

Academic Performance of Learners by Education Level of Parents in Primary Schools in Ibanda Municipality

Peter Nsiimire Mwesigye, Patrick Mbyemeire and Raphael Kombi

Department of Educational Management of Kampala International University, Uganda.

ABSTRACT

This study was conducted to investigate the difference in academic performance of learners in primary schools across socio-economic status (SES) of parents in Ibanda Municipality. Data were collected from pupils in Primary Six and Primary Seven using questionnaires while data from teachers, head teachers and parents were obtained using interview guides. Descriptive statistics including frequency counts and percentages were used to indicate the characteristics of students and SES of their parents. One way Analysis of Variance (ANOVA) was used to determine whether SES of parents led differences in academic performance of learners. The findings showed that there was statistically significant difference in academic performance among primary school pupils of parents whose parents had secondary education and above education ($p = 0.046$). From the findings, it was shown that the difference in academic performance of learners is greatly determined by education of parents as one of the proxy measures to SES and thus strategies geared towards raising education of parents such as adult learning programs are recommended in Ibanda Municipality and beyond.

Keywords: Academic performance, learners, education, parents, primary school

INTRODUCTION

Globally, academic performance of learners in the education sector has remained a vehicle that springs up social-economic development over the world [1, 2, 3, 4, 5]. The measure of academic performance as a symbol of school success can be traced way back from the Victorian period [6, 7, 8]. Since then, academic performance has been used to grade schools and most importantly to determine ones career paths [9, 10, 11, 12, 13]. The 'good schools' are acclaimed to be those that are able groom the students well enough to achieve the set standards [14, 15, 16, 17, 18]. This is measured by use of students' academic performance both at school level and nationally.

Poor academic performance has a long history in education and many researchers have delved into the various aspects that contribute to the situation. During the last twenty years much of the research has been aimed at lowering the dropout rate and closing the achievement gap, especially with the No Child Left Behind [3] mandate. Taking the importance of good academic performance of national examinations globally, many governments in

developing countries have been allocating much of their resources to education since independence [4, 19, 20]. This has resulted to a considerable growth of educational activities world over that has led education sector to be one of the largest in most countries [4, 21, 22, 23].

Many countries in Africa have come to realize that pupils are the heart of educational process and that without good performance, all innovations in education are doomed to failure [24, 25, 26]. There is a wide dissatisfaction with the current situation of schooling in many countries and parents come in for the share of the blame [27, 28]. This is because majority of parents involve their children in garden and other domestic work. This makes pupils have limited time with their teachers and no time for revision, therefore, affecting their performance [5, 29, 30, 31].

Performance in primary school leaving education in East Africa Countries has been a problem for a long time [6]. Underperforming in primary school leaving examination in Tanzania has persisted for years [7, 32, 33]. The study by [8] stressed that poor performance

may lead learners leaving school with bad habits. Poor relationships between teachers and community has been contributed by poor results of pupils in primary school leaving examinations [9, 34, 35, 36]. Tanzania like other African countries has persistently been underperforming in primary school leaving examination [7, 37, 38]. Pupils leave primary education with poor knowledge and skills.

The Uganda Primary School Curriculum clearly spells out what Primary Education is. It also spells out the broad aims and objectives of Primary Education. The Curriculum in both Volume One and Volume Two was designed to address the National Aim of Education as specifically

RESEARCH METHODOLOGY

Research design

This study employed a descriptive cross-sectional survey design.

The study Area

The study was conducted among primary schools in Ibanda Municipality, Ibanda District in Western Uganda.

Study Population

The study population for this research was made up of 1501 in P.6 and 500 in P.7 making a total of 2001 learners in the 62 primary schools in Ibanda Municipality. This study population was preferred because of their clear understanding of the informed by the research problem that aims at exploring the influence of SES on academic achievement of male and female primary school learners in Ibanda Municipality.

To supplement information generated from the main target population, head teachers in all the primary schools in Ibanda Municipality were also targeted because, as administrators and managers of their respective schools, they are in a position to provide data on the academic performance in their schools. In addition, 454 teachers in the 62 primary schools were targeted because they interact with learners on a daily basis and are thus best placed to provide perspectives on learners' performance.

