IMPACT ON USE OF SCHOOL HOMEWORK AS A METHOD OF TEACHING-LEARNING IN PRE-PRIMAR Y SCHOOLS IN RUIRU DIVISION, KIAMBU COUNTY, KENYA

BY

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NOVEMBER, 2015
DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration. The project has been complemented by referenced sources duly acknowledged where text and data have been borrowed from other sources, including the internet. The sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this research project to my family: my husband Bonface, my two daughters Caroline and Zipporah for their encouragement.
ACKNOWLEDGEMENT

First and foremost I highly express my heartfelt gratitude to God for giving me the strength and opportunity to pursue this course. Sincere appreciation goes to my supervisors Dr. Esther Waithaka and Dr. Catherine Murungi who guided and encouraged me throughout this work.

I am also extremely grateful to the teachers who supported me and provided honest responses to the questionnaire as required. Finally deserving special thanks is my husband and our two daughters for their prayers.
ABSTRACT

Pre-primary school children need positive early learning experiences to help their intellectual, social and emotional development. This lays the foundation for later school success. As a learning strategy, pre-primary school teachers give school homework to help children practice what they learn in class. Despite many studies carried out on benefits of school homework in primary and secondary school levels, researchers claim that school homework is not beneficial to pre-primary school children. This is because they are already tired after being in school the whole day and they need time to relax and play. The purpose of this study was to establish the impact on use of school homework as a method of teaching-learning in both public and private pre-primary schools. The objectives of the study were to establish the extent to which teachers used school homework as a method of teaching-learning in pre-primary schools, to establish whether type of school influenced use of school homework, to find out teacher demographics that influenced use of school homework, to find out parents’ demand that influenced teachers use of school homework and to establish the teachers’ attitude towards school homework as a method of teaching-learning in pre-primary schools. The study was carried out in Ruiru Division, Kiambu County. It was guided by John Dewey’s (1859 - 1952) Constructivist Theory and employed descriptive survey design. The study population was public and private pre-primary school teachers in Ruiru Division. Simple random sampling was used to select a sample of 45 pre-primary schools from which 153 teachers were selected for the study. The data was collected through questionnaires which were administered to the teachers. A pilot study was conducted in one public and one private school which were not included in the sample. Test-retest was used to check the reliability and content validity was also ensured. Both qualitative and quantitative methods were used to analyze data. The study concluded that most teachers from both public and private schools used school homework as a method of teaching-learning. Factors contributing to use of school homework as a method of teaching-learning in pre-primary schools was found to include parents’ demand and teachers’ attitude towards school homework. The study recommended that teachers should ensure they adhere to ECDE guidelines for appropriate teaching-learning methods. Parents need to be sensitized that homework is not the only option for academic progress for their children. It was also recommended that school administrators should collaborate with District Center for Early Childhood Education (DICECE) to sensitize teachers on the impact on use of school homework as a teaching-learning method.
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<tr>
<td>CPE</td>
<td>Certificate of Primary Education</td>
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<td>DICECE</td>
<td>District Center for Early Childhood Education</td>
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<td>KCE</td>
<td>Kenya Certificate of Education</td>
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<td>KCPE</td>
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<td>KCSE</td>
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<td>NCES</td>
<td>National Center for Educational Statistics</td>
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<td>PTA</td>
<td>Parent Teacher Association</td>
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CHAPTER ONE
INTRODUCTION

1.0 Introduction

School homework is said to be important since it assists children to review, practice and reinforce what they learn in class. Parents and teachers emphasize that school homework develop personal responsibility and study skills.

1.1 Background to the Study

Competition in academic performance has led to most pre-primary school teachers put a lot of pressure on children by giving schoolwork activities even after school hours. This is because school homework has become a common practice in schools which is assumed to promote learning by the teachers who show their high support in an attempt to achieve high academic standards. This is mostly done to ensure that pre-primary school children perform well in the interviews that determine their enrolment in prestigious primary schools.

Kiruhi, Githua and Mboroki (2009) point out that school homework is one of the opportunities given to school children to practice skills and knowledge learnt. During school hours, pre-primary school children do all sorts of activities and by the end of the day, they are worn out. It is therefore too much for children to be given school homework which might deny them time to relax and interact with friends and family members. In addition, some of the pre-primary school children have short attention span to successfully complete a specific task (Coopers and Valentine 2001).

Some parents seem to believe that learning takes place when their children go home with lots of school homework. Such parents also seem to believe that lack of after
school assignments reflect an insufficient commitment to academic achievement. Mwangi, (2009) argues that when looking for an early childhood programme, some parents often say they want something academic but not play related activities offered most of the time to pre-primary school children. Such parents expect their children to go home with some school homework assignments. On the contrary, there are parents who complain when their children go home with school homework especially when tasks assigned require parental involvement.

Ogoye-Ndegwa, Mengich and Abidha (2007) found out that there is need to involve parents in their children’s school homework because the children are still young and need concerted guidance. However, the said researchers argued that there are parents who are incapable of giving much needed school homework guidance to their children due to illiteracy reasons. They also argued that high poverty levels lead to crowded homes where distractions and little opportunity for concentration interfere with children’s school homework leading to poorly done, incomplete or school homework never done at all.

Cooper (2006) commented that excessive school homework can interfere with children’s leisure time meant for playing games and telling about the day to family members. Due to some parents’ school homework demand for their pre-primary school children, there is need to find out how often school homework is given to children.

As a supplementary learning strategy beyond the normal school hours, school homework is highly favoured in Kenya especially in Primary and Secondary school levels where there is a wide syllabus that calls for extra time and work beyond regular learning schedules (International Education Journal, 2007). However, as this is the
case for those other levels, pre-primary school children may not need school homework assignment that interfere with their leisure time. Lack of play during leisure time may deny the young child realization of holistic development.

A pre-primary school teacher who aims at encouraging free expression without being over concerned with educational progress makes children eager to learn (Wilkins, 1975). This is because they are given time to move and talk, play and do what they are interested in thus making them enjoy going to school. When school homework is introduced to pre-primary school children especially those tasks that they cannot easily understand or is a burden to them, they might start wondering why school work is done at home after school, on weekends and holidays instead of play activities of their choice. School homework might also lead to stress in pre-primary school children when denied enough sleep to rest and relax.

School homework to pre-primary school age children may cause stress to them since they may be too young to handle so much school work in a day. This might be because staying up late to finish school homework assignments will contribute to missing sleep that children need to concentrate in class the next day (Benette and Kalish, 2006). Lack of enough sleep can lead to depression, anxiety and attention disorders which might lead to poor academic performance. Miller (2000), argues that children who sit all day in a classroom and then for hours to complete school homework at night face a potential health threat such as physical and emotional fatigue and inability to sustain concentration in class.

Teachers believe that school homework must be monitored and marked if learners are to take it seriously. Marking homework is time consuming and if teachers doubt its value, they will not be motivated to take time to do it. Most teachers do regularly
assign, correct and grade school homework (Keys, Harris and Fernandes, 1995). Keys et al. further stresses that teachers vary in the kind of feedback that they give. These authors also emphasize that the attitude teachers have towards school homework may motivate the learners to undertake and complete the assignment.

School homework is not the only circumstance under which after school learning takes place since many leisure activities teach many academic and life skills. Younger children seem to have less effective study habits that diminish the amount of improvement in academic achievement that might be expected from school homework given to them (Cooper 2006). There was therefore need to establish the amount of school homework given to pre-primary school children. Most of what school homework is doing is driving children away from learning. According to Kohn (2006), low achievers struggle when doing school homework especially when they don’t understand the concepts taught in class. This might make things worse for they might repeat the same mistakes and may feel demoralized and frustrated. On the other hand, when high achievers understand what they are taught in school, they might find it a bother when spending their time at home on what they already know. Kohn (2006) maintains that it is hard for a young child to accept the whole idea of sitting after school to do more school work.

Cooper (2006) agreed with Kohn in the fact that when young children are overburdened with school homework, they become disillusioned with school and lose motivation. The researcher feels that school homework denies children a chance to develop their skills and talents because they spend most of their time in books when being confined in quiet rooms. Pushing academics through school homework at an early age can contribute to some impact on use of school homework as a method of teaching-learning to pre-primary school children. It is not yet clear whether there were
some teachers or school characteristics that influence the practice of school homework for pre-primary school children. It was therefore essential to conduct a study on impact on use of school homework as a method of teaching-learning in pre-primary schools.

1.2 Statement of the Problem

After a long day that children spend in school, there are teachers who give school homework to them. Some teachers give a lot of school homework in order to prepare children to compete academically with other pre-primary schools. Other teachers give pre-primary school homework due to parents' demand for extra schoolwork. School homework in pre-primary schools may be of little educational value and it may have a negative effect on learning especially when the young children are denied time to rest and play.

