INFLUENCE OF MATERNAL CHARACTERISTICS ON ACADEMIC PERFORMANCE OF LOWER PRIMARY SCHOOL CHILDREN AGED 8 YEARS OLD IN KOSIRAI DIVISION, NANDI COUNTY, KENYA

BY

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JUNE, 2019
DECLARATION

I confirm that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This work has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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I confirm that the work reported in this project was carried out by the candidate under my supervision as University supervisor:

Signature ___________________ Date: ___________________

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DEDICATION

I hereby dedicate this work to my family, my husband Edwin Kosgey and our children Brenda, Brylyn and Brianne.
ACKNOWLEDGEMENTS

First, I thank Almighty God for his guidance and good health he offered through my study period. He not only preserved me, but also granted me the perseverance and the grace that motivated me to move on.

Secondly, I thank Kenyatta University for granting me the opportunity to carry out this research; their support became significant towards the completion of this work.

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ABBREVIATIONS AND ACRONYMS

**AIDs:** Acquired Immune Deficiency Syndrome

**GOK:** Government of Kenya

**HIV:** Human Immunodeficiency Virus

**IQ:** Intellectual Quotient

**KCPE:** Kenya Certificate of Primary Education

**MOE:** Ministry of Education.

**NACOSTI:** National Commission of Science Technology and Innovation

**USA:** United States of America
ABSTRACT

Parents being the educators of children play a key role in their learning. Children’s learning from their parents not only forms the foundation of future learning but also has a great influence on their performance. Even though parental involvement in children’s learning has been associated with high levels of achievement. Mother’s involvement is not as anticipated. This has been attributed to emerging issues that include economic inflation, HIV and AIDS and change in family systems that has led to single parenthood as a result of teenage pregnancies and divorce. Maternal characteristics that influence children’s learning is even triggered by the emerging issues. The main purpose of this study therefore was to investigate the influence of maternal involvement in learning and other maternal characteristics (age, and level of education) on academic performance of lower primary pupils aged eight years in Kosirai division Nandi County. The study was guided Epstein’s conceptual model. Descriptive survey design was used for the study. The subjects of the study were 264 respondents. These included 120 pupils, 120 parents and 24 teachers. All of them were from twelve public schools. Data were obtained using questionnaires for teachers and parents. The study applied purposive sampling techniques to sample out respondents. A pilot study was carried out to help identify any weakness in the tools. Reliability of the instruments was established through comparison of consistence in the developed themes which were triangulated to form justification. Data were analyzed quantitatively guided by research objectives and hypotheses. Chi-square test was then used to determine the relationship between children’s academic performance and maternal characteristics. The findings displayed positive relationship between maternal characteristics and children’s performance, except for the academic levels. The results indicated that there was a significant relationship between mothers’ involvement in children’s learning and children’s performance at lower primary school, there was a significant relationship on mothers’ involvement in children’s learning and their age and occupation. While as there was no significant relationship between mothers’ involvement in children’s learning and their academic level.
CHAPTER ONE
INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter entails background to the study, statement of the problem, purpose, objectives, research questions, significance, limitations and delimitations, assumptions, theoretical and conceptual framework and operational definition of terms.

1.2 Background to the Study

Parents have been educators since time in memorial. Children learn how to talk, and walk from their parents. The learning of children from parents is very vital because it is perceived as the foundation of future learning. In addition, they have a great influence on children's overall performance. In the literature, parental involvement is defined in a multiplicity ways (Epstein, 1986; Fan & Chen, 2001). Even though involvement is an intricate process that habitually surpasses geographic borders, researchers have frequently divide involvement into two groups, that is, home-based and school-based. Parental effort is constantly linked to advanced levels of achievement, and the extent of the effect of parental effort is considerable. Parents' cognitions based on their role have been recognized as a main contributor to their enthusiasm to engage in compassionate parenting.

Epstein (1986), Epstein & Salinas, (1993) and Garcia, (2004) in their studies found out extra ample measures of involvement activities, which are quite helpful for diverse purposes. However, this study presents an assessment of a targeted array of involvement activities regularly employed by parents with their eight year olds. Home-based
characteristics are commonly defined as interactions outside school, between the child and parents (Hoover-Dempsey & Sandler, 2005). These parental characteristics usually hub on the person’s maternal age, maternal level of education, maternal occupation and maternal involvement like assisting with homework, reviewing for an examination, and monitoring academic progress of a child.

