievements

The research may serve as reference point for future research work on the subject and also motivate further research on the role of early upbringing of children on their later academic achievements especially in rural communities where little or no research has been done.

1.10 Conceptual Frame work

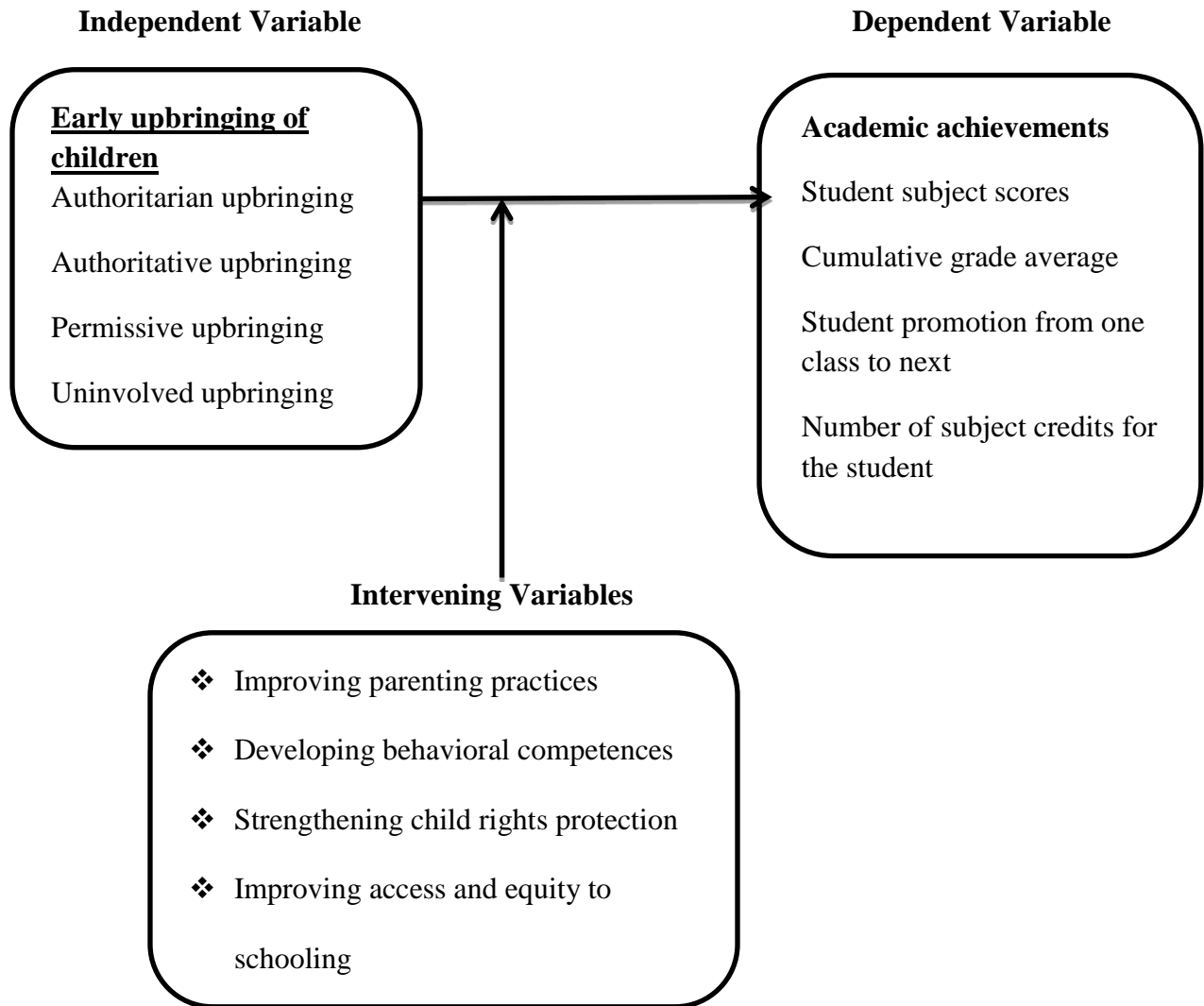


Figure 1.1: Conceptual framework

Source: Adapted from Mugenda and Muganda (2004): Conceptual Frameworks

The above conceptual framework shows the relationship between variables. Early upbringing of children is the independent variable with parameters of Authoritarian upbringing, Authoritative upbringing, Permissive upbringing and uninvolved upbringing. While dependent variable is Academic achievements and is defined by Student subject scores, Cumulative grade average, Student promotion from one class to next and Number of subject credits for the student. The conceptual framework has been drawn on the assumption that if Parents' chronic illness diagnosis does not take place, psychosocial wellbeing of children could not be affected and the

reverse is undoubtedly true. Nevertheless, this may not be automatic as other factors may come into play. These may include improving parenting practices, developing behavioral competences, Strengthening child rights protection and Improving access and equity to schooling.

1.11 Definition of key terms

Early upbringing of children: Refers to the care and protection given to children in their early years (UNESCO, 2020)

Academic achievements: Refers to levels of academic success attained through the process of schooling (Mande et al., 2021)

1.12 Chapter summary

The above chapter discussed the introductory part of this research and it has been observed that the phenomenon of early upbringing of children is deep rooted in our global societies. Parent-school partnership allows for the conceptualization of roles and relationships and the impact on the development of children in a broader way. From this approach, families and schools are the main actors in the construction of their roles and forms of involvement, generating new and varied actions to relate to each other according to the specific educational context. The main findings in the family-school field show a positive influence of this partnership, contributing to academic achievement and performance, among other positive consequences

1.13 Conclusion

The introduction section has discussed the background to the study, problem statement, objectives and study scope well as significance of the findings and conceptual frame work. This section outlined the gaps and presented the rationale for the study. This led to the statement of the problem. The researcher identified existing studies to support the problem under investigation. The next chapter will discuss an array of past studies that are significantly related to the area under investigation. During the review, the research study will consider conceptual, contextual, theatrical and methodological genius of authors and endeavored to point out gaps in these studies that this studies address.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study was about determining the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. Specifically, the study explored the various ways of upbringing children existing in Western Division, Tororo Municipality and determined the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. The study further determined appropriate interventions of early upbringing of children in Western Division, Tororo Municipality. Child outcomes are interconnected within and across diverse domains of development. They result from and are enhanced by early positive and supportive interactions with parents and other caregivers. These early interactions can have a long-lasting ripple effect on development across the life course, whereby the function of one domain of development influences another domain over time.

According to Mugenda and Mugenda (2017) and Kumar (2019) interprets literature review as the systematic identification, location and analysis of documents containing information related to the research problem being investigated, which forms an integral part of the entire research process and makes a valuable contribution to almost every operational step in the research. This chapter shows the various sources literature related to the topic of the research. The sources include; review of scholarly journals, government documents, text books, Internet and Newspapers. This Literature review is done objective by objective. This chapter therefore shows and explains the review of past and actual literature studies which has been reviewed objective by objective. It included theoretical review, empirical literature review and summary of identified gaps.