The unit of analysis was primary school pupils because their performance in examinations was able to reveal whether differences in their parents' level of education, occupation and income determined differences in academic performance.

stated in the Government White Paper on the Education Policy Review Commission Report [10]. Therefore, all school efforts should be aimed at high quality pupils' learning. Parents as active stakeholders in schools should ensure that they are cooperative, participate fully in school activities, provide children with essential needs, check pupils' work, encourage and enforce good behaviour among pupils and to consult with school authorities to foster good performance of their children.

Purpose of the Study

To find out whether there are differences in academic performance of learners in primary schools across parents' education level in Ibanda Municipality.

Appropriate recommendations were also based on the improvements in academic performance of pupils, their parents' SES notwithstanding.

Description of Sample and Sampling Procedures

In cross sectional survey study, 20% of the population can be used as sample size [11]

Sampling Primary schools

Out of the 42 UPE schools and 20 private schools in Ibanda Municipality, 9 (21.4%) and 4 (20.0%) schools were selected by stratified sampling technique. Simple random sampling was then applied to select the 9 UPE schools and 4 private schools.

Sampling of Head Teachers

The head teachers of the selected schools were purposively selected and interviewed since they were the first contacts in the given school. A total of 13 head teachers, including 9 (21.4%) and 4 (20.0%) from UPE and private schools respectively were recruited into the study.

Sampling of Teachers

Simple random sampling technique was used to select teachers in the selected primary schools. A total of 61(20.3%) and 31(20.3%) teachers were selected from UPE and private schools respectively.

Sampling of Learners

The researcher used simple random sampling technique to select learners in the selected primary schools. A total of 271(20.0%) and 129(20.0%) learners in primary six and seven were selected from UPE and private schools respectively.

Sampling of Parents

Parents were selected to participate in the study using purposive sampling with the help of head teachers. A total of 400 parents, including 271(67.8%) and 129(32.2%) from UPE and private schools respectively were recruited into the study.

Research Instruments

The researcher used two types of instruments. These included questionnaires and interview guides.

Self-administered Questionnaires

The researcher used structured and self-administered questionnaires to get data from the learners (Primary Six and Seven). Self-administered questionnaires were preferred because they encouraged respondents to answer sensitive questions and allowed them to consult other relevant documents [12]. The questionnaires were adopted from a previous study in Kenya and were then modified to the context of Uganda. Questionnaire consisted of three sections. Section A consisted of the bio-data of the pupils. This included gender, class of study, age in years, number of siblings, nature of schooling and the type of school. Section B was comprised of the SES characteristics of parents. It included the type of occupation, level of education and income levels of household head. The academic performance of learners was obtained from the school records.

Interview Guide

The interview guide helped the researcher while interviewing the head teacher, parents and class teachers. Only 13 head teachers were randomly selected among the many because this number was assumed to represent the views of the majority parents whose pupils had academic performance assessed. This instrument was used because it creates an open atmosphere for respondents and allows the researcher to probe in order to get hidden data. Interviews were preferred because they generate in-depth information around the topic, ensure higher response rate and one would be sure that the selected respondent is the one that actually answered the questions [13].

Data Collection Procedure

After the research proposal was accepted, the researcher obtained an introductory letter from the Dean, Post

Graduate Studies and Research Directorate, Kampala International University introducing the researcher to the respondents and relevant authorities. At the school, the questionnaires were administered to the learners and then their parents were contacted using phone contacts at school in order to ascertain the parental socio-economic status. The researcher personally interviewed the head teachers, teachers and the parents. Data regarding the marks obtained by learners in the beginning of term as measure of academic performance of learners were obtained from class teachers' records. Also, data on bio-data and SES of parents were obtained from parents in collaboration with household head and records at school.

Data Management

Data from questionnaires was entered into Microsoft Excel 10.0 and exported into Statistical package for Social scientists (SPSS) version 23.0 for analysis. Data was checked for missing values. Missing values were reviewed by re-visiting the questionnaires. The discovered missing values were treated by filling in the missing information while in the field such that respondents were consulted where necessary before collecting the filled questionnaires. During analysis, occupation was categorized as Government employed, Self-employed and unemployed. Parents' income was categorized as less than 130,000 shillings, between 130,000 and 260,000 shillings and more than 260,000 shillings per month. Parents' education on the other hand was categorized as Never in school, Primary and Secondary and above.