In Kenya, school homework is popular in primary and secondary school levels since learners are expected to excel in national examinations that determine their next academic level placement. However, the work load is often too demanding for the learners especially when they have to carry school work home against completing family chores. In addition the prevailing circumstances in terms of physical facilities in some homes are not conducive for learning. Although the studies carried out unearth the situation of school homework in secondary and primary levels, there is a dearth of information concerning school homework given to pre-primary school children, and teachers may operate on trial and error method. This study was therefore specifically focused on exploring the impact related to assignment of school homework to pre-primary school children in Ruiru Division, Kiambu County.
1.2.1 Purpose (General Objective)

The purpose of this study was to establish parents’ and teachers’ perspective on impact on use of school homework as a method of teaching-learning in pre-primary schools in Ruiru Division, Kiambu County. The study was specifically focused on investigating parent and teacher factors that influence pre-primary school teachers to give school homework to children.

1.2.2 Objectives of the Study

The objectives of the study were:

(i) To establish the extent to which teachers used school homework as a method of teaching-learning in both public and private pre-primary schools in Ruiru Division.

(ii) To establish the extent to which type of school influenced use of school homework as a method of teaching-learning in pre-primary schools.

(iii) To find out whether teacher demographics such as teaching experience, professional qualifications and teacher training influenced the use of school homework to pre-primary school children.

(iv) To find out parents’ demand that influenced the extent to which teachers assign pre-primary school homework.

(v) To establish the attitude of teachers towards school homework for pre-primary school children.

1.2.3 Research Questions

The research questions of the study were:

(i) To what extent do teachers use school homework as a method of teaching-learning in both public and private pre-primary schools in Ruiru Division?
(ii) Does type of school influence use of school homework as a method of teaching-learning in pre-primary schools?

(iii) What are the teacher demographics that influence the extent to which pre-primary children are given school homework?

(iv) What are the parents’ demands that influence the extent to which pre-primary teachers give school homework to children?

(v) What is the attitude of teachers towards pre-primary school homework?

1.3 Significance of the Study (Rationale)

The findings of this study might bring awareness to pre-primary school teachers on impact on use of school homework as a method of teaching-learning to pre-primary school children and assist parents on how to make good choice of quality pre-primary schools. The private school managers and public school head-teachers might be influenced by the study findings and change their schools’ homework practices in a way that would benefit the pre-primary school children.

1.4 Limitation and Delimitation

Limitation— The researcher faced some transport challenges since the study required travelling to some schools in coffee plantation areas where there were no means of public transport due to lack of passable roads. However, the researcher boarded motorbikes to reach such destinations.

Delimitation - Although it was important to carry out a study on impact on use of school homework as a method of teaching-learning in pre-primary schools in Kenya, the study was restricted to Ruiru Division, Kiambu County. To carry out thorough investigations, the study was focused on Ruiru Division exclusively. The findings were thus to be generalized only to other locations which are similar to Ruiru Division.
1.5 Assumptions

(i) The researcher assumed that all the respondents were to co-operate and provide reliable responses.

(ii) The researcher also assumed that there were parent and teacher factors that influence the extent to which pre-primary teachers give school homework to children.

1.6 Theoretical and Conceptual Framework

Theoretical Framework

The study was based on the constructivist theory by John Dewey (1859-1952). Dewey says children learn better when lessons are connected to their interests, abilities and experiences that are developmentally appropriate for an individual. Dewey disagreed that all children of the same age have the same skill development, knowledge and understanding which is a common thought of teachers and parents. He thus deplored standardization and believed that curriculum should arise from learners’ interests. Dewey emphasized that children are valuable and childhood is an important phase in their lives. He advocated that children should be allowed to enjoy their childhood years. They should not be rushed to grow up. Dewey (1944) believed that it was necessary for children to make decisions if they were to develop minds that would enable them to be free and enjoy their childhood.

Teachers have to focus on learners’ interests and engage them in child-centred activities as Dewey called for classroom use of raw materials labeled “stuff” which include blocks, clay, paper and paint, and water boxes. When this theory is applied to this study, children need to be given school homework activities appropriate to their age and have a chance of learning different concepts by use of the raw materials.
Homework assignments, computer assisted instruction and units of group projects that are determined and predicted by a teacher do not permit thinking because much of the doing have been completed by someone else. In developmentally appropriate classroom, children can have many opportunities to make decisions, interact with others and develop values. Children should be busy working with the raw materials and engaging into dramatic play, drawing and painting, listening to songs and stories. It is hard to believe that young children learn more from school homework than they do from engaging in these age appropriate activities. This theory has indicated the need to allow young children do what they are interested in and enjoy their childhood rather than being taught similar school homework tasks which in turn may create different school homework issues.
Conceptual Framework

The following diagram shows the conceptual framework of the study:

![Conceptual Framework Diagram](image)

**Figure 1.1: Factors influencing Pre-primary School Homework**

**Key**

- Study variables
- Non-study variables

The conceptual framework (figure 1.1) showed the relationship between the variables of the study. Use of school homework as a method of teaching-learning in pre-primary schools might be influenced by several factors which include: type of school with different school homework practices, teachers' experience, type of teacher training, teachers' professional qualifications and teachers' attitude towards school
homework for pre-primary school children and parents’ demand on pre-primary school homework.

1.7 Operational Definitions of terms

**Pre-primary school child:** A three to six year old child not yet attending primary school.

**Pre-primary school teacher:** A teacher who educates and cares for children aged three to six years.

**Pre-primary school:** An institution of learning for three to six year old children.

**Private pre-primary schools:** Pre-primary schools managed by private organizations or individuals.

**Public pre-primary schools:** Pre-primary schools managed and funded by the state.

**School homework:** School related assignments given to children to be done at home.

**Teacher demographic:** Teacher’s gender, age, teaching experience, professional qualifications and teacher training.

**Teacher training:** To acquire skills and knowledge to improve the quality of Early Childhood Programs either in DICECE, Montessori or Kindergarten Headmistresses Association (KHA).

**Type of pre-primary school:** Categories of pre-primary schools in terms of management that could be private or public.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed relevant literature on important topics and studies related to the study. It covered definition of school homework, use of school homework as a method of teaching-learning in pre-primary schools, type of pre-primary school and school homework, teachers' demographics and use of pre-primary school homework as a method of teaching-learning. The study also sought to establish teachers' attitude towards pre-primary school homework as a method of teaching-learning and parents' demand on school homework as a method of teaching-learning in pre-primary schools.

2.2 Definition of School Homework

The recent review of school homework research literature conducted by Canadian Council of Learning (2009) claims that most researchers adopt the definition offered by Cooper in 1989 because it is clear and concise. Cooper has defined school homework assignments as tasks set by teachers for learners to complete outside normal lessons usually at home in the evenings. Common school homework assignments may include reading, writing to be completed, problems to be solved or other skills to be practiced. Learners may complete school homework alone, with other learners or with their parents and other family members.

According to Epstein and Van Voorhis (2001), some school homework is designed to give learners opportunity to practice skills taught in class, promote good working habits and a sense of responsibility. Plant, Ericsson, Hill and Asberg (2005) argue that
school homework is beneficial to some group of learners though it primarily benefits learners in the higher grades than those in elementary levels. This study sought to establish the factors that influence teachers to give school homework to pre-primary school children.

2.3 Impact on use of School Homework as a Method of Teaching-learning in Pre-primary Schools

The following section discussed the impact on use of school homework as a method of teaching-learning in Pre-primary schools.

2.3.1 Use of School Homework as a Method of Teaching-learning in Pre-primary Schools

Though the pros and cons of school homework have been debated for many years, school homework continues to be given to learners often because of a longstanding assumption that it is beneficial to them (Gill & Schlossman 2004; Kralovec & Buell, 2001; Vatterott, 2009). Most of the arguments are based on the fact that school homework is good for learners because it teaches them to be responsible and that it develops a strong work ethic. It is said when learners have a lot of school homework, it is a sign of rigorous curriculum and a good teacher (Vatterott, 2007).

Most parents, learners and teachers have strong opinions about the usefulness of school homework which has led to significance conflict and debate. In recent years, this conflict has intensified as elementary school learners have increasingly been assigned school homework (Loveless, 2003). Moreover, the current research does not support these increasing school homework demands on young children. Most studies of school homework show either a negative impact or no impact on achievement of elementary school learners. This has led to a number of authors to strongly advocate
severe reduction or elimination of school homework especially to younger children (Bennett & Kalish, 2006; Kohn, 2006; Kralovec & Buell, 2001).