2.1 The various ways of upbringing children

Authoritarian upbringing

According to Shelton, (2021), authoritarian parents typically engage in a 1-way mode of communication where they establish strict rules that the child is expected to follow without question or negotiation. These rules are rarely explained, and children are expected to meet high standards without making mistakes. Errors are often met with punishment. Authoritarian parents tend to be less nurturing, maintaining high expectations with limited flexibility.

Children raised by authoritarian parents often exhibit well-behaved behavior due to the consequences of misbehavior. Additionally, they tend to follow precise instructions more effectively to achieve their goals. However, this parenting style can also lead to higher levels of aggression, while children may also exhibit shyness, social ineptitude, and difficulty making their own decisions (Shelton, (2021). This uncontrolled aggression may stem from challenges in managing anger, as these children often lack proper guidance. Additionally, they may struggle with low self-esteem, which further hinders their decision-making abilities.[2] Strict parental rules and punishments can also drive children to rebel against authority figures as they grow older.

Authoritative upbringing

Authoritative parenting is characterized by a close, nurturing relationship between parents and children. Parents set clear expectations and guidelines and explain the reasoning behind their disciplinary actions. They use disciplinary methods as a supportive tool rather than as punishment. Children are encouraged to have input in setting goals and expectations, thereby fostering open, frequent, and appropriate communication between parent and child. This parenting style generally results in the healthiest outcomes for children but requires considerable patience and effort from both parties.

Authoritative parenting fosters confidence, responsibility, and self-regulation in children. (Shelton, 2021). These children manage negative emotions more effectively, leading to improved social outcomes and emotional well-being. By encouraging independence, authoritative parents help their children understand that they can achieve goals on their own, resulting in higher self-esteem. Additionally, these children tend to excel academically and perform well in school.[4]

Permissive upbringing

Permissive parents are typically warm and nurturing, often holding minimal expectations for their children. They impose few rules and maintain open communication, allowing their children to navigate situations independently. This lack of expectation usually leads to infrequent disciplinary actions, as permissive parents often take on a more friend-like role than that of traditional authority figures.

Limited rules can lead children to develop unhealthy eating habits, particularly regarding snacks,[5] increasing their risk of obesity and other health issues later in life. These children enjoy considerable freedom, making decisions about their bedtime, homework, and screen time on computers and televisions (Shelton, 2021). Such extensive freedom can foster negative habits, as parents often provide little guidance on moderation. Overall, while children of permissive parents typically possess good self-esteem and decent social skills, they may also be impulsive, demanding, selfish, and struggle with self-regulation.

Uninvolved upbringing

Uninvolved parenting grants children a high degree of freedom, as these parents typically take a hands-off approach. While they may fulfill their child's basic needs, they remain emotionally detached and disengaged from their child's life. Uninvolved parents do not adhere to a specific disciplinary style and maintain limited communication with their children, providing minimal nurturing and having few, if any, expectations (Shelton, 2021).

Children of uninvolved parents often demonstrate resilience and may be more self-sufficient than those raised in other parenting styles. However, these skills are typically developed out of necessity. Additionally, they may struggle with emotional regulation, exhibit less effective coping strategies, face academic challenges, and have difficulty maintaining or nurturing social relationships

2.2 Role of early upbringing of children on their later academic achievements

Parents suffering from financial hardship are more likely to care about making ends meet rather than raising their children.

Many studies show that family income has a significant impact on child cognitive ability and development (Conger et al., 2017). The most famous two models which can be deployed to demonstrate the correlation between family income and children's developmental outcomes are: "the family stress model" and "the family investment model". In line with the family stress model, many authors show the negative influences of poverty on children's development, such as depression, anxiety, and dissatisfaction (Mayer, 2020). Such psychological disorders adversely affect youth academic and socio-emotional competence. Furthermore, parents suffering from financial hardship are more likely to care about making ends meet rather than raising their children. This results in less nurturing and less deeply involved parenting behaviors, which lower educational attainment levels.

In other aspects, numerous researches examine how income affects children's achievement through the investment model (Duncan et al., 2017). They all agree that children from high-income families could attain more education than less well-off children due to parental ability to self-finance the total accumulation of their children's human capital by investing in a quality home environment, health care, learning environment. Hence, family income does play an essential role in the development of children. However, it is not the sole determinant influencing children's academic attainment.

Children from divorced families have few chances for educational success

Children from divorced families have few chances for educational success due to the decreasing trends in parental finance, time of parental involvement, and approach to community connections (McLanahan & Sandefur, 2020). There are more residential moves, acting as an incentive for social disconnection and loss of networking, in divorced families compared to non-divorced families. As a result, children experiencing multiple post-divorce family transitions are less

likely to have a strong attachment to schools and less likely to give their whole minds to their studies. With research depicting those children of single-parent and stepparent families, rather than normal families, do not have a close-knit relationship with their parents (Furstenberg et al., 1983; Allison & Furstenberg, 2018).

Consequently, the marital status of parents is more and more influential to children especially in terms of spreading their aspirations to their children who are observed with less positive parental interaction. Educational levels of parents are essential predictors of children's scholastic performance because well-educated parents could build a home environment and belief encouraging their children to be successful in academics and facilitating this process (physically, cognitively and emotionally) (Davis-Kean, 2017). These parents could regulate their encouragement and expectation for their children in terms of learning. This is a reason explaining why so many poor people perform distinctly at school without adequate resources.

Parent-child age differences influence achievements

Parent-child age differences could be correlated with the quality of relationships throughout their lives. On one hand, relationships will be enhanced once children get more mature; however, a huge age gap could lighten the likelihood of generations sharing common interests and of them spending time together in general and talking about children's studies in particular (Kaufman & Uhlenberg, 2020). On the other hand, according to Mac Dougall et al. (2019), older parents are likely to be more emotionally prepared for parenthood; thereby, being able to give more supports to their children especially in both education and experience. In 2009, a research found out that besides maternal age, older paternal age was also directly related to impairments in neurocognitive outcomes by giving 56000 US children a multitude of tests including reasoning, memory, learning, understanding, and motors skills.