Proper practices of parents have been revealed to raise positive learner results throughout children’s education, as well as the high-school years (Bogenschneider, 1997; Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Fehrmann, Keith & Reimers, 1987; Hill & Taylor, 2004; Lamborn, Mounts, Steinberg & Dornbusch, 1991; Steinberg, Elman, & Mounts, 1989). Even with the number of studies that have established the sustained affirmative influence of developmentally proper parental practices on children’s achievements in academic, little studies have been documented on the influence of the mothers’ in their children's academic performance. In a cross-sectional assessment of parenting approach and homework assistance, Cooper, Lindsey and Nye (2000) found out that even though mothers were not much directly implicated with assisting in homework of high-schoolers, they were more involved with the progress of children in elementary school.

In the United States and other Western countries, a huge deal of studies support the belief that parental characteristics such as level of education and parental involvement usually have an affirmative outcome on academic achievement of children. Based on a study of Demmary and Malecki, (2002, cited by Ngigi, 2014), children’s improved attitudes to school, better academic outcomes and emotional adjustment are linked to parents educational aspirations. This suggests that families and parents should work in harmony
in order to optimize children’s performance. In addition, Hill & Taylor, (2004) concluded that parents become knowledgeable about school goals and procedures when they are more involved with their children's schooling. Further, Lareau,(2000) also noted that such parents communicate the significance of education to children, assist children gain knowledge of strategies to improve their perceptions of capability and have power over achievement outcomes (Grodnick & Slowiaczek, 1994), and configure learning practices that result in development of skills (Keith et al., 1993).

Confirmation based on parental involvement in societies is significantly scarce. This is likely attributed to drastic change experienced in family systems. Globally the rates of divorce have risen. This has led to single parenthood whereby mothers are becoming victims. They have assumed men roles and are now bread winners. They focus on providing to their children hence disregards academics. In the 1980s, numerous studies wrapped up that mothers from Japan, were extremely involved in education of their children and were also influential in upholding student achievement compared to mothers in the United States (Stevenson & Stigler, 1992).

More lately, however, downbeat portraits of Japanese mothers came into view. Some researchers within Japan typify mothers as being excessively focused on achievements in academics and neglect the support on social and emotional development, while others condemn them for inconsiderately overlooking their children's schooling and their development while flattering their own self-indulgent craving for leisure or employment (Holloway, 2000, Inoue & Ehara, 1995). Without a doubt, parenting that is permissive or neglectful has been cited as the origin of current problems in the schools that includes bullying, absenteeism, and disruptive behavior in the classroom (Okano & Tsuchiya,
The American Education Act of 1994 projected that by 2000, every school will promote partnership that will increase involvement and participation of parents in enhancing children’s social, emotional, and academic growth. This focused on the establishment of programs to increase parent’s involvement to engage in supporting academic work at home and shared decision making at school. Muola (1990) study noted that a child from a home with adequate learning facilities has an advantage over a child from a home with inadequate learning facilities. Lack of facilities like books may hinder a child from doing homework appropriately. The lack of facilities among children may be attributed to many emerging issues like divorce, children being orphaned as a result of chronic illness like HIV; these have led to families experienced tough economic times hence do not meet education needs.

Further studies carried out in African countries have shown direct link between mothers’ level of education and children’s performance. A research carried out by Women Education Researchers of Kenya (WERK, 2004) in Kenya, Tanzania and Uganda concluded that there is a direct relationship between mother level of education and performance of children. However we cannot underestimate the effects of employment that has led to working mothers. Children have been left under the custody house girls hence the impact of mothers on children’s learning is not significant. In addition, WERK researchers found that children whose mothers have never been to school are more likely to be out of school or perform poorly than those whose mothers have completed at least primary school.

There is a need to actively involve parents in children’s education. According to a
comprehensive study of Kenya by Muola (1990), parents can be supportive in curriculum implementation, discussing school events and activities with their children, helping their children with class or program selection, attending school meetings and assisting children in homework. However, from a survey study carried out in Uganda, 4 out of 10 Ugandans never check their children’s work while more than half of the parents talk to teachers about children’s learning (Uwezo Report, 2014). In Kenyan schools, head teachers organize open days where parents consult with teachers on the progress of their children in various subjects. The role of parents is projected as important in helping children to learn (Muola, 1990). However the turn up of such meetings has low and this can be attributed to factors like working mothers and single parenthood.