Researchers have established that school homework has positive effects on learning particularly at the middle and secondary school levels (Xu, 2010; Zimmerman & Kitsantas, 2005). Effectiveness of school homework is enhanced by providing learners with choices among school work tasks, which will result in higher motivational and performance outcomes, learners' autonomy and intrinsic motivation (Patall, Cooper & Wynn, 2010).

Kralovec and Buell (2000) have commented that many educators and parents continue to support the use of school homework because they believe it will lead to academic achievement. They further argue that there is no real evidence to support this position since many school homework researchers admit that the academic achievement of elementary learners does not improve as a result of doing school work at home. Kralovec and Buell thus suggest that doing school homework can actually be detrimental if it requires learners to complete activities that they are not developmentally prepared to do.

In his study, Cooper (2006) stressed that all young children should be doing school homework but the amount and type should vary according to their developmental level and home circumstances. School homework for pre-primary school children according to Cooper should be short leading to success without much struggle for children to enjoy. Age appropriate pre-primary school homework ideas include applying colour to pictures, writing their names several times or listing items that start with a specific letter. The findings of these studies show that there is pre-primary school homework involving suitable activities in the Western World. The current
study was to investigate the impact on use of school homework as a method of teaching-learning in pre-primary schools in Ruiru Division, Kiambu County.

2.4 Type of Pre-primary School and use of School Homework

The 1997 National Center for Education Statistics (NCES) in the US reported that public elementary teachers handle school homework differently from private elementary teachers. Ninety four percent of public school teachers and ninety eight percent of private school teachers reported that their learners did some school homework during an average week in 1993 – 1994. Ninety six percent of public school teachers and forty percent of private school teachers assigned school homework one hour or less per week. Although the focus is often on how much school homework is assigned, how teachers use school homework assignments may be more important than quantity. At the elementary level, private school teachers were more likely than their public counterparts to collect, correct and return the assignments to the learners.

According to Harmer (2008), elementary private school teachers in the UK said that their first duty after entering into the class, is to check the school homework. They claimed that they check the learners’ school homework very often and spend some time correcting it. On the other hand, teachers from the public schools often face the problem while checking the school homework because of the large number of learners in class. It was found that, teachers from both private and public schools took much training that helped them to create school homework friendly environment. This is for example if learners are not doing school homework, teachers help them to do it at school during class time. Teachers in these schools don’t use punishment as a strategy to deal with school homework. They also indicated that they were in favour of finding out reasons why their learners do not do school homework and they act accordingly.
Harmer urged teachers who teach young children to make school homework a fun activity and should not make learners feel any kind of burden which can have a lot of repercussions on intellectual, emotional and social aspects in their school lives.

The 2007 MetLife Survey of the American Teacher interviewed 1000 public elementary school teachers and reported that 83% believed doing school homework was important or very important and 91% agreed doing school homework helped learners learn more in school (Metlife, 2007). In Queensland, Australia, the Education Regulation 200 section 23 states that a teacher at a public school may require a learner to undertake school homework. This regulation also indicates that the head of school may decide what a reasonable amount of school homework to be assigned is. Schools currently use this regulation to determine the approach to school homework at all grade levels.

In Ireland, public school homework clubs are set to cater for children from age 5. The main focus is to complete homework that has been set from school. The benefits of school homework clubs are that pre-primary school learners can get assistance if required. It also promotes concentration when supervised in a relaxed way. Children may be offered school homework assistance by the supervisor that has knowledge of the subjects they are studying. This is because some parents may have difficulty in assisting their children with school homework (Hayes, 1999). On the other hand, Kohn in his book, The Homework Myth (2006) argues that school homework is pointless in both public and private elementary schools and that research does not support its value. He asserts that there is a lack of evidence that school homework makes one a better thinker or more responsible. He has also stated that teachers regularly see that many children are made miserable by school homework and resist
doing it. Kohn suggested if school homework is to be assigned, learners should have input and choice in the school homework assignments.

Teachers in public pre-primary schools in Florida exercise judgment in making school homework assignments considering the child’s readiness level and type of school homework to be accomplished. It is recommended that parents/guardians read aloud to their children. Pre-primary school teachers are also required to consider the length of the assignment and the amount of time that will be required to complete it (Blazer, 2009).

The information for any school homework is to be clear and specific so that the learner can complete the assignment. School homework assignments are said to take into consideration the individual differences of learners such as health, ability, conditions at home and educational resources at home. It is in this view that this study was focused on establishing the extent to which teachers used school homework as a method of teaching-learning in different types of pre-primary schools.

2.5 Teachers’ Professional Qualifications and use of School Homework as a Method of Teaching-learning in Pre-primary Schools

Riley (2005) indicates that there is need for teachers to be well equipped with sound understanding of the curriculum. A strong academic and professional qualification enables a teacher to select content and identify key points appropriately. Such a practitioner is more accurate in assessing the extent of the child’s understanding. Alexander (1994) states that the term ‘qualified teacher’ is used to differentiate those who have received some recognized forms of teacher training from those who regardless of how many years of education they have received are not graduates of a teacher training programme.
Teachers have a big role to play in pre-primary school learners’ school homework behavior. It is said teachers need to be well qualified in order to meet performance standards for the assigned school homework (Bempechet, 2004). Vockell (1993) argued that pre-primary school homework should be assigned and coordinated in an appropriate manner. Pre-primary school teachers in Finland are required to have either a bachelor or a masters degree in education in Social Sciences with an additional pedagogical course. Pre-primary school children are not assigned any school homework since formal education starts at the age of 7 in a comprehensive school (Finnish National Board of Education). Qualified pre-primary school teachers plan their work and design the school homework assignments and the grading policy. Assignments designed by them have learning goals and they give learners ample opportunity to practice new skills. The teacher is consistent in grading and returns marked work in a timely manner. The current study necessitated the need to investigate how teachers’ professional qualifications relate to use of school homework as a method of teaching-learning to pre-primary school children in Ruiru Division, Kiambu County.

2.6 Teachers’ Teaching Experience and use of School Homework as a Method of Teaching-learning in Pre-primary Schools

The 2007 MetLife Survey found that highly experienced teachers (21 or more years of experience) were more likely than new teachers (5 years experience or less) to believe doing school homework was important and to strongly agree that school homework helped learners learn more in school. Highly experienced teachers were also more likely to report using school homework to develop learners’ interests and to feel extremely or very prepared to create school homework assignments (Metlife, 2007).
On the other hand, Kohn (2006) commented that highly experienced pre-primary school teachers tend to give less school homework. This was after holding an interview with a certain teacher who claimed that at the beginning of his teaching career, he used to assign a lot of school homework to the learners in order to compensate for poor lessons but as he mastered the material, school homework ceased to be necessary. He gave less and less school homework each year before eliminating it completely as he got more experienced. Similarly, a study by Paulu (1996) found that it is a common mistake particularly among newly employed teachers to assign too much school homework to the pre-primary school children. She further claimed it can be hard to resist doing so if parents push for more school homework with an assumption that the best teachers assign the most school homework. This is not necessarily the case. It is in this view the current study sought to establish how teachers’ teaching experience relate to use of school homework as a method of teaching-learning to pre-primary school children.

2.7 Attendance of Teacher Training and use of School Homework as a Method of Teaching-learning in Pre-primary Schools

Pre-primary school teachers need to undergo training so that they can get equipped with skills required to cope with the demands of the young children (Munyeki, 1987). Munyeki (1987) argues that training of pre-primary school teachers will ensure the provision, expansion and improvement of quality relevant education. The training teachers have and the duration of training, teaching methods and quality of the subject matter determine how the pre-primary school teachers handle the children and the upcoming challenges including pre-primary school homework (Oyagi, 2003).
A teacher training course is very relevant as qualified teachers reported when they were interviewed by (Kivuva, 1997). Those who started teaching as untrained pre-primary school teachers said there is hardly any comparison between their pre and post training skills. They asserted that prior to their training, they could not prepare their lessons adequately; they could not know how to deal with children’s problems and could get easily irritated. After training, they were able to handle children better. Jeffrey (1974) claims that what can be done by an educated and trained pre-primary school teacher is quite different from what can be done by a teacher who is educated and not trained. It was therefore the purpose of this study to establish the extent to which teacher training influences use of school homework as a method of teaching-learning to pre-primary school children.

2.8 Teachers' Attitude towards use of Pre-primary School Homework

A study by Faulker and Blyth (1995) indicated that teacher attitude towards school homework affect learner completion of the school homework assignments. They argued that teachers need to be excited about school homework since they need to collect it, check it and return it to the learners in a timely manner. By doing so, learners will develop a positive attitude towards school homework. Margolis and McCabe (2004) recommended that, teachers should have positive attitude towards school homework and promote self-efficacy to help struggling learners in pre-primary schools.