Upbringing environment determines access and success in schooling

The upbringing environment in this study refers to external factors like social economic status of parents and social or cultural traditions other than inner elements like parenting style. These two

elements affect students' education to a great extent. The social economic status of parents and family. The upbringing environment in this article refers to external factors like community choices, peers, housing and social tradition other than inner elements like parenting style, family environment, and parent's anticipation or attitudes. The social economic status (SES) of parents can profoundly influence the formation and development of overall condition. However, it also has a complex history and definition (Shelton, 2021). Capital used to be a condition for social scientists to measure socioeconomic status; owing to a family's human and social capital can easily affect happiness and development space, thus changing development outcomes

The level of parental-child communicate influence academic attainments

Parents of high socioeconomic status are likely to communicate with their children and pass on more experience to detect and control some destructive behaviors and thoughts in time. In contrast, low-socio-economic status parents are less likely to buy lots of books or arrange rich educational and cultural activities for their children. They tend not to neglect activities that may affect academic performance or physical health in the long run (Shelton, 2021). Meanwhile, teachers tend to see low-SES pupils less positively (their academic performance and selfregulatory abilities). These biases reduce the positive attention and reinforcement of good behavior teachers give to low socioeconomic status children (Shelton, 2021). It can be said that the teacher's attitude worsens the growing environment of the disadvantaged students in terms of learning materials and experience, which will undoubtedly strengthen the psychological resistance to learning and even behavioral problems. In a word, SES can be derived from multiple external factors such as housing, learning material, health, parental style, etc. And these elements together constitute the external growth environment of students and affect the family upbringing mode and physical and mental health of students

2.3 Interventions for improving early upbringing of children

Improving behavioral Discipline Practices

Parental guidance or discipline is an essential component of parenting. When parents discipline their children, they are not simply punishing the children's bad behavior but aiming to support

and nurture them for self-control, self-direction, and their ability to care for others (Howard, 2016). Effective discipline is thought to require a strong parent-child bond; an approach for teaching and strengthening desired behaviors; and a strategy for decreasing or eliminating undesired or ineffective behaviors (American Academy of Pediatrics, 2019).

Effective discipline entails some of the parenting practices discussed earlier. In children's earliest years, for example, discipline includes parents' use of routines that not only teach children about the behaviors in which people typically engage but also help them feel secure in their relationship with their parent because they can anticipate those daily activities. As infants become more mobile and begin to explore, parents need to create safe environments for them. Beginning in early childhood and continuing as children get older, positive child behavior may be facilitated through parents' clear communication of expectations, modeling of desired behaviors, and positive reinforcement for positive behaviors (American Academy of Pediatrics, 2016). Over time, children internalize the attitudes and expectations of their caregivers and learn to self-regulate their behavior.

The power of role models

Family systems theory offers a useful perspective from which to view parenting behavior, to understand what shapes it, and to explain its complex relation to child outcomes. As a system, the family operates according to an evolving set of implicit rules that establish routines, regulate behavior, legitimate emotional support and expression, provide for communication, establish an organized power structure or hierarchy, and provide for negotiating and problem solving so that family tasks can be carried out effectively (Shelton, 2021). Families as systems also create a climate or internal environment with features that shape parenting behavior and influence child outcomes. Family climates can be characterized along various dimensions, such as cohesive-conflictual, supportive-dismissive, tightly or loosely controlled, orderly-chaotic, oriented toward academic achievement or not, expressive of positive or negative emotions, hierarchical-democratic, fostering autonomy versus dependence, promoting stereotypical gender roles or not, and fostering strong ethnic and cultural identity or not

Physical Health and Safety

Children need to be cared for in a way that promotes their ability to thrive and ensures their survival and protection from injury and physical and sexual maltreatment. While such safety needs are important for all children, they are especially critical for young children, who typically lack the individual resources required to avoid dangers (18). Rather, young children rely on parents and other primary caregivers, inside and outside the home, to act on their behalf to protect their safety and healthy development (Institute of Medicine and National Research Council, 2015). At the most basic level, children must receive the care, as reflected in a number of emotional and physiological protections, necessary to meet normative standards for growth and physical development, such as guidelines for healthy weight and receipt of recommended vaccinations (Institute of Medicine and National Research Council, 2015). Physical health and safety are fundamental for achieving all of the other outcomes described below.

Developing emotional and behavioral competence

Children need care that promotes positive emotional health and well-being and that supports their overall mental health, including a positive sense of self, as well as the ability to cope with stressful situations, temper emotional arousal, overcome fears, and accept disappointments and frustrations. Parents and other caregivers are essential resources for children in managing emotional arousal, coping, and managing behavior. They serve in this role by providing positive affirmations, conveying love and respect and engendering a sense of security. Provision of support by parents helps minimize the risk of internalizing behaviors, such as those associated with anxiety and depression, which can impair children's adjustment and ability to function well at home, at school, and in the community (Shelton, 2021). Such symptoms as extreme fearfulness, helplessness, hopelessness, apathy, depression, and withdrawal are indicators of emotional difficulty that have been observed among very young children who experience inadequate parental care.

Developing social Competence

Children who possess basic social competence are able to develop and maintain positive relationships with peers and adults (Semrud-Clikeman, 2017). Social competence, which is

intertwined with other areas of development (e.g., cognitive, physical, emotional, and linguistic), also may include children's ability to get along with and respect others, such as those of a different race or ethnicity, religion, sexual orientation, or economic background (Institute of Medicine and National Research Council, 2015). Basic social skills include a range of prosocial behaviors, such as empathy and concern for the feelings of others, cooperation, sharing, and perspective taking, all of which are positively associated with children's success both in school and in nonacademic settings and can be fostered by parents and other caregivers (Durlak et al., 2011). These skills are associated with children's future success across a wide range of contexts in adulthood (e.g., school, work, family life).

Enhancing cognitive competence

Cognitive competence encompasses the skills and capacities needed at each age and stage of development to succeed in school and in the world at large. Children's cognitive competence is defined by skills in language and communication, as well as reading, writing, mathematics, and problem solving. Children benefit from stimulating, challenging, and supportive environments in which to develop these skills, which serve as a foundation for healthy self-regulatory practices and modes of persistence required for academic success (8).

Promoting parenting Knowledge

Parenting is multidimensional. To respond to the varied needs of their children, parents must develop both depth and breadth of knowledge, ranging from being aware of developmental milestones and norms that help in keeping children safe and healthy to understanding the role of professionals (e.g., educators, child care workers, health care providers, social workers) and social systems (e.g., institutions, laws, policies) that interact with families and support parenting. This section describes these areas of knowledge, as well as others, identified by the available empirical evidence as supporting core parenting practices and child outcomes. It is worth noting that the research base regarding the association between parental knowledge and child outcomes is much smaller than that on parenting practices and child outcomes (Shelton, 2021). Where data exist, they are based largely on correlational rather than experimental studies.

2.4 Literature gaps

In summary, the results of the literature review above have shown that most national and international researchers focus dominantly on children at specific educational levels and some specific factors affecting student's academic performance. Some studies also evaluate the influential determinants of children's learning outcomes, which is not measured by GPA but specific subject grades in math or reading. Consequently, factors correlated with children's scholastic attainments are not fully identified and analyzed.

Furthermore, most practical and theoretical studies are conducted in developed countries with a tremendous gap compared to the Ugandan social and economic conditions and the education system, leading to differences in analyzing models and findings. This study therefore determined the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The study was about determining the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. Specifically, the study explored the various ways of upbringing children existing in Western Division, Tororo Municipality and determined the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. The study further determined appropriate interventions of early upbringing of children in Western Division, Tororo Municipality. In order to achieve the desired outcomes of a non-biased study report, this chapter presents the methods that the researcher employed while conducting the study. It shows the research design, study population, sample size and selection, sampling techniques and procedures, data collection methods and techniques, validity and reliability of instruments, procedure of data collection, data analysis and ethical considerations.