Data Analysis

Descriptive statistics comprising frequencies and percentages were reported for categorical demographic characteristics.

To assess whether there was a significant relationship between education, occupation income of parents and academic performance of learners, one way Analysis of Variance (ANOVA) was performed. Means and corresponding standard deviations for each of the socio-economic status variables were determined. The level of significance denoted by P was to ascertain the

statistical significance of the relationship.

Qualitative data analysis was also applied. This was done with aid of thematic approach. Based on the questions of the study, quotes related to the themes were identified through handwriting and presented in order to triangulate the quantitative information.

Ethical considerations

Permission was first granted by the University through a letter of

introduction. This helped introduce the researcher to relevant authorities in selected primary schools and the respondents. Efforts were also made to mobilise pupils to participate in the study by liaising with some class teachers especially given that most of them were minors. After mobilization, a briefing was organized prior to selection of pupils to participate in the study.

RESULTS

Table 1: Demographic characteristics of Learners (N=400)

Item	Categories	Frequency	Percent
Gender of the respondents	Male	187	46.8
	Female	213	53.2
	Total	400	100.0
Class of the respondents	P.6	190	40.2
	P.7	210	59.8
	Total	400	100.0
Age group of the respondents in years	10 - 13 years	332	83.0
	14 and above years	68	17
	Total	400	100.0
Nature of schooling of the respondents	Day scholars	211	52.2
	Boarders	189	47.8
	Total	400	100.0
Type of school attended by the respondents	UPE	271	67.1
	Private	129	32.9
	Total	400	100.0

Source: Primary data, 2018

The results on gender category showed that the larger percentage (53.2%) was of females with males being 46.8%. This suggested that the larger percentage of the respondents were females. With regard to the class, majority of the respondents were from primary seven (59.8%) while the rest 40.2% were from primary six. In terms of age, majority

(83%) were aged between 10-13 years while the remaining 17% were aged 14 years and above. Also, in regard to nature of schooling, majority were day scholars (52.2%) while 47.8% were boarders. Over half were in UPE schools (67.1%) while the least (32.9%) were from private schools.

Academic performance of learners by education level of parents

The first hypothesis stated: "There is no significant difference in academic performance of learners in primary schools due to parents' education in Ibanda Municipality." To determine the strength of the relationship between education of parents and academic

performance of learners, the researcher used descriptive statistics to show how the academic performance of learners related to parental education. Mean was used and reported as presented in Table 2.

Table 2: ANOVA Results on academic performance by education level of parents

Education of parents	Sample Size	Sample Mean	Sample Std Dev	F	P	Tukey's Post hoc test significantly different pairs (p = 0.05 level)
No formal	232	2.89	0.91	11.51	0.043	
Primary	9	2.95	0.77			(secondary and above > primary and no formal education)
Secondary +	159	3.11	0.73			

Source: Primary data, 2018

The results in Table 2 show that the mean score on academic performance was higher for the learners whose parents' education level was secondary and above (mean = 3.11), followed by those whose parents had attained primary education (mean = 2.95) and those whose parents had no formal education having the lowest (mean = 2.89). The computed or observed ($F = 11.51$) was large and the probability or level of significance ($p = 0.043$) lower than $\alpha = 0.05$ ($p < 0.05$). This meant that the variation in academic performance of learners by parents' education level was significant.

There was statistically significant difference in academic performance among primary school learners whose parents had no formal education, primary education and secondary education. A Tukey post hoc test suggests that parents with secondary school and above (mean = 3.11) had a significantly higher mean than those with no formal education and primary education.

Thus, the results indicate that education of parents is a greater determinant in relation to the academic performance of learners in the Primary Schools in Ibanda Municipality. According to one parent confirmed:

"For us, uneducated parents do not follow up teachers who teach our children and in most cases; the teachers will pick the hands of the children they know during class."

(Interview with parent "1" conducted on 24th June 2018). However, a teacher refuted this but said:

"Children from uneducated families just do not feel comfortable in class and therefore are less likely to raise their hands in class this leaves some of them ignorant on some taught topics hence poor academic performance in the proceeding tests and examinations." (Interview with parent "2" conducted on 14th September 2018).