Elementary school teachers have a positive attitude towards school homework by believing in school homework's value for the purpose of training learners on how to study and use time well. This implies that for elementary level teachers, the content of school homework may be less important than the opportunity it provides to foster
long-term time management skills, the effect of which would not be evident in younger children’s school grades. (Muhlenbruck, Cooper, Nye and Lindsey, 2000). Wiesenthal, Greenblatt and Marcus (1997) indicated that teachers’ attitudes towards school homework may have an impact on the way they implement and practice school homework in their pre-primary school classrooms. They also found that teachers’ attitudes and beliefs about the benefits of school homework influenced their behavior with school homework in their classrooms. This behavior includes frequency of school homework assignments, methods of grading, collecting and returning assignments and the types of school homework assigned.

While teachers continue to struggle in managing school homework in classrooms, their attitude and school homework practices are rarely questioned. Because teachers play an essential role in the school homework process, their attitudes towards school homework may potentially impact pre-primary school learners outcomes (Trautwein, Niggli, Schnyder, Ludtke, 2009). In order for learners to reap the benefits from school homework, they must have support from their teachers. Without positive teacher attitude towards school homework, pre-primary school learners may have a negative outlook toward school homework and eventually toward school as a whole (Trautwein et al., 2009).

Cameron and Bartel (2009) conducted a survey and many interviews with 945 teachers with experience ranging from more than twenty five years to less than five years. Both urban and rural schools in Canada were represented. The survey indicated that teachers assigned school homework because they had an attitude that parents wanted it although some parents were complaining about it. Moreover, teachers tended to underestimate the amount of time children took to complete the school homework. The study also revealed that teachers had a negative attitude towards
school homework since it is a burden to them. At least half of the teachers said that creating and assessing school homework increased their workload. Creating meaningful school homework took too much time and effort from teachers. The findings of available literature show that teachers have either positive or negative attitudes towards school homework. There was therefore a need to investigate teachers’ attitudes towards use of pre-primary school homework as a method of teaching-learning in Ruiru Division, Kiambu County.

2.9 Parents' Demand and use of School Homework as a Method of Teaching-learning in Pre-primary Schools

Parents play a significant role in their children’s education especially in early years. Teachers may assign school homework to meet parents’ demands or for other reasons that do not necessarily benefit the learners (Brock, Flood, Fisher and Keonghec, 2007; Xu, 2005).

In a time when achievement scores and testing are being considered as factors for success most parents today are accepting teachers to assign school homework. Parents have also a direct impact on their children’s attitudes towards school and school homework (Cooper, Lindsay, Greathouse and Nye, 1998). While some parents demand teachers assign school homework because they believe it will help their children succeed and progress with their education, others perceive school homework as unnecessary and intruding on quality time spent with family (Brock et.al., 2007).

Ratneser (1999) studied that some pre-primary school parents believed their children were assigned too much school homework. The study’s findings also included excessive family stress and lack of sufficient leisure time. However, some parents had mixed feelings towards pre-primary school homework. On one hand, they favoured
excessive amount of school homework because they wanted their children to excel and go to high quality colleges and universities in future. On the other hand, the excessive amounts of pre-primary school homework left little time for extracurricular activities. However, Bempechat (2004) advocated for parental acceptance of pre-primary school homework by stating that many parents do not realize that in advocating little or no school homework, their children will pay the price in the long run by lacking preparedness for the academic demand and obstacles that will eventually come their way.

Dauber and Epstein (1993) have demonstrated that parents demand to be involved in their children’s school homework because their children are still young and need guidance. Other than giving school homework to children, teachers have often invited parents and involved them in their children’s schooling. Teachers often seek parental help and they are thus made to understand that their involvement in their children’s school homework is expected and needed (Hoover-Dempsey and Sandler, 1997). Most parents see school homework as contributing to educational progress and feel they have a role to play in supporting their children in doing it (MacBeath and Tuner, 1990).

However, Dudley Marling (2003) noted that parents of struggling elementary school children viewed school homework as a disruption to their lives. He further observed that such parents believed large amounts of school homework contributed to their family’s stress and frustration. For these parents, school homework resembled punishment. Dudley-Marling does not advocate the suspension of school homework assignments to struggling children but he suggest that parents, teachers and administrators should work together to create school homework that will be beneficial to children. In this view, the researcher sought to find out parents’ demand that
influence use of school homework as a method of teaching-learning to pre-primary school children.

2.10 Summary of Literature Reviewed

This chapter has revealed literature on impact on use of school homework as a method of teaching-learning in pre-primary schools as presented by other researchers. Although school homework is assigned for variety of academic and non-academic purposes, pre-primary school homework has both been praised and criticized. Researchers have criticized use of school homework as a teaching-learning method to pre-primary school children arguing that it adds stress and frustrations to them. They have further indicated that school homework given to pre-primary school children should be a fun activity free from any kind of stress.

The literature further revealed that several factors may influence impact on use of school homework to pre-primary school children including type of school, teachers' experience, teachers' professional qualifications, teacher training, teachers' attitude towards pre-primary school homework and parents' demand on pre-primary school homework. Opponents of school homework often claim that it serves to deny young children's access to leisure time and community activities especially when assigned a lot of school homework. Literature has also revealed that too much school homework harms pre-primary school children's health and family time. Since the literature reviewed on use of school homework as a method of teaching-learning in pre-primary schools has been carried out in the Western World, the current study focused on exploring impact on use of school homework as a method of teaching-learning in pre-primary schools in Ruiru Division.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presented research methodology which included the research design, location of the study, target population, sampling techniques and sample size. It also focused research instruments, pilot study, and data collection techniques and data analysis. The chapter further focused logistical and ethical consideration.

3.2 Research Design

The study used descriptive survey design. This involved correction of information from a large group of teachers by use of questionnaires to find out the impact on use of school homework as a teaching-learning method in pre-primary schools. Descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals (Orodho, 2009). This design was found appropriate since it offered the researcher appropriate techniques and procedures for systematic data collection to obtain the required information from the respondents.

3.2.1 Study Variables

The dependent variable for this study was use of school homework as a method of teaching-learning in pre-primary schools in Ruiru Division. This was to be measured in terms of how teachers use school homework as a method of teaching-learning and frequency in use.
The independent variables of this study were:

(i) Type of school.

(ii) Teacher demographics that influence pre-school homework.

(iii) Parents’ demand that influence teachers to assign pre-school homework.

(iv) Teachers’ attitude towards pre-school homework.

3.2.2 Location of the Study

The study was conducted in Ruiru Division, Kiambu County. The division was purposely selected for the study because it is a densely populated area with many pre-primary school age children from a diversity of ethnic cultures. Purposive sampling was also used to select Ruiru Division because it borders Nairobi County resulting to teachers using school homework as a teaching-learning method due to high competition of Standard One intake. Ruiru Division is an industrialized area with many public and mushrooming private pre-primary schools. The division comprises Ruiru Zone with no other educational zones.

3.3 Target Population

The study targeted a population of 509 pre-primary school teachers in Ruiru Division, Kiambu County. This comprised of 60 teachers from public pre-primary schools and 449 from private pre-primary schools.
Table 3.1 Total number of Pre-primary Schools and Pre-primary School Teachers

<table>
<thead>
<tr>
<th>Type of pre-primary school</th>
<th>Number of pre-primary school</th>
<th>Number of pre-primary school teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public pre-primary school</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Private pre-primary schools</td>
<td>120</td>
<td>449</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>509</td>
</tr>
</tbody>
</table>

Source: Ruiru District Early Childhood Education Office

3.4 Sampling Techniques and Sample Size

To select desired sample size of the study, the following sampling techniques were used as described below.

3.4.1 Sampling Techniques

Ruiru Division was purposely selected and stratified random sampling was used to select the schools where the study was conducted. The criterion used for stratification was type of school. The sampling frame was drawn from a list of all pre-primary schools in the division found at Ruiru District Centre for Early Childhood Education (DICECE) office. The schools were categorized into two strata namely public and private pre-primary schools. Stratified random sampling was appropriate in this case because the sample was selected in such a way as to ensure that the groups were represented in the sample in proportion to their number in the population (Kombo & Tromp, 2006).
3.4.2 Sample Size

Simple random sampling was used to select a representative sample of 9 public pre-primary schools and 36 private pre-primary schools representing 30% of the total population of the pre-primary schools in Ruiru Division. The researcher selected 30% of pre-primary school teachers from both private and public schools. According to Orodho (2008), 30% of the total population is a number within the acceptable representative sample. A total of 153 teachers were sampled out of which 18 of the teachers were from the public pre-primary schools while the remaining 135 teachers were from private pre-primary schools.