3.1 Research approach and design

A case study is a qualitative research design best suited for gaining an in-depth understanding of a social phenomenon within its cultural context without imposing pre-existing expectations (Denzin & Lincoln, 2012). Gall et al. (2027) agree with this definition as they define a case study as an in-depth study of instances of a phenomenon in its natural context and from the perspectives of the participants involved in the phenomenon and in educational research. Best and Kahn (2006) also define a case study as a way of organizing social data for the purpose of viewing social reality. It examines a social unit as a whole. The social unit may be a person, a family, a social group or a community (Best & Kahn, 2016). Gall et al. (2007) propound that in a case study, a significant amount of data are collected about the specific case selected to represent the phenomenon. The justification for the choice of a case study was that it restricted the researcher to a small, manageable group, where rigorous and thorough explorations were made to examine the phenomenon of raising children on urban streets (Best & Kahn, 2006). The case study also provided in-depth, comprehensive and vivid data in this study, as well as a thick

description thereof. It also enabled the researcher to gain in-depth understanding of the role of early upbringing of children on their later academic achievements in western Division

In this study, the researcher used a multiple case study since the researcher had several cases to examine. Baxter and Jack (2018) assert that if a study contains more than a single case, then a multiple case study is vital. In a multiple case study, several cases are examined to understand the similarities and differences between the cases. According to Baxter and Jack (2008), a multiple case study enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases (Baxter & Jack, 2018). The use of multiple cases yields more robustness to the conclusions from the study. Yin (2023) emphasizes that multiple cases strengthen the results by replicating the patterns, thereby increasing the robustness of the findings. In this study, the researchers interviewed pupils, teachers and parents. All the individuals presented their own case, telling their own story on how they perceive the phenomena of early upbringing of children and its more often significant relationship to later academic achievements

3.2 Area of study

The research study was carried out in Western Division, Tororo Municipality as explained in chapter one.

3.3 Study Population

A study population is a subset of the target population from which the sample is actually selected (Hu, 2017). According to Mugo (2017), it is a group of individual persons, from which samples are taken for measurement. The target population was 5 teachers, 10 pupils and 10 parents.. Teachers participated in this study because they have experience and information regarding the discipline of their pupils while parents are chosen because they understand the disciplinary issues of their children and copying strategies. Additionally, pupils were chosen to participate in the study because they are the victims of peer groups and thus they had information that helped the researcher to address research questions.

3.4 Sample size

The population (N) consisted of 35 participants (that is: 5 teachers, 15 pupils and 15 parents and the sample size was 25. Therefore the sample population was arrived at using solvents formula.

$$n = \frac{N}{1 + Ne^2} \quad \text{where; } N = 25, e = 0.05 \text{ (constant)}$$

$$n = \frac{25}{1 + 25 \times 0.05^2}$$

$$n = \frac{25}{1 + 25 \times 0.0025}$$

$$n = \frac{25}{1.0625}$$

$$n = 25$$

The sample size is 25 respondents which make over 50% of the total population. A sample size of 50% of the population is considered adequate to make an inference about the entire population (Creswell, 2016)

Table 3.1: Summaries of the Sample Size and Sampling Technique

Respondents	Study Population (N)	Sample Size (n)	Sampling Technique
Teachers	5	5	Purposive sampling
Pupils	15	10	Purposive sampling
Parents	15	10	Purposive sampling
Total	35	25	

Source: Primary Data 2025

3.5 Sampling Technique

3.5.1 Purposive sampling

According to Kothori (2016), purposive sampling is a type of sampling where the researcher purposively chooses persons who, in his/her judgment about appropriate characteristics required of the sample members are thought to be relevant to the topic under investigation. The study

employed purposive sampling technique to select participants of the study and snow ball sampling. The researcher used purposive sampling to select 5 teachers, 10 pupils and 10 parents. These study participants were selected because they possess the required information. Purposive sampling enabled the researcher to sample participants who have in-depth information that will help to answer the research questions.

3.6 Data collection Methods

3.6.1 Interviews

Data collection method is the process of assembling and measuring information on targeted variables in an established systematic style which enables one to answer research questions and evaluate outcomes (Lescroël *et al.*, 2017). This study collected primary information through conducting structured interviews. According to Amin (2005), an interview is a structured and unstructured set of questions administered to interviewee(s). It is an oral administration of a questionnaire and therefore it was a face-to-face encounter. The researcher used interview schedule to collect data from participants. Interview method was used because it helped to provide in-depth data which is not possible to get using a questionnaire. This is a qualitative research study and the table below presents the research participants who will be interviewed and their demography

Table 3.2 shows the research participants who were interviewed and their demography

Category of participants	Age	Educational level	Total
Parents (PT 1-5)	30 year and above	Primary and above	05
Teachers (TRS 1-5)	25 year and above	Any	05
Pupils (PPS 1-5)	4-8 years	Pupils of pre-primary classes	05

3.6.2 Document Review

Documentary review is a way of collecting data where the researcher looks closely at information that has been recorded majorly in form of documents (both soft-copy and hard copies) that are associated with the study topic being researched with a singular objective of gathering data for further analysis to make conclusions (Etyang, 2018). In this case, the

researcher reviewed reports and documents internal to the unit of analysis and other crucial external documents (outside sources) to collect information on children's academic achievements as well as evidence of upbringing such as terminal reports and minutes of school disciplinary committees, police reports, remand referral and suspension reports.

3.10 Quality control

3.10.1 Validity

The validity of an instrument is defined as the ability of an instrument to measure what it is intended to measure. Validity considers how correctly the research tools measure what the researcher wants to measure. Thus, validity is about the research tool being credible or trustworthy or being accurate or correct (Etyang, 2018). After formulating the interview guide, the supervisors and other experts reviewed the items and checked the language clarity, content comprehensiveness, and relevancy and how long the interview guide is. To establish the validity of the instruments, the researcher used expert judgement as recommended by Gay (1997) as the best method for ensuring validity. Thus the researcher ensured that the instrument is clear, relevant, specific and logically arranged. The validity of the interview guide was tested using the content validity test (CVI). To arrive at the relevancy of the interview guide, the researcher designed the instrument that yielded content –valid data by first specifying the domain of indicators that are relevant to the concept being measured. A content-valid data measure contained all possible items that was used in measuring the role of early upbringing of children on their later academic achievements

3.10.2 Reliability

A tool's reliability shows the extent to which it is free of errors and for that makes sure that there is continuous valuation across time and also across the various items in the instrument. This therefore means that a tool's reliability shows how stably and consistently the tool evaluates the idea thereby helping to measure the worthiness of a measure (Sekaran & Bougie, 2019). The researcher employed the test-retest reliability. According to Sekaran and Bougie(2019), the reliability of the instrument is tested using the test re-test method of reliability. Data was collected from 10 people not among those in the sample. The principle of reliability as far as research instruments are concerned, is clearly put forward by Amin (2019), an instrument is

reliable if it produces the same results wherever it is repeatedly used to measure a trait or a concept from the same population and under similar circumstances.