Interview findings obtained from the parents and teachers showed mixed feelings in relation to the above findings as they shed some light about inferiority complex or perceived low SES, for example, when asked to comment on the relationship between education of parents and the academic performance of learners, head teacher "1" responded: *"Some illiterate parents fear to come to school to address the academic challenges of their children unless you send their children back home. This may be could be that the homework contributes to the Beginning of term exams of which parents fail together with their children". Besides, the illiterate parents look to their schooling children for a better future and feel that by paying for school fees and scholastic materials, they will have done their part yet this has proved wrong perception. In such scenarios, children lack people to motivate them and end up performing poorly in their academic endeavours* (Interview with head teacher "2" conducted on 14th September 2018). Similarly, one parent "3" answered:

"I did not go to school but who is richer than me in this town. My children have got all they need to go to school but at times because of my many businesses, sometimes they help me out first before going to school because I least trust my workers. They can do anything in your absence." (Interview with Parent "4" conducted on 24th June, 2018).

This kind of practice by such a parent and many others puts affected learners at a risk of being left behind when they are engaged in family tasks during school

time hence affecting their academic performance negatively. These findings were corroborated by data collected through interviews with the teachers and head teachers as shown by a quote made by a teacher who participated in the study: These findings indicate that children from uneducated parents are not comfortable enough to fully integrate with the rest of the class and this might affect the way they participate in class. This could be due to inferiority complex or perceived low SES.

DISCUSSION

Academic performance of learners in Primary Schools by education level of parents

Findings from this study showed that there was a statistically significant difference in academic performance among primary school learners whose parents were educated to secondary level and above. It was revealed that the learners showed successful accomplishment or performance in a particular subject area. Also, it is indicated as by grades, marks and scores of descriptive commentaries. This finding is similar to the findings reported by [14] who indicated that first teachers of the children are their parents and if a child is to learn positively in school then parental support is crucial. Besides, this finding contradicts that of [15] who showed that no statistical significant relationship existed between students' academic performance based and education of parents.

In addition, [16] while assessing the effects of parents' socioeconomic status on the academic achievement of students in regional examination, the results of the analysis revealed that socioeconomic status of parents particularly educational level showed a strong association with the academic performance of students. This finding was similar to that of this study in that students from educated scored higher result in their regional examination than their counterparts. The researcher takes the view that the poor might also have high expectations for their children and hence encourage them to work harder so that they break the vicious cycle of low education and poverty.

Academic performance of learners in Primary Schools by occupation of parents

This study examined whether there were differences in academic performance in primary schools of learners across occupation of parents in Ibanda Municipality. The finding showed no statistically significant difference in academic performance among primary school pupils of parents who were employed in government, self employed and unemployed. This finding disagrees with [16] who showed that there was a strong significant association between occupation of parents and the academic performance of students. Students from educated and better off families have scored higher result in their regional examination than their counterparts.

Earlier on the findings by [17] agree with those of [16] but disagrees with those reported in this particular study. A study that was conducted by [18] in Kitui County found out parents who had high educational expectations for their children were stricter on their children doing homework and attending school. These parents, if they were educated helped their children with homework and this led to their children performing better at school than those of parents with negative attitudes towards education who were more permissive in their parenting. The researcher however disagrees with findings earlier reported.

Academic performance of learners in primary schools by income of parents

This study examined whether differences academic performance of learners in primary schools existed across income of parents in Ibanda Municipality. Findings showed no statistically significant difference in academic performance

among primary school learners whose parents earned less than 130,000/=, between 130,000-260,000/= and above 260,000/=.

Availability of scholastic materials enables the learners to have enough practice of what they have been learning in class. A study by [19] on SES of parents to educational involvement in schools in Samia District, Kenya concluded that parental attitude towards educational involvement affects students' performance. This is more so when the involvement is by equipping their children with scholastic materials. The researcher finds that the data from the study does not prove that parents' provision of scholastic materials causes student achievement but it facilitates academic achievement.

Availability of scholastic materials also has a bearing on the income of parents of the learners which in turn affects academic performance. [20] studied

relationship between parents' income, achievement goals and academic achievement among the primary school students and results of research showed that income of parents and goal orientation components are associated. The findings from his study revealed that children who did not have enough scholastic needs tended to see themselves as inadequate, lower than the others and sometimes took themselves as victims of circumstances. This affected their performance in class in terms of class participation, grades and interaction with other learners. The researcher concurred with these findings and investigated the extent to which these results applied to the primary school learners in Ibanda Municipality. The researcher is of the view that there are situations where this stigma may fuel hard work as a way for compensating for the low status in community.