Table 3.2 Number of Pre-primary Schools and Teachers Sampled

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Total number of schools sampled</th>
<th>No. of schools sampled</th>
<th>No. of teachers sampled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public pre-primary</td>
<td>30</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private pre-primary</td>
<td>120</td>
<td>36</td>
<td>135</td>
</tr>
<tr>
<td>schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>45</td>
<td>153</td>
</tr>
</tbody>
</table>

3.5 Research Instruments

The study used questionnaires for pre-primary school teachers

3.5.1 Questionnaire for Teachers

Questionnaire is commonly used to obtain important information about the population. In this study, questionnaire stated in Appendix I was used to collect information from the pre-primary school teachers. It was appropriate in covering a
large population easily. It also provided similar questions to all respondents and encouraged honest responses since it guaranteed anonymity and confidentiality. The questionnaire had two parts, A and B. Part A sought background information on the pre-primary school teachers while part B measured teachers' frequency in use of school homework as a method of teaching-learning in pre-primary schools.

3.6 Pilot Study

The main purpose of the pilot study was to pre-test the research instruments in order to remove ambiguities and to ensure that the items were well constructed to give consistent results. The pilot study was conducted in Ruiru Division in two pre-primary schools, one private and the other one public and these two were not included in the actual research sample.

3.6.1 Validity

Content validity of the instruments was ascertained by ensuring that items in the instruments covered all important areas and objectives of the study. In order to check for content validity, the researcher analyzed each item in relation to the objectives of the study. The researcher further discussed the items against the objectives one at a time with the supervisors for expert judgment. Any necessary adjustment was effected.

3.6.2 Reliability

The test-retest method was used in order to test the reliability of the study instruments. This was done by administering the same instruments to the respondents within an interval of two weeks. Paired t-tests were used to assess if there were significant differences between the means of the same variable taken at the interval. This was to establish the extent to which the content of the questionnaires were
consistent in eliciting the same responses every time the instrument was administered. If the reliability coefficient was to be 0.7 and above, the instrument was to be considered reliable for the study.

3.7 Data Collection Techniques

The researcher organized familiarization visits to the pre-primary schools and sought permission from the head-teachers to conduct research in their respective schools. The researcher took the questionnaires personally to the schools and talked to the pre-primary school teachers briefly in order to explain to them the purpose of the study. After administering the questionnaires, the researcher gave the teachers duration of two days to fill them after which they were collected ready for the analysis.

3.8 Data Analysis

The data was analyzed through Statistical Package for Social Sciences (SPSS) using descriptive statistics. Quantitative data resulted to frequencies and percentages and was presented in frequency distribution tables and graphs. Qualitative data generated from open ended questions was analyzed into themes and categories pertinent to the study. These were evaluated to provide useful information for answering the research questions.

3.9 Logistical and Ethical Consideration

The researcher obtained an introductory letter from Kenyatta University and used the letter to get research permit from the Ministry of Education, Science and Technology. The permit was then taken to the District Education Office Ruiru, then to the school administrators. The researcher familiarized herself with the respondents and sought consent from them to voluntarily assist in filling the questionnaire. The researcher
thereafter informed them the purpose of the study. Respondents were assured that the information they would give was to be treated with confidentiality.
DATA ANALYSIS, FINDINGS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings, interpretations and discussions according to the objectives of the study. The study focused on impact on use of school homework as a method of teaching-learning in pre-primary schools in Ruiru Division, Kiambu County, Kenya.

4.2 General Information

This section presents the findings on questionnaire return rate. The number of respondents that were targeted in the study was 153. The table below presents the response rate.

Table 4.1: Questionnaire Response Rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sample Size</th>
<th>Number of Respondents</th>
<th>Response Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary School Teachers</td>
<td>153</td>
<td>119</td>
<td>78%</td>
</tr>
</tbody>
</table>

4.2.1 Teachers' Demographic Information

The demographic information required from the respondents included age, gender, professional qualifications, teaching experience and type of teacher training. This information is presented in the following sub-sections:-
4.2.2 Type of School

Schools were categorized as either public or private with the number of teachers involved in the study as presented in figure 4.1.

![Figure 4.1 Type of School](image)

Majority (84%) of the pre-primary school teachers who were involved in this study were from private schools while the rest were from public schools in Ruiru Division, Kiambu County.

4.2.3 Gender of the Respondents

The researcher sought to establish the gender of the respondents and the responses are highlighted in figure 4.2.
Of all the respondents involved in the study, 85% of them were females while the rest of their counterparts were males.

4.2.4 Age of the Respondents

The age of respondents was as depicted in figure 4.3

Figure 4.3 Age of the Respondents

Figure 4.3 shows that half of the respondents were aged between 31-40 years, followed by those aged between 21-30 years, while below a quarter of the
respondents were 41 years and above. The findings indicate that majority of the respondents were between 31-40 years of age.

4.3 Pre-primary School Teachers and use of School Homework in Teaching-learning

The study focused on use of school homework in relation to the following dimensions:

4.3.1 Assigning of School Homework to Children in Class

The study sought to establish the extent to which teachers use school homework as method of teaching-learning in pre-primary schools. The results were as presented in figure 4.4.

![Figure 4.4: Assigning of School Homework to Children](image)

A vast majority of teachers (114) said that they assigned school homework to children in their classes with only (5) of them saying that they did not assign any. The results suggest that most teachers used school homework as a method of teaching-learning in pre-primary schools. The study findings confirm results of a study done by Loveless (2003) who found out that elementary school learners have increasingly been assigned school homework. Vatterott (2007) carried out a study on school homework and found that when learners have a lot of school homework, it is a sign of rigorous
curriculum and a good teacher. The study by Kralovec and Buell (2000) also indicated that many educators and parents continued to support the use of school homework because they believe it leads to academic achievement. Out of 114 pre-primary school teachers who reported that they assigned school homework to children in their classes, 105 teachers said that they assigned school homework to children every day while 9 of them said that they did not assign homework on daily basis.

4.3.2 Reasons for not Assigning School Homework

The five percent of the respondents who never assigned homework to children were asked to state the reasons why they failed to assign school homework. Their responses were as presented in Table 4.2

Table 4.2: Reasons why Pre-primary School Teachers did not Assign School Homework to Children in their Classes

<table>
<thead>
<tr>
<th>Reasons for not assigning school homework</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable (Those who assigned homework)</td>
<td>114</td>
<td>95</td>
</tr>
<tr>
<td>Children should choose what to do</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Children relax after school</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>So as not to strain children's growing brains</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>We finish our syllabus early</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>119</strong></td>
<td><strong>100.</strong></td>
</tr>
</tbody>
</table>

The results in table 4.2 results reveal that 5% of the respondents gave reasons why they did not assign school homework with 2% indicating that children should choose what to do while the rest gave out reasons as presented in table 4.2. The findings of this study showed that not all teachers assigned school homework. This is consistent with the findings of Patall, Cooper and Wynn, (2010) who claimed that effectiveness of school homework is enhanced by providing learners with choices among school
homework tasks. They stressed that this would result in higher motivational and performance outcomes, learners' autonomy and in intrinsic motivation. Contrary to this stance, Bennett and Kalish (2006) in their research in United States argued that homework had little value and was actually harmful for children under the age of five years.

4.3.3 Training on use of School Homework

The respondents were asked to state if they were trained on use of school homework as a method of teaching-learning in pre-primary schools. Figure 4.5 gives the results.

![Figure 4.5: Training on use of School Homework as a Method of Teaching Children](image)

Majority of the respondents 69% reported that they were trained on how to use school homework as a method of teaching children whereas 31% of them said that they were not trained. This clearly implies that majority of pre-primary school teachers used school homework as a method of teaching-learning to pre-primary school children.

4.3.4 Type of School Homework Activities Assigned to Children

The respondents were asked to name different homework activities they assigned to children. Table 4.3 summarizes the findings.
Table 4.3 shows different school homework activities assigned to children in both public and private pre-primary schools. From the table, it is evident that pre-primary school children were assigned various school homework activities by their teachers as a method of teaching-learning. The findings given indicate that 24% of the teachers assigned homework focused on number work and language activities. There were some teachers (21%) who assigned work from what was taught during the day. Eight of the respondents assigned homework comprising modeling, writing of numbers and alphabetical letters. Seven pre-school teachers assigned homework in language activities alone. Four teachers assigned reading, number work, Kiswahili, shading and
colouring activities. The findings indicate that Science experiments combined with filling in of blank spaces were only assigned by three respondents. The current study findings show that the least assigned activities were combination of colouring pictures, sound recognition and writing through tracing by two respondents as well as the activity of answering written questions or exercises from textbooks. It was therefore revealed that most teachers failed to distribute homework activities in all subjects learnt. The study findings clearly imply that the most common school homework activities assigned by the respondents were related to number work and English language activities. These findings agree with the findings by Cooper (2006) who did a study on school homework and indicated that age appropriate pre-primary school homework ideas include applying colour to pictures, writing their names several times or listing items that start with a specific letter.