3.7 Data collection procedures

The researcher selected and presented a research topic to the department of social sciences which was approved. Thereafter the researcher develops a research proposal. After approval of the research proposal, the researcher obtained an introductory letter from the department which was presented to the relevant authorities in the study area for data collection. Thereafter the researcher writes a report to be presented to the department for further examination.

3.8 Data analysis and presentation

3.8.1 Qualitative data analysis (Thematic)

According to Lapadat (2010), is a systematic approach to the analysis of qualitative data that involves identifying themes or patterns of cultural meaning; coding and classifying data, usually textual, according to themes; and interpreting the resulting thematic structures by seeking commonalities, relationships, overarching patterns, theoretical constructs, or explanatory principles. The analysis of data will involve organizing into meaningful themes and categories. Themes, according to Ryan and Bernard (2017), are important concepts that show specific experiences of participants by the more general insights that are apparent from the whole data set. Arranging data systematically and thematically from transcripts will facilitate the discussion of the findings via the themes and categories (Creswell, 2017).

The themes that emerge from each data set were presented and discussed separately to establish recurring ones. The findings was discussed, interpreted and supported through cross-referencing relevant sections in the literature review and the theoretical framework. First, observation data was analyzed and organized into meaningful themes and categories. Interview data was also be organized according to individual responses and analyzed by grouping answers together across participants. Field notes gathered during documentary review were also examined and presented with the actual quotations to show the real effect of parental involvement in school feeding on academic performance of children. Interviews were audio recorded to facilitate qualitative analysis of explanation of the data gathered from these

3.9 Ethical considerations

The following ethical considerations were looked at by the researcher during the research.

3.9.1 Informed consent and voluntary participation

The researcher sought informed consent from the respondents to involve in the research not just forcing them to participate. Informed consent is the basis of ethical research (Denzin & Lincoln, 2011). The participants were made aware of what the study was about, its purpose, usage of the data, and any consequences that could arise from it (Fleming, 2018). The researcher furnished the respondents with information on the reason for the research and the procedure of collecting data. The participants were allowed enough time to ask questions and have any concerns addressed. The respondents exercised free-will in deciding whether to participate in research activity or not. All people to be involved in the research will be given written informed acceptance.

3.9.2 Confidentiality

Confidentiality is looked at by Walford (2015) to mean information that is private and is not to be divulged to others. Whatever has been said in confidence must remain confidential. The researcher assured the respondent that information offered by the respondent cannot be passed on to another party (third party) without consent of the respondent. Their identity and response was made confidential and anonymised through the use of numbers or through pseudonyms.

3.9.3 Anonymity

Anonymity, termed more appropriately as pseudonymity, is defined by Wiles (2017) as a major means used by the researcher to safeguard the confidentiality of responders by using pseudonyms. Anonymisation is one of the kinds of confidentiality, comprising of identity concealment of research responders (Saunders, Kitzinger, & Kitzinger, 2015). The researcher ensured that all respondents are anonymous implying that their identities are not known and not salient in the study. Withholding the identity of respondents is a guarantee that their statements are authentic (Taylor, 2015).

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.0 Introduction

The study was about determining the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. Specifically, the study explored the various ways of upbringing children existing in Western Division, Tororo Municipality and determined the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. The study further determined appropriate interventions of early upbringing of children in Western Division, Tororo Municipality. The study used qualitative research approach and a case study design of 25 participants who include parents, teachers and pupils in primary schools were interviewed. Data was collected from participants using interview method. This chapter presents the findings of the study and it is divided into two parts. Part one presents demographic characteristics of participants and part two (2) is the interpretations of the findings

4.1 Demographic characteristics of participants

4.1.1 Age of participants

The general and demographic information indicate that participants belonged to different age groups. The difference in the age was an important component of selecting respondents for the study, which helped in obtaining different information and also shows maturity in the collected information. In this regard, the selected and interviewed participants were from 18-25, 26-33 and 34 above. Here, the purpose was to find out the average age of participants in the study and it was discovered that majority of the participants (10) were in the age bracket of 34 and above. The above view indicated that participant's added value to the responses given that mature participants are more trustable as they take time to think about a particular aspect of life before giving reliable responses.

Table 4.2: Age of participants

Age Group	Number of participants	Percentage (%)
18-25	6	24
26-33	9	36
34 above	10	40
Total	25	100%

Source: primary data (2025)

4.1.2 Gender of participants

According to the findings of the study, Nine (16) participants were males and females were Six (9). This implies that the male participants were the majority hence most of the data was collected from male participants.

Table 4.2: Showing gender of participants

Gender	Number of participants	Percentage (%)
Female	9	36
Male	16	64
Total	25	100%

Source: primary data (2025)

4.1.3 Educational level of participants

Data showed that majority of the participants (15) had acquired secondary education. This meant that they easily understood questions in the interview guide and their views were well informed. Uma (2017) asserted that it is important in social investigation research to involve people that have attained an acceptable level of literacy and numeracy in order to be in position to understand and interpret contents of the interviews.

Table 4.2: Showing education level of participants

Education level	Number of participants	Percentage (%)
Primary	6	24
Secondary	15	60
Post-Secondary	4	16
Total	25	100%

Source: primary data (2025)

To ensure anonymity, the following pseudo codes were used:

PT 1-5 = Parents

TR 1-5 = Teachers

PP1-5 = Pupils

4.2 PRESENTATION AND INTERPRETATION OF FINDINGS

Presentation and interpretation of the findings was done according to study objectives as below:

4.2.1 The various ways of upbringing children

Participants were asked to mention the various ways of upbringing children and their responses were: authoritarian upbringing, authoritative upbringing, permissive upbringing and uninvolved upbringing

Authoritarian upbringing

Participants mentioned that authoritarian upbringing is one of the ways through which children can be brought up. This was affirmed by participant (Tr1) who said that “*authoritarian upbringing is one of the ways through which children can be brought up*”

Another participant (PP1) added that “*authoritarian upbringing is one of the ways through which children can be brought up*”.

Participant TR2, PT2, PT3 and PP1 also said that “*authoritarian upbringing is one of the ways through which children can be brought up*”.

Therefore, the expressions above show that authoritarian upbringing is one of the ways through which children can be brought up

Authoritative upbringing

Participants mentioned that authoritative upbringing of children is a common form of child upbringing. This was affirmed by participant (PT1) who said that “*authoritative upbringing of children is a common form of child upbringing*”.

Another participant (TR1) also added that “*authoritative upbringing of children is a common form of child upbringing*”.