A single explanation for this noticeable paradox that concern mothers’ role in the support of their children's schooling is that preceding work has depended much on mothers’ role and thus the majority of the studies did not take into account the fathers’ role in academic achievement of their children. Parent’s involvement has become a major point of focus. A mothers' influence is more profound than that of the school or the father. A study conducted in USA by the Education Department (1996) revealed that the success of children in school is high when mothers set high realistic goals. Children tend to respond positively by trying to achieve them. In addition, it revealed that encouragements by parents enhanced good results and monitoring their children's homework led to increased academic achievement. Mothers contribute significantly in creating an environment that is nurturing and stimulating in which children may grow in as well as learn. Hence maternal involvement enhances morale, attitudes and academic achievement of children across every subject area.
1.3 Statement of the Problem

Education has become a propelling force for achieving better standards of living for individuals. In Kenya, education has a role to play in defining the future for individual children. As a result, it is worthwhile to note that school alone cannot do much without parents’ involvement. While a lot of research has documented how parental involvement influences their children’s academic performance, little is known about the influence of maternal characteristics like education level and occupation on the same. From a casual observation, the common practice today is that children are sent to school and it is the role of the teacher to ensure that children acquire relevant knowledge and skills. However, Bali, (1984) states that mentor of the family especially the mother have a vital role to play in their children’s education. Many mothers are currently neglecting their role in children’s learning. This can be attributed to economic inflation and change in family systems. As a result, working mothers and single parenthood are in the rise. Also HIV infections among other chronic illness have been in the rise hence has diverted parent’s energies from education.

Maternal involvement in children’s learning can be also hindered by factors such as age, occupation, and education level. Mother’s involvement in school activities is crucial to children’s success in both school and future life. A number of studies that concern parental involvement have been carried out worldwide. However, Kenya research does not tell us much on maternal characteristics (that are some of the factors that hinder parent’s involvement) and their influence in academic performance of their children. In addition, there are very few studies on how mothers are involved in their academic performance of their children in Kosirai Division, Nandi County in Kenya.
Parental involvement has been extensively associated with a variety of enhanced school results for elementary, middle and high school students, including diverse indicators of attainment and the development of student characteristics that enhance achievement. Even though parental involvement is a vital provider of children’s affirmative school results, not all mothers are keen to their children’s learning. This may be attributed to the emerging issues that have led to economic inflation. The working mothers who are educated have left their children’s learning to house girls. The change in family structure that has led to single parenthood has left mothers struggling to provide basic needs underrating education needs. For example in Kosirai Division most mothers are single and have fled to nearby estates to earn a living. This study therefore investigated the influence of maternal characteristics (like education level, age, and occupation) on academic success, not underestimating the effects of emerging issues that have affected parental involvement in learning. Consequently, the main objective of this study was to investigate the influence of maternal age, level of education, occupation, and maternal involvement in children’s school activities influence academic success of their children aged eight years in lower primary schools in Kosirai Division, Nandi County, Kenya.

1.4 Purpose of the Study
The purpose of this study was to establish whether maternal characteristics (age, level of education and occupation) in their lower primary school children’s education influences to children’s academic performance in Kosirai Division, Nandi County.

1.5 Objectives of the Study
The following were the objectives of the study;
1. To find out whether maternal involvement in school activities in their lower primary school education relates to children’s academic performance.

2. To determine whether there is significant difference in means of mothers’ involvement in their children’s education between mothers of different age groups.

3. To establish the extent to which maternal level of education influence academic performance of lower primary school children.

4. To investigate whether maternal occupation influences academic performance of lower primary school children.

1.6 Research Questions

1. How does maternal involvement in school activities relate to academic performance of lower primary school children?

2. To what extent does maternal age influence academic performance of lower primary school children?

3. How does maternal level of education influence academic performance of lower primary school children?

4. In what way does maternal occupation influence academic performance of lower primary school children?

1.7 Hypotheses
Ho₁: There is no significant relationship between mothers’ involvement in their children’s education and children’s performance at lower primary school.

Ho₂: There is no significant relationship between mothers’ involvement in children’s learning and their age?

Ho₃: There is no significant relationship between mothers’ involvement in children’s learning and their academic level.

Ho₄: There is no significant relationship between mothers’ involvement in children’s learning and their occupation.