4.3.5 Duration for Homework Completion

The respondents were asked to state time that they gave pre-primary school children to complete the given homework. The responses were as presented in Table 4.4

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 minutes</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>10-15 minutes</td>
<td>73</td>
<td>61</td>
</tr>
<tr>
<td>16 &amp; above minutes</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>119</td>
<td>100</td>
</tr>
</tbody>
</table>

It was observed that majority of the pre-primary school teachers (61%) gave school homework that would not exceed between 10-15 minutes, while 28% gave school homework which was expected to be completed in more than 15 minutes. The study findings are consistent with findings of a study conducted by Cooper (2007) who reported that all daily homework assignments combined should take about 10 minutes
multiplied by the grade level of the learner. He also added that when reading is included as a type of homework the 10 minutes might be increased to 15 minutes.

4.3.6 Completion of the Assigned Homework by all the Children

The study sought to establish whether children completed given assignments or not.

The responses were as presented in Figure 4.6

![Figure 4.6: Completion of the Assigned School Homework](image)

Almost three quarters of the respondents reported that not all children completed the assigned school homework with slightly more than a quarter of them saying that all their children completed the assigned school homework. The findings show that most children did not complete given homework.

4.3.7 Issues on Completion of Homework

The teachers were asked to name possible factors that affect completion of homework assigned. Table 4.5 presents the findings.
Table 4.5 Factors that Affect Completion of Homework Assigned

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable (Those who complete homework)</td>
<td>35</td>
<td>29</td>
</tr>
<tr>
<td>Because the ability is not the same</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Due to their age they forget what they were taught</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Early retirement to bed and interference by TV programmes</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Forgetting, lack of pencils &amp; books</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lack of enough learning facilities</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Some parents don't assist their children with it</td>
<td>51</td>
<td>43</td>
</tr>
<tr>
<td>Lack of time because of play</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Some are assigned some duties after school while others are just lazy</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Some children don't care about homework</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>They feel tired after school</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>119</td>
<td>100</td>
</tr>
</tbody>
</table>

Some (43) respondents claimed that some parents did not assist their children with homework while 6 respondents indicated that, due to age factor their children used to forget what they were taught. Other respondents gave different factors that affect homework completion. The study findings indicate that not all pre-primary school children were able to complete given school homework.

4.4 Type of Pre-primary School and Homework Assigned

The study sought to establish whether assignment of homework differed according to the type of school. Table 4.6 summarizes the findings.

Table 4.6: Type of School and Assigning of School Homework to Children

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Do you assign school homework to children in your class</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Public</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>Private</td>
<td>96</td>
<td>4</td>
</tr>
<tr>
<td>%</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>5</td>
</tr>
<tr>
<td>%</td>
<td>96%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Table 4.6 indicates that majority (95%) of pre-primary school teachers from public schools and 96% from private schools assigned school homework to children. Hence, it can be concluded that children in both public and private schools were usually given school homework.

4.4.1 The Chi-Square Test on the Relationship between Type of School and Assigning of School Homework

To find out whether or not there was a significant relationship between type of school and assigning of school homework to pre-primary school children, the chi-square test was administered and the results are presented in table 4.7.

Table 4.7: Chi-Square Test for Type of School and Assigning of School Homework

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>P-value (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>.063</td>
<td>1</td>
<td>.801</td>
</tr>
<tr>
<td>Continuity Correction</td>
<td>.000</td>
<td>1</td>
<td>1.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>.060</td>
<td>1</td>
<td>.807</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.063</td>
<td>1</td>
<td>.802</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>119</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.7 shows the results from Pearson Chi-square test: the Chi-square statistic (.063), degrees of freedom (1) and associated P-value (0.801) are given. The P-value from the test is 0.801 which means that the test statistic was greater than the level of significance (0.05) indicating that pre-primary teachers from either school assigned school homework to the children. There is therefore evidence to state that there was no statistically significant difference between the type of school (public or private) and the assigning of school homework by pre-primary school teachers. The findings of this study do not concur with the findings by Kohn (2006) who reported that
homework is pointless in both public and private elementary schools since there is lack of evidence that homework makes one a better thinker or more responsible.

4.5 Teacher Demographics that Influence Pre-primary School Homework

Objective 3 of this study sought to establish teacher demographics that influence pre-primary school homework. The results are presented according to the specific demographic aspects.

4.5.1 Teacher Gender and Assignment of School Homework to Pre-primary School Children

The study sought to establish whether gender of the respondents influenced use of school homework as a method of teaching-learning in pre-primary schools. The Chi-square test was administered. The findings are summarized in table 4.8.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Do you assign school homework to children in your class</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Male</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>%</td>
<td>82%</td>
<td>18%</td>
</tr>
<tr>
<td>Female</td>
<td>97</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td>98%</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>5</td>
</tr>
<tr>
<td>%</td>
<td>96%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Table 4.8 reveals that fourteen male pre-primary school teachers and ninety seven females assigned school homework to children. Regardless of teacher gender, it was noted that most of them gave children school homework.
4.5.2 The Chi-Square Test on the Relationship between Teacher Gender and Use of School Homework

To find out whether there was any significant relationship between teacher gender and use of school homework, a chi-square test was administered. The results are presented in table 4.9.

Table 4.9: Chi-Square Test on Teacher Gender and Use of School Homework

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>P-value (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>8.590</td>
<td>1</td>
<td>.003</td>
</tr>
<tr>
<td>Continuity Correction</td>
<td>5.219</td>
<td>1</td>
<td>.022</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>5.812</td>
<td>1</td>
<td>.016</td>
</tr>
<tr>
<td>Linear-by-Linear Assoc</td>
<td>8.516</td>
<td>1</td>
<td>.004</td>
</tr>
</tbody>
</table>

Table 4.9 shows the results from the Pearson Chi-square test: the Chi-square statistic (8.590), degrees of freedom (1) and associated P-value 0.003 are given. The P-value from the test is 0.003 which means that the test statistic was less than the level of significance (0.05). This indicates that we reject the null hypothesis and conclude that there was a statistically significant relationship between gender of pre-primary school teachers and the extent to which they gave school homework to pre-primary school children.

4.5.3 Teachers' Professional Qualifications and use of School Homework as a Method of Teaching-learning in Pre-primary Schools

The study intended to establish whether teachers' professional qualifications influenced use of school homework as a teaching-learning method in pre-primary schools. Figure 4.7 presents the findings.
Figure 4.7 Highest Professional Qualifications

Figure 4.7 indicates that majority (49%) of the respondents had diploma as their highest professional qualification followed by 31% who had certificates, 19% had degrees while a very small proportion of them were not trained at all. The results here reveal that school homework was being assigned by qualified pre-primary school teachers. This is in agreement with Riley (2005) who in his study indicated that a strong academic and professional qualification enables a teacher to select content and identify key points appropriately. Such a practitioner is more accurate in assessing the extent of the child’s understanding. Bempechet (2004) in his study stressed that teachers need to be well qualified in order to meet performance standards for the assigned school homework. Vockell (1993) argued that pre-primary school homework should be assigned and coordinated in an appropriate manner.

4.5.4 Teachers’ Experience and use of School Homework as a Method of Teaching-learning in Pre-primary Schools

The researcher sought to establish whether teachers’ experience influenced use of school homework. Figure 4.8 displays their responses.
Data in figure 4.8 indicates that majority of the respondents (36%) had taught in pre-primary schools for 5-10 years followed closely by 35% who had taught for 11-15 years. Only 13% had taught in pre-primary school for less than 5 years. The findings indicate that most of the respondents who used school homework as a method of teaching-learning had few years of teaching experience. The tendency of using school homework as a method of teaching-learning diminished with an increase in the number of years of experience. The current study findings are similar to those in a previous study by Kohn (2006) who commented that highly experienced pre-primary school teachers tend to give less school homework. However, the findings of this study are in disagreement with the findings of 2007 MetLife Survey which indicated that highly experienced teachers (21 or more years of experience) were more likely than new teachers (5 years of experience and below) to believe doing school homework was important and strongly agree that school homework helped learners learn more in school.
4.5.5 Type of Teacher Training Attended and School Homework Assigned to Pre-primary School Children

The study sought to establish whether type of teacher training influenced use of school homework as a method of teaching-learning in pre-primary schools. A Chi-square test was administered. Table 4.10 summarizes the findings.