Similarly, participant (PP1) also said that “*authoritative upbringing of children is a common form of child upbringing*”.

Other participants who included TR2, TR3, PT2, PT3 and PP2 also said that “*authoritative upbringing of children is a common form of child upbringing*”.

The above expressions indicate that authoritative upbringing of children is a common form of child upbringing

Permissive upbringing

Other participants mentioned that permissive upbringing offers another way of bringing up children. This was affirmed by participant (Tr1) who said that “*permissive upbringing offers another way of bringing up children*”

Another participant (PT1) also added that “*permissive upbringing offers another way of bringing up children*”.

Even participant (PP1) also said that “*permissive upbringing offers another way of bringing up children*”.

Participant TR2, PT2 and PP2 as well said that “*permissive upbringing offers another way of bringing up children*”.

The above expressions indicate that permissive upbringing offers another way of bringing up children

Uninvolved upbringing

Participants mentioned that some children can be brought up through uninvolved upbringing method. This was affirmed by participant (PT2) who said that “*some children can be brought up through uninvolved upbringing method*”.

Additionally, participant (TR1) also added that “*some children can be brought up through uninvolved upbringing method*”.

Even participant (PP1) also said that “*some children can be brought up through uninvolved upbringing method*”.

Participants TR2, PR1, PP2 and TR3 as well said that “*some children can be brought up through uninvolved upbringing method*”.

The above expressions show that some children can be brought up through uninvolved upbringing method

4.2.2 Role of early upbringing of children on their later academic achievements

Participants were asked to identify the role of early upbringing of children on their later academic achievements and their responses were: Parents suffering from financial hardship are more likely to care about making ends meet rather than raising their children., children from divorced families have few chances for educational success, parent-child age differences influence achievements, upbringing environment determines access and success in schooling and the level of parental-child communicate influence academic attainments

Parents suffering from financial hardship are more likely to care about making ends meet rather than raising their children

Participants mentioned that parents suffering from financial hardship are more likely to care about making ends meet rather than raising their children. This was affirmed by participant

(TR1) who said that *“parents suffering from financial hardship are more likely to care about making ends meet rather than raising their children”*.

Additionally, participant (PT2) also added that *“parents suffering from financial hardship are more likely to care about making ends meet rather than raising their children”*.

Another participant (PP2) also said that *“parents suffering from financial hardship are more likely to care about making ends meet rather than raising their children”*.

Participant PP1, TR2 and PP3 as well said that *“parents suffering from financial hardship are more likely to care about making ends meet rather than raising their children”*.

The above expression show that parents suffering from financial hardship are more likely to care about making ends meets rather than raising their children

Children from divorced families have few chances for educational success

Participant mentioned that children from divorced families have few chances for educational success. This was affirmed by participant (TR2) who said that *“children from divorced families have few chances for educational success”*.

Additionally, participant (PR2) also said that *“children from divorced families have few chances for educational success”*.

Another participant (PP1) added that *“children from divorced families have few chances for educational success”*.

Participants TR1, PP2 and PR1 as well said that *“children from divorced families have few chances for educational success”*.

The above expressions indicate that children from divorced families have few chances for educational success

Parent-child age differences influence achievements

Participant mentioned that parent-child age differences influence achievements. This was affirmed by participant (TR1) who said that “*parent-child age differences influence achievements*”.

Similarly, participant (PR2) also said that “*parent-child age differences influence achievements*”.

Another participant (PP1) also added that “*parent-child age differences influence achievements*”.

Participants TR2, PP2, PR1 and TR3 also added that “*parent-child age differences influence achievements*”.

The above expressions indicate that parent-child age differences influence achievements

Upbringing environment determines access and success in schooling

Participant mentioned that upbringing environment determines access and success in schooling. This was affirmed by participant (TR1) who said that “*upbringing environment determines access and success in schooling*”.

Additionally, participant (PP2) also added that “*upbringing environment determines access and success in schooling*”.

Another participant (PR1) added that “*upbringing environment determines access and success in schooling*”.

Participants TR2, PR2 and PP1 as well said that “*upbringing environment determines access and success in schooling*”

The above expressions indicate that upbringing environment determines access and success in schooling

4.2.3 Interventions for improving early upbringing of children

Participants were asked to mention Interventions for improving early upbringing of children and their responses included: Improving behavioral discipline practices, utilizing the power of role models, improving physical health and safety of children, developing emotional and behavioral competence.

Improving behavioral Discipline Practices

Participants mentioned improving behavioral Discipline Practices as a measure to help improve early upbringing of children. This was affirmed by participant (TR1) who said that *“improving behavioral Discipline Practices as a measure to help improve early upbringing of children”*.

Additionally, participant (PR2) also said that *“improving behavioral Discipline Practices as a measure to help improve early upbringing of children”*.

Another participant (PP1) also added that *“improving behavioral Discipline Practices as a measure to help improve early upbringing of children”*

Participants TR2, PR1, PP2 and PR3 as well said that *“improving behavioral Discipline Practices as a measure to help improve early upbringing of children”*.

The above expressions indicate that improving behavioral Discipline Practices as a measure to help improve early upbringing of children

Utilizing the power of role models

Participants mentioned that utilizing the power of role models may help to enhance early upbringing of children. This was affirmed by participant (TR1) who said that *“utilizing the power of role models may help to enhance early upbringing of children”*.

Additionally, participant (PR1) also said that *“utilizing the power of role models may help to enhance early upbringing of children”*.

Another participant (PP1) as well said that *“utilizing the power of role models may help to enhance early upbringing of children”*.

Participants PR2, TR2 and PP2 said that *“utilizing the power of role models may help to enhance early upbringing of children”*.

The above expressions indicate that utilizing the power of role models may help to enhance early upbringing of children

Improving physical health and safety of children

Participants mentioned that improving physical health and safety of children will help to address gaps in early upbringing of children. This was affirmed by participant (TR1) who said that *“improving physical health and safety of children will help to address gaps in early upbringing of children”*.

Additionally, participant (PP1) also said that *“improving physical health and safety of children will help to address gaps in early upbringing of children”*.

Another participant (PR1) as well said that *“improving physical health and safety of children will help to address gaps in early upbringing of children”*.

Participants TR2, PR2, PP2 and TR3 also said that *“improving physical health and safety of children will help to address gaps in early upbringing of children”*.

The above expressions indicate that improving physical health and safety of children will help to address gaps in early upbringing of children

Developing emotional and behavioral competence

Participants mentioned that developing emotional and behavioral competence is an intervention for early upbringing of children. This was affirmed by participant (PP1) who said that *“developing emotional and behavioral competence is an intervention for early upbringing of children”*.

Additionally, participant (PR1) that *“developing emotional and behavioral competence is an intervention for early upbringing of children”*

Another participant (TR1) as well said that *“developing emotional and behavioral competence is an intervention for early upbringing of children”*.