1.8 Assumptions of the Study

The study was based on the assumptions that:

1. There were eligible children of between six and eight years old in lower primary schools in Kosirai Division Nandi County.

2. It was further assumed that there would be barriers which would impede access to availability of parents.

1.9 Limitations of the Study

The researcher experienced challenges such as financial constraints and unwillingness of respondents to share information. The researcher sought financial support from parents. Further respondents were persuaded to share honest information through assuring them that whatever they shared were kept confidential.

1.10 Delimitations of the Study

The study focused on maternal involvement in their children’s education and academic
performance at lower primary school. It did not focus on both parents. All mothers were included irrespective of marital status. It was limited to cognitive aspect only. The study was also limited to lower primary school children aged between 6 and 8 who have mothers and are from Kosirai division, Nandi County.

1.11 Significance of the Study

It is anticipated that the study findings may be useful to policy makers in the Ministry of Education to make policies that would encourage programs to sensitize parents and especially mothers on the need of involvement in their children’s educational activities.

The findings of the study may be utilized by teachers as well as school administration to start activities that will motivate mothers to get involved in their children’s education. Some of these activities include, inviting them for parents meetings, sports days and closing days.

The study also may provide vital information that may help individuals that include the scholars to determine the extent of maternal involvement in their lower primary school children’s education in Kosirai. Based on the results of the study, efforts to promote mother’s participation in school work can be enhanced. Further, the findings may add knowledge on how maternal characteristics influence academic performance of children and may help create gaps that can form basis for further studies.

1.12 Theoretical Framework

This study employed Epstein’s conceptual model as well as cultural capital theory. The
theory enlightens on parental involvement that is based on how parent–child interactions influence children’s motivation and schooling. Involvement that is behavioral in nature is the parents' public actions that represent their interest in children’s education, like attending a house that is open or participating in volunteer work at the school. Further, it explains of involvements that are personal and include parent–child interactions that communicate attitudes that are positive about school and the significance of education to the child. Cognitive/intellectual involvement on the other hand refers to behaviors/activities that enhance skill development in children and knowledge, that include reading of books and visiting museums. Parental involvement as per this theory, influence child’s achievement as these interactions affect motivation of children, sense of competence as well as the belief of having control over their success in school (Wendy, Grolnick, and Slowiaczek, 1994). Parental involvement generally include activities like helping children with homework, discussing school events or courses, volunteering at school and going to participate in schools’ events. Parental involvement is a task that focuses on parent’s beliefs about parental responsibilities as well as roles. A parent can aid his/her child to succeed in school, however, the involvement opportunities should be provided in school or by the teacher. In addition, the theory explained that when parents get involve in children’s education, schooling is affected through their acquirement of knowledge, skills, and an improved sense of confidence that they can succeed in school (Kathleen and Tyoung, 1995). A child's educational development is enhanced when school, family and community work collaboratively towards shared goals as they are three significant influence spheres in a child’s development. The support that schools can give is to create greater "overlap" between the three environments that
include school, home, and community through implementing activities across the six categories of involvement: parenting, communication, volunteering, learning at home, decision-making, and partnering with the community to implement activities across all six types of involvement, educators can play the role of improving child’s achievement and experiences in school (Epstein, 2001).

Cultural capital theory, developed by Bourdieu, and applied to elementary schools by Lee and Bowens, provides a theory that predicts how parents get involved in elementary education of their children. In particular, it foresees that parents who are superior in cultural capital will be more involved, and that involvement will be more efficient in helping their children to succeed. Involvement of parents in education of their children has become extensively recognized as a forecaster of positive academic outcomes (Barwegen and Joyce, 2004). Parental involvement is a precious tool that increases the likelihood of enhancing children’s education success and a put up acquiescent to influence by intervention (Christenson and Nicholas 2005). As the parental involvement research has grown, it has also become comprehensible to many researchers that parental involvement is a multidimensional rather than consistent construct (Fishel, Carolyn & Susan 2005). Epstein’s parental involvement framework is the most referenced, tested, and widely-accepted conceptual model of parental involvement (Fishel, 2007). The six sub-constructs include: parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. Parenting refers to the actions of a parent that promote the children’s learning and cognitive development, not necessarily tied to school. Communicating involve home-to-school communication that regard children’s academic development and other academically relevant information.
Volunteering on the other hand, involve the parental attendance in a range of school events that cut across in scope from classroom activities to school wide event.