<table>
<thead>
<tr>
<th>Table 4.10: Teacher Training Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you assign school homework to children in your class</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>DICECE</td>
</tr>
<tr>
<td>%</td>
</tr>
<tr>
<td>Montessori</td>
</tr>
<tr>
<td>%</td>
</tr>
<tr>
<td>Not trained</td>
</tr>
<tr>
<td>%</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>%</td>
</tr>
</tbody>
</table>

The findings in table 4.10 show that pre-primary school teachers and use of school homework was not influenced by type of teacher training. When asked which teacher training they had attended, majority of the pre-primary school teachers (92%) said DICECE, (8%) said that they had attended Montessori while only one teacher reported to have not been trained.

Regardless of the teacher training that pre-primary school teachers attended, it was observed that majority of them assigned school homework to their children.
4.5.6 The Chi-Square Test for the Relationship between Teacher Training Attended and Use of School Homework

To find out whether or not there was a significant relationship between teacher training attended and use of school homework, a chi-square test was administered. The results are presented in table 4.11.

Table 4.11: Chi-Square Test on Teacher Training Attended and Use of School Homework

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>P-value (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>1.148</td>
<td>2</td>
<td>.563</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>.891</td>
<td>2</td>
<td>.641</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.569</td>
<td>1</td>
<td>.451</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>117</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.11 shows the results from the Pearson Chi-square test. The Chi-square statistic (1.148), degrees of freedom (2) and associated P-value 0.563 are given. The P-value from the test is 0.563 which means that the test statistic was greater than the level of significance (0.05). This indicates that there was no statistically significant difference between the type of teacher training and assigning of school homework.

The findings of the study showed that pre-primary school teachers and use of school homework was not influenced by type of teacher training. This is consistent with findings of a study conducted by Munyeki (1987) who claimed that pre-primary school teachers need to undergo training so that they can get equipped with skills required to cope with the demands of the young children. Oyagi (2003) also asserts that the training teachers have and the duration of training, teaching methods and quality of the subject matter determine how the pre-primary school teachers handle the children and the upcoming challenges including pre-primary school homework.
4.6 Parents' Demand and use of School Homework as a Method of Teaching-learning in Pre-primary Schools

Objective 4 of the study sought to establish the parents' demand on use of school homework as a method of teaching-learning in pre-primary schools. Teachers were asked to rate their perceptions on parents' demands for daily school homework in a 5-point Likert Scale. Some statements were presented to the respondents where Strongly Agree (SA) and Agree (A) were deemed positive while Not Sure (NS), Disagree (D) and Strongly Disagree (SD) were deemed negative. The results are presented in table 4.12.

Table 4.12: Parents' Demand on use of School Homework

<table>
<thead>
<tr>
<th>Statements</th>
<th>N</th>
<th>Mean</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents' demand for daily school homework</td>
<td>118</td>
<td>3.82</td>
<td>47(40%)</td>
<td>40(34%)</td>
<td>6(5%)</td>
<td>13(11%)</td>
<td>12(10%)</td>
<td>Positive</td>
</tr>
<tr>
<td>Parents like being involved in their children's school homework</td>
<td>119</td>
<td>3.56</td>
<td>28(24%)</td>
<td>49(41%)</td>
<td>11(9%)</td>
<td>24(20%)</td>
<td>7(6%)</td>
<td>Positive</td>
</tr>
</tbody>
</table>

NB: SA=Strongly Agree, A=Agree, D = Disagree, SD = Strongly Disagree NS = Not Sure

It was observed that the respondents had a positive perception towards all the positively stated statements as indicated above with mean greater than 3. Majority of the respondents (47) strongly agreed that parents demand that their children should be assigned with school homework while (12) strongly disagreed with the statement. The results indicate that majority of the parents demanded for school homework. This is in agreement with findings of Brock, Flood, Fisher and Keonghec (2007) who reported that parents demand assignment of school homework because they believe it will help their children succeed and progress with their education. Similar findings were found
by Ratneser (1999) who indicated that some parents favoured excessive amount of school homework because they wanted their children to excel and go to high quality colleges and universities.

Majority (49) of the respondents agreed that parents like being involved in their children’s homework while 28 strongly agreed with the same. Only 7 strongly disagreed with the statement. The findings show that majority of the respondents perceived parents liked parental involvement in their children’s homework. This is in agreement with the findings of Ogoye-Ndegwa, Mengich and Abidha (2007) who found out that there is need to involve parents in their children’s school homework because the children are still young and need concerted guidance. Macbeath and Tuner (1990) supported the same when they indicated that most parents see school homework as contributing to educational progress and feel they have a role to play in supporting their children in doing it.

4.7 Teachers’ Attitudes towards use of School Homework as a Method of Teaching-learning in Pre-primary Schools

Objective 5 of the study sought to establish teachers’ attitude towards use of school homework in pre-primary schools. Teachers were asked to rate how they perceived homework as a method of teaching-learning on a Five Likert Scale. Five statements were presented to the respondents where Strongly Agree (SA) and Agree (A) were deemed positive while Not Sure (NS), Disagree (D) and Strongly Disagree (SD) were deemed negative. The results are presented in table 4.13.
Table 4.13: Teachers’ Attitudes Towards School Homework

<table>
<thead>
<tr>
<th>Statements</th>
<th>N</th>
<th>Mean</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>School homework is important to pre-primary</td>
<td>119</td>
<td>4.48</td>
<td>74(62%)</td>
<td>38(32%)</td>
<td>-</td>
<td>4(3%)</td>
<td>3(3%)</td>
<td>Positive</td>
</tr>
<tr>
<td>school children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School homework improves academic performance</td>
<td>119</td>
<td>4.44</td>
<td>64(54%)</td>
<td>49(41%)</td>
<td>2(2%)</td>
<td>2(2%)</td>
<td>2(2%)</td>
<td>Positive</td>
</tr>
<tr>
<td>School homework trains learners how to study</td>
<td>119</td>
<td>3.88</td>
<td>37(31%)</td>
<td>54(45%)</td>
<td>8(7%)</td>
<td>17(14%)</td>
<td>3(3%)</td>
<td>Positive</td>
</tr>
<tr>
<td>and use time well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School homework is an effective method of</td>
<td>118</td>
<td>3.87</td>
<td>35(30%)</td>
<td>56(48%)</td>
<td>8(7%)</td>
<td>15(13%)</td>
<td>4(3%)</td>
<td>Positive</td>
</tr>
<tr>
<td>teaching-learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Much school homework is appreciated by</td>
<td>118</td>
<td>3.85</td>
<td>23(20%)</td>
<td>73(62%)</td>
<td>7(6%)</td>
<td>11(9%)</td>
<td>4(3%)</td>
<td>Positive</td>
</tr>
<tr>
<td>school administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NB: SA=Strongly Agree, A=Agree, D = Disagree, SD = Strongly Disagree and NS = Not Sure

It was observed that the respondents had a positive perception towards all the positively stated statements stated above with mean greater than 3. From the data presented above, respondents had different responses on given statements. Majority of the respondents (62%) strongly agreed that school homework was important to pre-primary school children while 3% strongly disagreed with the same. This is in line with the findings of Margolis and McCabe (2004) who recommended that teachers should have positive attitude towards school homework and promote self-efficacy to help struggling learners in schools.

Majority (54%) of the respondents strongly agreed that school homework improved academic performance whereas 2% strongly disagreed with the same statement.
Kralovec and Buell (2000) claimed that many educators and parents continue to support the use of school homework because they believe it will lead to academic achievement. Majority (45%) of the respondents agreed that school homework trained learners how to study and use time well whereas 7% were not sure of the same statement.

Some (48%) of the respondents agreed with the statement that school homework is an effective method of teaching-learning whereas 3% strongly disagreed with the statement. The findings of the study are in line with the findings of Patall, Cooper and Wynn (2010) who claimed that effectiveness of school homework is enhanced by providing learners with choices among school work tasks resulting in higher motivational and performance outcomes.

Slightly more than three quarters of the respondents claimed that much school homework was highly appreciated by school administrators with only 4% who strongly disagreed with the same statement. The findings show that school administrators encouraged teachers to assign school homework. This is in line with Cooper (1989) who claimed that the majority of educators support homework for its character building and academic benefits.
5.1 Introduction
This chapter presents the summary of the study findings and conclusions based on the study objectives. Finally the section presents recommendations to teachers, parents, public school headteachers and private school managers and suggestions for further studies.