Participants TR2, PR2 and PP2 also added that “*developing emotional and behavioral competence is an intervention for early upbringing of children*”.

The above expressions indicate that developing emotional and behavioral competence is an intervention for early upbringing of children

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

The study was about determining the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. Specifically, the study explored the various ways of upbringing children existing in Western Division, Tororo Municipality and determined the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. The study further determined appropriate interventions of early upbringing of children in Western Division, Tororo Municipality. The study used qualitative research approach and a case study design of 25 participants who include parents, teachers and pupils in primary schools were interviewed. Data was collected from participants using interview method. The study findings are in line with a range of past studies (see chapter Two) where authors presented an extended exposition of historical antecedents of the present situation regarding the effect of family size on educational support given to children.

This chapter presents the discussions of the study findings in line with the study findings identified earlier in chapter four and the discussions have been done in line with the three specific objectives of the study. The purpose of this chapter is to present the findings of data analysis in a systematic way and to give all evidence related to research objectives and questions as seen below:

5.1 Discussion of findings

The discussion of the findings is presented as below:

5.1.1 The various ways of upbringing children

Participants were asked to mention the various ways of upbringing children and their responses were: authoritarian upbringing, authoritative upbringing, permissive upbringing and uninvolved upbringing

The findings of the study revealed that authoritarian upbringing is one of the ways through which children can be brought up. This is accordance with Kgari (2019) who reported that authoritarian upbringing is one of the ways through which children can be brought up.

Findings also revealed that authoritative upbringing of children is a common form of child upbringing. This is in line with Gaustard (2020) who reported that authoritative upbringing of children is a common form of child upbringing.

Additionally, study findings revealed that permissive is another way of upbringing children. This is in line with Clarke (2021) who also pointed out that permissive is another way of upbringing children

Lastly, the study found out that some children can be brought up through uninvolved upbringing method. This is in line with the study findings of the Clarke (2021) where it was revealed that some children can be brought up through uninvolved upbringing method.

5.1.2 Role of early upbringing of children on their later academic achievements

Participants were asked to identify the identify the role of early upbringing of children on their later academic achievements and their responses were: Parents suffering from financial hardship are more likely to care about making ends meet rather than raising their children, children from divorced families have few chances for educational success, parent-child age differences influence achievements and upbringing environment determines access and success in schooling.

The findings of the study revealed that Parents suffering from financial hardship are more likely to care about making ends meet rather than raising their children. This is in line with Gaustard (2020) who reported that Parents suffering from financial hardship are more likely to care about making ends meet rather than raising their children

The study findings also revealed that children from divorced families have few chances for educational success. This was in line with the study conducted by Ali et.al (2018) who reported that children from divorced families have few chances for educational success

Additionally, findings also show that parent-child age differences influence achievements. In support of this finding, Gaustard (2020) argued that parent-child age differences influence achievements

Lastly, the study findings revealed that upbringing environment determines access and success in schooling. This is in agreement with the findings of Ali et.al (2018) who reported that upbringing environment determines access and success in schooling

5.1.3 Interventions for improving early upbringing of children

Participants were asked to mention interventions for improving early upbringing of children and their responses included: Improving behavioral discipline practices, utilizing the power of role models, improving physical health and safety of children, developing emotional and behavioral competence.

The findings of the study revealed that improving behavioral Discipline Practices as a measure to help improve early upbringing of children. This revelation is in line with the findings of Aguba (2019) who argued that improving behavioral Discipline Practices as a measure to help improve early upbringing of children

Besides the above, the study findings show that utilizing the power of role models may help to enhance early upbringing of children. In support of this finding, Barasa (2017) pointed out that utilizing the power of role models may help to enhance early upbringing of children.

Further, findings show that improving physical health and safety of children will help to address gaps in early upbringing of children. This is in agreement with Abubakar (2020) who also said that improving physical health and safety of children will help to address gaps in early upbringing of children

Study findings further show that developing emotional and behavioral competence is an intervention for early upbringing of children. This is in line with the findings of Kgari,(2019) study which reported that developing emotional and behavioral competence is an intervention for early upbringing of children

5.3 Conclusion

To convey the meaning of the findings, this chapter has systematically presented the discussion of the findings. These findings are in line with the literature review and the conceptual framework. The next chapter presents information on the conclusions and recommendations of the research study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The study was about determining the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. Specifically, the study explored the various ways of upbringing children existing in Western Division, Tororo Municipality and determined the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality. The study further determined appropriate interventions of early upbringing of children in Western Division, Tororo Municipality. This chapter looks at the summary and recommendation about the research study. In this chapter, the researcher has the opportunity to summarize, conclude and make recommendations based on the study findings.

6.2 Conclusions

From the findings of the study, the following conclusions are drawn:

As the study findings show, authoritarian upbringing is one of the ways through which children can be brought up.

Authoritative upbringing of children is a common form of child upbringing and this was mentioned by participants during data collection.

Additionally, permissive is another way of upbringing children and this was mentioned in study findings

Some children can be brought up through uninvolved upbringing method a discovered in the findings.

As findings show, revealed that parents suffering from financial hardship are more likely to care about making ends meet rather than raising their children.

It is true as findings reveal that children from divorced families have few chances for educational success. It is also that parent-child age differences influence achievements.

upbringing environment determines access and success in schooling.

The findings of the study revealed that improving behavioral Discipline Practices as a measure to help improve early upbringing of children and this was clearly indicated in the findings.

Besides the above, utilizing the power of role models may help to enhance early upbringing of children as this was indicated in the study findings.

Improving physical health and safety of children will help to address gaps in early upbringing of children as indicated in the findings

It is also a matter of facts as seen in the findings that developing emotional and behavioral competence is an intervention for early upbringing of children.

6.3 Recommendations

From the study findings and conclusions of the research study, the following recommendations have been made:

Government and stakeholders should sensitize the community of the most appropriate ways of early child upbringing

Government in conjunction with local leaders should put in place measures that enhance academic performance of all children irrespective of family background

Through implementing a range of mechanisms and strategies, there is need to strengthen child rights protection by government and stakeholders in family systems

6.3 Areas for further research

- a) An intervention into psychosocial factors that affect academic performance of children
- b) Effect of early upbringing of children on their later discipline
- c) Role of early upbringing of children on their psychosocial development

6.4 Chapter summary

This chapter looked at the conclusions and recommendations of the research study. In this chapter, the researcher has the opportunity to summarize, conclude and make recommendations based on the study findings.

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APPENDIX 1: CONSENT LETTER

Bachelor of Social Work and Social Administration (Candidate)

RESEARCH PROJECT-UGANDA CHRISTIAN UNIVERSITY, MBALE

I am Akware Irene Violet, a student of Uganda Christian University, currently undertaking a research on a topic ‘the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality’. You are privileged to participate in this research and your selection has been based on random sampling. Please feel free as you respond because the information you give will only be used for academics purposes, treated confidential and will be held anonymous before publication.