1.13 Conceptual Framework

This section covers the variables on the parental involvement on academic performance of preschool children. These variables include; parental factors, home environment, parent-school communication, educational activities at home and school. Figure 1.1 clearly illustrates how the Independent variables that involve other factors/variables influence the dependent variable that is the academic performance. The extent at which parents get engaged in activities that include providing, communication, monitoring, teaching and shared activities the academic performance of lower primary school children. Other maternal characteristics that include age, occupation and academic level also influence the performance of children. The extents at which mothers engage in children’s learning depend on their personality as well as how administration engages them in school activities.
Independent Variables

- Maternal Age
- Maternal Occupation
- Maternal Academic Level

Intervening Variables

- Maternal Personality
- Extent at which Administration engage mothers in children’s education

Dependent Variables

- Primary school children’s Academic Achievement

Figure 1.1. Conceptual framework

Source: Researcher
1.14 Operational Definitions of Terms

**Academic Performance:** Child's total score in the lower primary activities according to teacher's assessment. These activities are language, math, science and environmental.

**Child:** Is a person aged 8 years and is in lower primary level.

**Education Level:** Highest academic certificate the mother achieved such as primary, secondary, college or university degree.

**Maternal Age:** The chronological age of mothers with 8 years year olds in Kosirai division.

**Maternal Occupation:** The nature of work mothers do to earn a living. This include: not working, teaching, business, managing, clerical or small scale farmer.

**Parent:** This may include the biological, guardian or older siblings who are involved in the academic progress of the child.

**Parental Involvement:** This is the interest of a mother that she may show in the academic performance of the child. This may include checking homework, reading for the child, asking questions to do with child's learning, providing necessary resources and a conducive environment for learning.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature in this chapter is reviewed under the following themes: maternal involved in their child education, maternal age, maternal level of education and maternal occupation. Finally, summary of the reviewed literature is presented.

2.2 Maternal Involvement and Academic Performance

Efforts of parents is consistently linked to achievements of higher levels, and the extent of the effect of parental effort is more significant for educational attainment of a child compared to the school's effort, which in turn is more key than the child's own effort. Children with parents who are involved in their schoolwork are likely to have fewer behavioral problems and improved academic performance, and are more likely to complete high school compared to students whose parents are not involved in their schooling. The positive effects of parental involvement have been established at both levels of primary and secondary schools level across numerous studies, with the major effects often taking place at the preschool level. A current analysis illustrated that parental involvement in school life was more powerfully linked to high academic performance for middle schoolers than helping with homework (Data Bank, 2013). However there is need to note that the emerging issues that have resulted to tough economic times have influenced parental involvement in children’s education.
Involvement permits parents to keep an eye on both school and classroom activities, and to harmonize their efforts with teachers to motivate acceptable classroom behavior and guarantee that the child finishes schoolwork. Teachers of children with greatly involved parents tend to give more attention to those children, and they are more likely to discovering advance stages of problems that might hinder child’s learning. Teachers’ self-perception and job satisfaction have been also found to positively influence parental involvements in school as well as positive parent-teacher interactions. However when economic and social issues suppress mothers, they can divert their attention from their children’s education. This not only impact negatively to children’s achievements but also to teachers who might become reluctant on their job hence may not attain positive self-perception as well as job satisfaction.