5.2 Summary of the Research Findings
The purpose of the study was to establish the impact on use of school homework as a method of teaching-learning and investigate parent and teacher factors which influenced pre-primary school teachers to give school homework to children in Ruiru Division, Kiambu County. The selected factors were type of school, teachers' experience, teacher training, professional qualifications, teachers' attitudes towards school homework and parents' demand on school homework. The study employed a descriptive survey design where both qualitative and quantitative methods were used. In the data collection a questionnaire for the pre-primary school teachers was used.

The study findings established that school homework was used as a teaching-learning method by majority of the respondents in both public and private pre-schools. However, there were a few respondents who reported that they did not assign school homework to children due to various reasons which they indicated in their responses. There were some respondents who indicated that children should be given a chance of choosing what to do while others claimed that children relax after school. The study findings also revealed that there were different school homework activities assigned
to children in both public and private pre-primary schools. Majority of the respondents assigned activities related to number work and English language while applying colour to pictures was among the least assigned activities.

When children were assigned with school homework, majority of the respondents expected them to complete it between ten and fifteen minutes. However, there were some children who did not complete their homework assignments especially those who were not assisted by their parents.

The study also explored teacher demographics that influenced use of school homework. The findings of this study revealed that nearly all the respondents had professional qualifications to teach pre-primary school children with the majority having attained diploma qualifications from DICECE training colleges. In the study, teachers with high teaching experience in pre-primary schools appeared to be assigning less school homework as a method of teaching-learning contrary to teachers with medium and low experience.

The study also established that majority of the parents demanded for school homework for their children. Some of the respondents perceived that there were those parents who never liked parental involvement in their children’s homework thus failing to take that responsibility.

The results of teachers’ attitudes towards school homework showed that, school homework was important to pre-primary school children and that it improved academic performance. Some of the respondents did not agree with the fact that homework trained children how to study and use time well. Majority of the respondents perceived that, homework was an effective method of teaching-learning.
method whereas some school administrators were said to appreciate school homework.

5.3 Conclusions

The following conclusions were drawn from this study on impact on use of school homework as a method of teaching-learning in pre-primary schools in Ruiru Division. Most teachers from both public and private pre-primary schools were using school homework as a method of teaching-learning. The few teachers who did not assign homework had a view that children did not need extra school work at home. It was found that not all teachers were trained on use of school homework and therefore not all assigned homework to children. It was evident that some of the subjects taught in pre-primary schools were ignored since children were rarely given homework relating to all of them. It was concluded that there were various factors that affected completion of homework assigned to children including that some parents never assisted their children when doing homework.

It was concluded that teacher demographics such as teaching experience, professional qualifications and teacher training influenced use of school homework as a method of teaching-learning in pre-primary schools. It was evident that teachers with high teaching experience gave less homework when compared to the teachers with few years of experience.

Most parents demanded for school homework for their children in both public and private schools. It was evident that some of the parents did not want to be involved in their children’s homework.

Teachers’ attitudes towards school homework were perceived differently with the majority of the teachers indicating that school homework was important to pre-
primary school children which was believed to prompt improved academic performance. The study established that not all teachers perceived school homework as a method of training learners on how to study and use time well probably because pre-primary school children are still young.

5.4 Recommendations
Based on the findings of this study, the following recommendations are made to different stakeholders including teachers, parents, private school managers and public school headteachers.

5.4.1 Recommendations for Teachers
The study revealed that most teachers in both private and public pre-primary schools used school homework as a method of teaching-learning. It is therefore necessary for pre-primary school teachers who constantly tend to use school homework as a method of teaching-learning to ensure that they adhere to ECDE guidelines in order to use appropriate teaching-learning methods.

5.4.2 Recommendations for Parents
The findings revealed that most parents demanded for daily school homework for their children. There is need for parents to be sensitized by the school administrators on ECDE teaching guidelines required for pre-primary school children. They should also be advised that use of school homework is not the only option for academic progress for their children.

5.4.3. Recommendations for Private School Managers and Public School Headteachers
It was established in this study that most school administrators appreciated school homework. They should therefore collaborate with District Centre for Early
Childhood Education (DICECE) to organize sensitization workshops for them and their teachers on the impact on use of school homework as a teaching-learning method. School administrators should also ensure regular monitoring of teaching-learning methods is done in the appropriate manner as prescribed by ECDE guidelines.

5.4.4. Recommendations for Further Research

The study was carried out in Ruiru Division, Kiambu County. More research studies should be done in other counties on impact on use of school homework as a method of teaching-learning in pre-primary schools to confirm the findings.

Many other factors could be influencing use of school homework as a method of teaching-learning in pre-primary schools. Type of school, teachers’ experience, teacher training, professional qualifications, teachers’ attitudes towards pre-primary school homework and parents’ demand on school homework were established in this study. Studies should be done on the other factors which might be influencing the use of school homework as a method of teaching-learning in pre-primary schools.
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APPENDICES

APPENDIX I: Questionnaire for Pre-Primary School Teachers

The following questionnaire is aimed at assisting the researcher to carry out a study on school homework issues in use of school homework as a method of teaching learning in pre-primary schools.

Kindly answer the questions in the spaces provided. Any information you give will be treated with utmost confidentiality.

PART A:

BACKGROUND INFORMATION

Instructions: please tick (✓) or write the appropriate response.

1. Type of School: Public ( ) Private ( )

2(a) Your Gender: Male ( ) Female ( )

(b) Where does your age fall?

   Below 20 Years ( )
   21-30 Years ( )
   31-40 Years ( )
   41-50 Years ( )
   51 and above ( )

(c) What is your highest professional qualification?
(d) What is your teaching experience in pre-primary school?

1-4 years ( )
5-10 years ( )
11-15 years ( )
16-20 years ( )
21 and above ( )

(e) What type of teacher training did you attend?

DICECE ( )
Montessori ( )
KHA ( )
PART B

3. (a) Do you assign school homework to children in your class?

Yes ( )    No ( )

(b) If YES, how often do you assign it?

(c) If the answer for 3(a) is NO, please state briefly why you don’t assign homework?

4. During your training, were you taught to use school homework as a method of teaching children?

Yes ( )    No ( )

5. What type of school homework activities do you assign to children?

6. (a) Do you consider the amount of school homework that you assign?

Yes ( )    No ( )

(b) How long do you expect children to take to complete given homework?

(i) To spend less than 10 minutes ( )

(ii) To spend between 10-15 minutes ( )

(iii) To spend 16 minutes and above ( )
7. (a) Do all children complete the assigned school homework?

Yes ( )    No ( )

(b) If No, what are the possible reasons of not completing it? ..................................................

........................................................................................................................................................................

8. a) Please indicate using the following phrases your feelings on parents’ demands and parental involvement on school homework.

Strongly Agree (SA), Agree(A), Not Sure (NS), Disagree(D), Strongly Disagree (SD)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree(SA)</th>
<th>Agree(A)</th>
<th>Not Sure (NS)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Parents’ demands for daily school homework</td>
<td></td>
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<tr>
<td>b Parents like being involved in their children’s school homework</td>
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</tbody>
</table>
8. b) Please indicate using the following phrases your feelings about pre-primary school homework:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree(SA)</th>
<th>Agree(A)</th>
<th>Not Sure (NS)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a School homework is important to pre-primary school children</td>
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<tr>
<td>b School homework improves academic performance</td>
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<tr>
<td>c School homework trains learners how to study and use time well</td>
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<tr>
<td>d School homework is an effective method of teaching-learning</td>
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<td></td>
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<tr>
<td>e Much school homework is appreciated by school administrators</td>
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</tr>
</tbody>
</table>
APPENDIX II: Research Authorization from Kenyatta University

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Our Ref: E55/CE/22516/2010
DATE: 16th April, 2015

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION LUCY WANYORA KINUTHIA—REG. NO. E55/CE/22516/2010

I write to introduce Ms. Lucy Wanyora Kinuthia who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Early Childhood Studies.

Ms. Kinuthia intends to conduct research for an M.Ed Proposal entitled, "Impact on Use of School Homework as a Method of Teaching-Learning in Pre-Primary Schools in Ruiru Division, Kiambu County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MRAAABU
FOR DEAN, GRADUATE SCHOOL
APPENDIX III: Research Permit from NACOSTI

NACOSTI/P/15/1488/5970
Lucy Wanyora Kinuthia
Kenyatta University
P.O Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Impact on use of school homework as a method of teaching-learning in pre-primary schools in Ruiru Division, Kiambu County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Kiambu County for a period ending 31st July, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Kiambu County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

Copy to:
The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.