CONCLUSION

The education level of parents is imperative for academic achievement of a child. Uneducated parents as opposed to educated parents showed limited interest in the academic performance of learners hence contributing to low academic performance.

REFERENCES

- Rosenfeld, S. (1997). Bringing Business Clusters into the Mainstream of Economic Development, *European Planning Studies*, 5(1), 3-23.
- Bell, M. J. (2013). Define academic performance. Retrieved 17 April, 2013 from: http://www.ehow.com/about_4740750_define-academic-performance.html.
- Presidential Remarks. (2002). Weekly compilation of presidential documents. (38) January 8. Retrieved on July 13, 2011 from <http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>.
- UNESCO (2015). Rethinking Education Towards a Global Common Good. UNESCO, Paris, France.
- Achombo, Christine Nyipir (2010). Factors affecting the performance of pupils in primary schools in paidha town council. Masters thesis, faculty of arts in educational management of makerere university, Kampala.
- Namwandi, D. (2013). Assessment of Teacher Training and Development Needs to Ensure Education for All (EFA). Needs Assessment Report, Windhoek, Republic of Namibia.
- HakiElimu (2009). Promises, Achievements and Challenges in Education. Retrieved from <http://hakielimu.org/files/publications/> on 17th January, 2016.
- Kundu, C. L. and Tutoo, D. N. (2000). Educational Psychology. New Delhi: Sterling Publishers PVT Ltd.
- Mugisha, B. A. (1991). An investigation into the Causes of Poor Performance in Business Studies Subjects in Selected institutions in Kampala District. Unpublished dissertation, Makerere University Kampala, Uganda.
- The Republic of Uganda (1992). Government White Paper on Implementation of the Recommendations of the Report of the Education Policy Review Commission Titled "Education for National Integration and Development". Kampala.
- Gay, L. R., Mills, G. E. and Airasian, P. W. (2009). *Educational research: Competencies for analysis and applications* (9th edition). Upper

- Saddle River, New Jersey: Prentice Hall.
12. Kothari, CR, (2004). Research Methodology- Methods and Techniques. New Delhi: Wiley Eastern Limited.
 13. Constantine Abenawe (2022). Evaluation of the relationship between socio-economic status and the quality of education in secondary schools in Ibanda District. *IAA Journal Arts and Humanities* 9(1):83-94, 2022.
 14. Constantine Abenawe (2022). Social Economic Status in Selected Secondary Schools in Ibanda District Uganda. *IAA Journal of Education* 8(1):73-89.
 15. Amin, M.E. (2005) Social Science Research: Conception Methodology and Analysis. Makerere University Printeryafd, Kampala.
 16. Sheridan, M. A., Peverill, M., Finn, A. S. and McLaughlin, K. A. (2017). Dimensions of childhood adversity have distinct associations with neural systems underlying executive functioning. *Dev. Psychopathol.* 29, 1777-1794.
 17. Lotey, G. S., J. Singh, N.K. Verma, Room temperature ferromagnetism in Tb-doped ZnO dilute magnetic semiconducting nanoparticles. *J. Mater. Sci.: Mater. Electron.* 24(9), 3611-3616 (2013)
 18. Eshetu Gurm (2015) "Trends and Determinants of Fertility in Rural and Urban Ethiopia" in Explaining Fertility Differences in Sub-Saharan Africa: Projecting the Demographic Future edited by Akim Mturi and Samuel Agyei-Mensah. New York: The Edwin Mellen Press, 363-408.
 19. Odoh, L. C., Ugwuanyi, U. Odigbo, Ben E. B. & Chukwuani, N. V. (2017) Influence of Parental Occupation and Level of Education on Academic Performance of Accounting Students in Nigeria. *Research on Humanities and Social Sciences*, 7 (10), 21- 27.
 20. Kamuti J.M. (2015). Influence of home environment on academic performance of students in public secondary schools in Kitui West Subcounty, Kitui county, Kenya. (Unpublished MA thesis, South Eastern Kenya University, 2015).
 21. Oundo E.O. (2014). Relationship between Parents' Attitudes towards Educational Involvement and Academic Performance of Day Secondary School Students in Samia - Kenya. *International Journal of Human Resource Studies*. Vol. 4 No.3.
 22. Rahmani, P. (2011). The Relationship between Self-Esteem, Achievement Goals and Academic Achievement among the Primary School Students. *Procedia - Social And Behavioural Science, volume 29*, pages 803-808.
 23. Tom Mulegi (2022). Evaluation of the Skill Mix of Health Professionals in Government Regional Referral Hospitals in Uganda. *IDOSR Journal of Arts and Management* 7(1): 43-68.
 24. Mwesigye Elisado (2022). Management styles used in the selected secondary schools in Uganda. *IAA Journal of Education* 8(1):90-96.
 25. John Birihanze (2022). Effects of Indiscipline on Academic Performance in Kabwohe-Itendero Town Council, Sheema District. *IAA Journal of Education* 8(1):97-106
 26. Constantine Abenawe (2022). Quality Education in Selected Secondary Schools in Ibanda District Uganda. *IAA Journal of Social Sciences (IAA-JSS)* 8(1):197-215.
 27. Birihanze Augustine Bago (2022). Effect of Single Parenthood in Students' Academic Performance; A Case of Selected Secondary Schools in Bitereko Sub County Mitooma District. *IAA Journal of Social Sciences (IAA-JSS)* 8(1):216-226.
 28. Aruho Rukundo Sarah, Nuwatuhaire Benard, Manyange Micheal and Bateyo Asuman (2022). Socio-demographic Distribution of Persons with Small and Medium Enterprises in Uganda: A Case Study of Kabale Municipality South, Western Uganda. *INOSR Arts and Management* 8(1): 1-7.
 29. Aruho Rukundo Sarah, Nuwatuhaire Benard, Manyange Micheal and Bateyo Asuman (2022). Evaluation of Constraints of Small and Medium Enterprises in Uganda: A Case Study of Kabale Municipality South Western Uganda. *INOSR Arts and Management* 8(1):8-20.
 30. Ugwu Jovita Nnenna (2022). Impact of Violence Movie on Human Behaviour.