Thank you



.....
(Researcher)

APPENDIX 2-CONFIRMATION OF ACCEPTANCE FORM

This is to confirm that I have read and understood the purpose of this study and hereby consent that I have accepted to take part in it.

Thank you

Sign.....

Date.....

APPENDIX 3: BIO – DATA

Instructions

Please fill in the blank spaces or tick (✓) in the boxes provided where necessary.

- I. Name: (optional)
- II. Age: 10 – 15 15 – 25 25 – 35 35 +
- III. Gender: Male Female
- IV. Marital status: Single Married Divorced Separated Widowed
- V. Location:
Cell Ward
- VI. Levels of Education:
None Primary Public primary Tertiary and above
Other (please specify)
.....
.....
- VII. Religion: Protestant Catholics Muslims Born again
Others (please specify).....

APPENDIX 3: UNSTRUCTURED INTERVIEW GUIDE FOR TEACHERS, PUPILS AND PARENTS

Section A: Background information

1) Self-Introduction

2) Gender participants Male Female

Questions

- I. What are the various ways of upbringing children existing in Western Division, Tororo Municipality
- II. Explain the role of early upbringing of children on their later academic achievements in Western Division, Tororo Municipality
- III. What appropriate interventions of early upbringing of children are in place in Western Division, Tororo Municipality

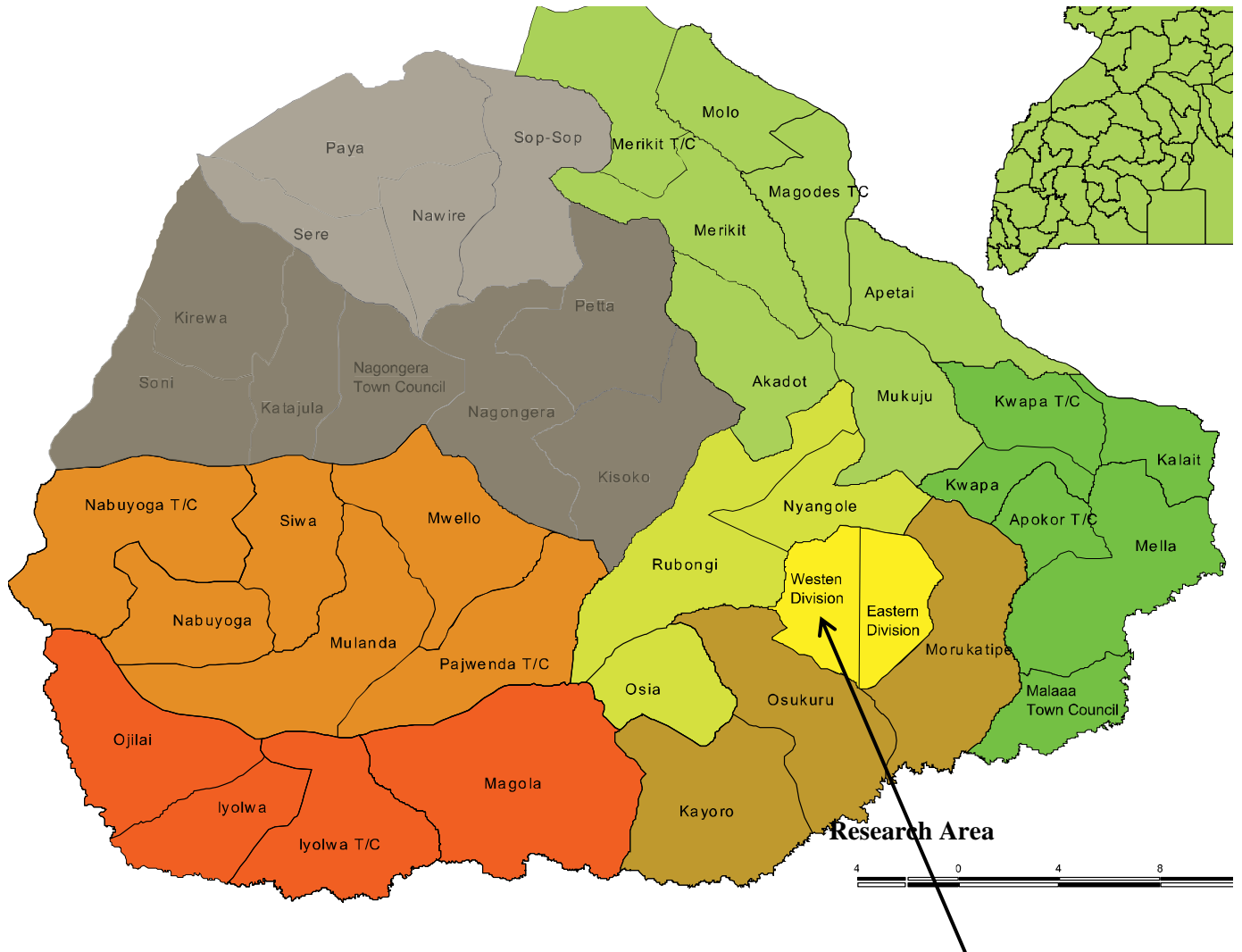
APPENDIX VIII: WORK PLAN SCHEDULE

Duration	J	F	M	A	M	J	J	A	S	O	N	D
Activity												
Developing Questionnaires												
Data collection												
Data processing and analysis												
Writing Draft and Final Report												
Submission of Report												

APPENDIX IX: BUDGET ESTIMATES

Item	Quantity	Unit Cost	Total Cost
Stationary			
Ruled paper	2 reams	10,000/=	20,000/=
Note book	4	3,000/=	12,000/=
Printing	37 pages	500/=	18,500/=
Photocopying	74 pages	150/=	11,100/=
Pens	10	500/=	5,000/=
Bag	1 bag	35,000/=	35,000/=
Sub Total			101,600/=
Date collection			
Transport	5 days	20,000/=	100,000/=
Sub Total			201,600/=
Report writing			
Secretarial services			
Typing	64 pages	500 per page	32,000/=
Printing	64 pages	150 per page	9,600/=
Photocopying	150 pages	150per page	22,500/=
Binding	3books	20,000/= each	60,000/=
Sub Total			124,100/=
TOTAL SUM			325,700/=

SKETCH MAP OF TORORO DISTRICT SHOWING THE AREA OF STUDY





Office of the Academic Registrar

SENIOR ASST

To THE TOWN CLERK
 WESTERN DIVISION

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. AKWARE IRENE VIOLET
 Of Registration Number; 523/MUC/BSW/035 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree OF SOCIAL WORK AND SOCIAL ADMINISTRATION

He/ she is required to carry out an academic research on the topic
 THE ROLE OF EARLY UPBRINGING OF CHILDREN ON THEIR LATER ACADEMIC ACHIEVEMENTS IN WESTERN DIVISION TORORO MUNICIPALITY

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

[Handwritten signature]

Mr. Akampurira Timothy
 Academic Registrar