Maternal involvement is very vital for children’s holistic development. A number of the research based on relations of a parent and child has been clued-up by the belief that children’s physical, emotional, psychological, and social well-being are influenced by mothers through behaviours that are expressive and affective and are comprised of warmth and nurturance (Bowlby, 1969; Hojat, 1999; Mahler & Furer, 1968; Phares, 1992; Stern, 1995). A study based on parental involvement model of children reading to parents, found out that children who read to their parents on a habitual basis made better gains compared to the children who received comparable amount of additional reading instructions by a specialists on reading at school (Tizard, Schofield, & Hewison, 1982). This implies that the children who might not get chance to read to parents due to parents being busy or absent completely may miss out on the benefits.
Globally, it is believed that parent-child relationship may develop as an influence from economic status of a family (World Bank, 2000). According to Western, Macmillan and Durrington (1998), the educational and occupational attainment of a person have been theoretically and empirically linked to the economic status of the household in which they grew up. One of the ways through which occupational status of parents influences achievement of the offspring is by its effect on the influenced to achieve. Education attainment of the household may influence the drive to achieve by the child, leading to better performance. This imply that more educated parents can be role models to their children and also these parents may be involved fully in their children’s learning since they need their children to perform like they did or even better. On the other hand, parents who did not attain maximum level of education may motivate their children toward achievements. Such parents may work hand in hand with teachers to ensure their children perform well. Auerbach (1989) also showed that "indirect factors including frequency of children's outings with adults, number of maternal outings, emotional climate of the home, amount of time spent interacting with adults, level of financial stress, enrichment activities, and parental involvement with the schools had a stronger effect on many aspects of reading and writing than did direct literacy activities, such as helping with homework" (Auerbach, 1989). However, some cultures believe that it is the teachers’ duty to educate children while parents raise the child to become an asset in the community. Researchers also have shown that early aggression among other behavioral problems can damage intellectual development over time and this can lead to poor academic performance (Hinshaw, 1992; Huesmann, Eron, & Yarmel, 1987). Stipek (1998) has further argued that behavioral problems influence young children’s
opportunities negatively to learn. This is due to the fact that these children may develop conflict relationships with teachers as a result of consistent punishment of such behaviours, thus leading to negative attitudes towards school hence lowered academic success. Thus, parent level of education as well as patterns of family interaction throughout childhood also might be associated more directly to the academic success of a child and attitudes that are achievement-oriented. This study therefore found out that there was significant relationship between mothers’ involvement in their children’s education and their academic performance.

2.3 Maternal Age and Academic Performance

Children given birth by adolescent mothers are at higher threat for adverse intellectual, socio-emotional, and behavioral development. As early as toddlerhood, these children often experience delays in intellectual and linguistic development, impairment of socio-emotional functioning, behavior problems that are clinically significant and problematic academic achievement (Culp, Osofsky, & O’Brien, 1996; Spieker, Larson, Lewis, White, & Gilchrist, 1997; Whitman, Borkowski, Keogh, & Weed, 2001). This implies that children who are given birth to immature mothers experience problems in later life. In the late childhood and adolescence stages, a number of children experience low IQs, poor literacy skills, difficulties in academic tasks, and felonious behaviors (Brooks-Gunn & Chase-Lansdale, 1995; Furstenberg, Hughes, & Brooks-Gunn, 1992). These adverse outcomes appear to be associated with the risks that children born to mothers under adolescent stage are exposed to early in their lives, such as the young mothers’ lack of cognitive readiness for parenting. A large amount of the literature based on maternal age and educational performance of children has utilized data from the United States. The
primary wave of studies in this literature found out that children born to young or teenage mothers have poorer scores in tests, lesser educational achievements, and additional behavioural problems compared to children born to mothers who are older. Generally, the findings of these studies found out effects that were not only statistical but also significant, as well as of considerable magnitude. Many researchers and policymakers argue that mothers who are young, especially teen age mothers, are less likely to emotionally and financially raise offspring who can be capable, healthy and well-adjusted (Hayes, 1987; Maynard, 1997). These worries are heightened by the sturdy first-order correlation between early parenthood and numerous deprived child outcomes that include low birth weight, low cognitive test scores, behavioral problems, grade repetition, and adult economic disadvantage. This implies that children born to teenage girls are not affected emotionally but also cognitively and even socially.

Pregnancy among teenagers has long been identified as a factor that risk for undesirable perinatal and outcomes that are long-term. The incidence of low birth weight has been seen to be much higher among children of teenage mothers compared to children of women past adolescence, and giving birth at teen years has been found to be allied to higher risk of prematurity. Negative impacts on long-term cognitive and emotional development and on the educational performance of these children have also been constantly observed. Most of these impacts have been accredited to other factors, young maternal age included. These findings are consistent when a number of developed and undeveloped countries are compared (Goodman & Sianesi, 2005). Authors have long accredited the baffling influences of maternal education, poverty, marital status, and, more generally, family background. Often, still after the control for such baffling factors,
negative impacts have still been noticed, but in some studies, the negative impact have been found to totally disappear, and some effects that are positive of younger age have even been found. As a result of the various negative impacts that come with teenage pregnancies, there is need for sex education to teenage girls.