- INOSR Arts and Management* 8(1): 21-26.
31. Aruh Rukundo Sarah, Nuwatuhaire Benard, Manyange Micheal and Bateyo Asuman (2022). Performance of Small and Medium Enterprises in Uganda: A Case Study of Kabale Municipality South Western Uganda. *INOSR Humanities and Social Sciences* 8(1): 1-10.
32. Thabugha Hannington, Bateyo Asuman, and Baineamasanyu Mary(2022). Loans and women involvement in business in Kasese District: A Case of Women Entrepreneurs in Hima Town Council. *INOSR Humanities and Social Sciences* 8(1): 11-18.
33. Mukabaranga Chantal, Michael Manyange and Bateyo Asuman (2022). The Relationship between Extrinsic Rewards and Employee Performance of Shyogwe Diocese. *IDOSR Journal of Current Issues in Social Sciences* 8(1):66-78.
34. David Ongabi Nyambane, Benedicto Onkoba Onger and Michael Nyasimi Manyange (2022). An Assessment of Collaborative Governance for Sustainable Development in Urban Planning in Kenya. *IDOSR Journal Of Current Issues In Social Sciences* 8(1): 1-18.
35. Thabugha Hannington, Bateyo Asuman, and Baineamasanyu Mary (2022). Savings and women involvement in business in Kasese District: A Case of Women Entrepreneurs in Hima Town Council. *IDOSR Journal of Current Issues In Social Sciences* 8(1): 38-44.
36. Mukabaranga Chantal, Michael Manyange and Bateyo Asuman (2022). The relationship between intrinsic rewards and employee performance in Non-Profit Organisation in Rwanda; A case study of Shyogwe diocese. *IDOSR Journal of Current Issues In Social Sciences* 8(1):52-65.
37. Peter Nsiimire Mwesigye, Patrick Mbyemeire and Raphael Kombi (2022). Academic Performance of Learners by Education Level of Parents in Primary Schools in Ibanda Municipality. *INOSR Arts and Management*, 8(1): 27-34.
38. Mukabaranga Chantal, Michael Manyange and Bateyo Asuman (2022). The Relationship between Employee Recognition Programs and Employee Performance of Shyogwe Diocese. *INOSR Arts and Management* 8(1): 35-48.