

# **THE IMPACT OF FAMILY DYNAMICS ON ACADEMIC MOTIVATION, SELF-CONTROL & ACADEMIC PERFORMANCE OF STUDENTS IN MASABA SOUTH SUB-COUNTY IN SOUTHWESTERN KENYA**

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## **Summary**

Kenya, like the rest of the world, is facing a major problem of poor academic performance (Evans & Mendez, 2021, Mbaluka, 2017, Mburu 2016). A new curriculum called Competency Based Curriculum (CBC) is being implemented with the hope of solving a major problem of poor academic performance (Akala, 2021, Muasya & Waweru, 2019, Ruth & Ramadas, 2019). Good academic performance is the main concern of parents, teachers, and students because it predicts the student's future success. This academic performance is closely related to what happens at the family level in terms of self-control and motivation. The family is a sacred, social entity in which each member is to act a part, each helping the other; therefore, the work of the household is to move smoothly, like different parts of well-regulated machinery (White, 1975). The family is the basic unit which is crucial for the success of every member. Each family has unique characteristics in how they interact with one another for the mutual benefit of each family member. This is referred to as family dynamics (Jabbari & Rouster, 2021). Family dynamics have been found to influence a child's motivation to work hard and improve his or her academic performance (Bong, 2008; Chie & Xihua, 2008).

Although parental involvement in academic performance is well researched, there is a real need to study more about family dynamics, especially within the African context. Family dynamics have a strong impact on how children see themselves, their well-being, and behaviors (De Figueiredo & Dias, 2012). Previous studies have revealed that family dynamics and

background are essential in predicting students' academic motivation, self-control, and academic performance (Liu & Chiang, 2019; Usher & Kober, 2012; Kamau, 2013; Muthoni, 2013).

The purpose of this study is to investigate the impact and relationship of family dynamics on academic motivation, self-control and academic performance of students in Masaba South Sub-County in Southwestern Kenya.

This study utilizes a quantitative, correlational and survey research design. Data was obtained from 300 standard eight students (ages 12-16) who sat for the 2022 Kenya Certificate of Primary Education (KCPE) exam and took the Family Environment Scale, the Self-Control Scale and the Academic Motivation Scale. There are two sets of variables. Canonical correlation analysis (CCA) will be utilized for the analysis to identify and measure the relationship among the multiple variables. The first group of variables include the Family Environment Scale variables which has three dimensions: System Maintenance, Personal Growth, and Relationship. The second set of variables include academic motivation, self-control and academic performance (as measured by the KCPE).

The current study is significant because of the information it would disseminate to educators, parents, administrators and policymakers, who all play a central role in students' academic achievement. It will contribute significantly towards the understanding of family dynamics in Kenya and its impact on the motivation, self-control, and academic performance of students. It will also provide an avenue for future researchers to investigate more on family dynamics variables which directly influence the success of students. It would also provide them with the opportunity to make the required modifications and implementations to both educational policy and practice.

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## **Abstract**

The purpose of this study is to investigate the impact of family dynamics on academic motivation, self-control and academic performance of students. The study utilizes a quantitative, correlational and survey research design. Sample size will be 300 students, 12 – 16 years old. Canonical correlation analysis will be used to examine the relationship among the variables.