A lot of studies of early childbearing have paid attention on the consequences for the mother in focus of employment, earnings and human capital accumulation. However, there is likelihood that a mother's age also has a fundamental effect on the outcomes of a child. Further, while the majority of studies have focused on teenage motherhood, policymakers might also be alarmed with the effect of old age for mothers. In simple terms, we might desire to be acquainted with not only whether children of 28 year-old mothers perform better than children of 18 year-old mothers, but also whether children of 38 year-old mothers perform better than children of 28 year-old mothers. There is a likelihood that mothers who are younger may be unprepared emotionally for motherhood, that they may have less skills for parenting than if they had developed into older age parents, that they may be less sensitive in responding to the infant needs, or that they may end up to more poorly knowledgeable choices about daycare, kindergarten and preschool. On the contrary, it might be the case that maternal age will be negatively associated with outcomes of a child, for example mothers who are older are less fit physically, get less support from grandparents, or spend little time with their children due to higher opportunity cost. Women who give birth at a young age may also be poorer, less educated, and less likely to be married than older mothers. Mothers who are younger may also differ with respect to unnoticeable characteristics that include academic aptitude, intrinsic motivation, and social networks. If women who have children at a young age are
different systematically from women who have children at older ages, then we cannot presume that outcome differences of children of younger and older mothers inform us what would occur if the same woman chose to holdup childbearing (Leigh & Gong, 2010). This implies that young mothers who are not yet ready to rear children are not only physically unfit due to that they are still developing but they are also less educated and are likely to struggle to provide for their children. This might therefore impact negatively to their children's performance. These mothers are mostly single mothers who are likely to engage in informal jobs for example in estates to earn a living. They struggle to provide for the basic needs hence may not prioritize children’s education. This study therefore found out that there was significant relationship between mothers’ involvement in children’s learning and their ages.

2.4 Maternal Level of Education and Academic Performance

The reason behind children’s success or failure in school is one of the main continuing questions for researchers in education sector. A prominent finding from traditional research based on adult education and intervention programs for early childhood is that the level of education of a mother is one of the most significant factors that influence children’s levels of readings and other achievements in school. In general, traditional research has exposed that more mothers that are highly educated have better success in providing cognitive and language skills to their children that contribute to early success in school (Sticht & McDonald, 1990). Also, children of mothers with levels of education that are higher hang about in school longer than children of mothers with low levels of education. However, with the notion that these mothers are so busy since most of them are working has impact negatively on the children’s learning. At most cases house girls
who are less educated are left to guide children while doing homework.

Based on the research, parental education is indeed a vital and significant exceptional predictor of the achievements of a child. For example, in an analysis of data from several large-scale developmental studies, Duncan and Brooks-Gunn (1997) concluded that education of maternal was associated significantly to children’s intellectual outcomes even subsequent to the control for a diversity of other indicators of socio-economic status such as household income. Davis-Kean (2005) found undeviating effects of parental education, but not income, on European American children’s standardized achievement scores; both parental education and income put forth circuitous effects on parents’ achievement-fostering behaviors, and subsequently achievement of children, through their effects on parents’ educational prospects. It is significant for the reader to keep in mind that studies that are traditional in nature focus on broad populations instead of the populations most likely to undergo difficulties of acquisition of basic literacy skills. There is proof that suggests that studies that are correlation intended to offer information for literacy intervention have recognized symptoms of the causal variables. The family social and cultural precepts are factors that are causal and must be addressed in programs planned to produce long-term changes in the lives of family members that are disadvantaged (Hayes, 1991; Gadsden, in press). This report examines recent research and program developments designed to enhance children’s education by improving parent’s literacy skills (particularly their mothers) who never graduated from high school.

A growing body of research has suggested that how parents up bring their children may be more imperative than the parents' occupation, income, or educational level (Taylor & Dorsey-Gaines, 1988; Teale, 1986; Snow, Barnes, Chandler, Goodman, & Hemphill,
It is probable that socioeconomic status and low levels of parental education could affect negatively the patterns of family interaction, which can enhance child behavioral problems and in turn may lower attitudes that are both academic and achievement-oriented over time. Sewel and Hauser (1975) found out that mother’s education has positive effects on a person’s intellectual ability, completed schooling, and adult occupation status. In few studies carried out earlier, sons of mothers who are employed and are in the middle class showed lower performance in school and low I.Q scores throughout the grade school years compared to full-time homemakers (Hoffman, Young blade, Coley, Fuligni & Kovacs, 1999; Westman, 2001). In close to ten years ago, three separate studies conducted, looked at that relationship; While as two of these studies found no difference, the third one also found lower scores for sons of mothers who were employed and in the middle-class (Mayer, 2002). There is likelihood that children of most educated mothers can perform poorly if the parent is not keen on their learning. There is likelihood also those children of less educated mothers may excel academically. Some mothers who are less educated may get involved fully on their children’s learning. This study found out that there was no relationship between mothers’ involvement in children’s learning and their academic levels.

2.5 Maternal Occupation and Academic Performance

According to traditional customs, employment and motherhood were perceived as irreconcilable roles. Long time ago, most women ventured into employment but with the thinking that when they married or became expectant they would pull out from the workforce. Of late, women have started to enter the workforce with a long-term attitude
where they devote more and, instead of working discontinuous jobs, plan a career. These women have a tendency to marry later and bear children at more advanced ages in order to concentrate first in career. The research carried out in over the last forty years shows that the employment status of mothers is not so vigorous a variable that the simple assessments of the children of employed and non-employed mothers will disclose consequential differences. The relationships have had to be scrutinized with the focus to other variables that moderated effects; predominantly significant were social class, the marital status of mothers, whether the employment was part or full-time, the attitudes of parents, and the gender of a child (Allen& Dally, 2007). However, there is need to note that with the emerging issues like economic inflation, HIV and AIDS and change in family systems (that has led to divorce and single parenthood) every mother is becoming a working mother.

Preceding research has also found some differences in social adjustment of children of non-employed and employed mothers, but with less evenness. Daughters of working mothers have been found to be more autonomous, specifically while interacting with their peers in a school setting, and to attain higher on measures for socio-emotional adjustment. The results for sons have been quite varied and differ with social class and with children’s age when they were tested. One finding carried out from the 1970's showed that in the blue-collar class, sons of working mothers excel in academics but there was a wrench in the father-son relationship. This was interpreted to reflect more on traditional gender-role attitudes in the blue collar class. The mother's employment was perceived as a symbol that the father was an insufficient bread-winner, and if the fathers helped out with other chores like housework and child care, they hate it. The additional
social adjustment findings from the recent Michigan study according to Claster and Blair (2013) displayed consistent results with the previous ones but extended them. Daughters with working mothers, across the groups that are different, showed more positive insolence as per the ratings of the teacher (this implies that they contributed in class discussions, asked questions when instructions were indistinct, they were contented in leadership positions), and they showed fewer acting-out behavior. They were also less shy, more self-governing and had a higher sense of efficiency. Working-class boys also displayed more positive social adjustment when their mothers were employed, and this was spot on families of both one-parent and two-parents. For the middle-class boys, though their scores in academic were higher, there were little facts on social adjustment benefits from their mothers' employment. In fact, there were some facts that those with working class mothers displayed more acting-out behavior than the sons of permanent homemakers.

Girls of working class mothers compared to girls whose mothers were permanent homemakers indicate that women as well as men could accomplish the activities that are usually linked to men; that is, daughters of employed mothers saw women as more capable in the traditionally male domain than the homemakers' daughters did. This result apprehended for girls in two-parent homes and girls in one-parent homes. For boys, however, status of employment was not connected to the measure of women's capability to perform male activities. On the other hand, both sons and daughters of mothers who were employed and from two-parent families felt that men could perform the female activities, while those with permanent homemakers did not, but this was factual only in two-parent families. Succeeding analysis showed that the cause that it was only found in
families of two parent is that, it was carried by the truth that, in the two parent families, fathers' with working class wives were more lively in traditionally women tasks and in child care. Thus, motherly employment was connected to the less stereotyped view of what men can perform because of the effect of maternal employment on the father's role and, in the nonexistence of a father; the outcome did not take place.

A study showed that maternal employment has a positive impact on academic performance of children. It is a trade-off that has troubled even the most hard-headed working parent: time at work versus time with the kids. Mothers are particularly prone to apprehension over the clash between job and family. Although the workforce partaking rate of mothers has surged in the precedent 30 years, the expectation especially in Australia is that mothers are very present with children in their early years. However, researchers have made a finding that will reassure guilt-ridden career women: children with mothers who work perform better in high school compared to those with a stay-at-home mum. Generally, the findings indicate that around the clock employed mothers spend little time with their toddlers and preschoolers than part-time and the unemployed mothers, but this effect lessen with maternal education and with the child’s age. In addition, the effect also lessens with the nature of the interactions. Studies indicate that mothers who are employed tend to recompense for their absence in the proportion of direct interaction and in the amount of time with the child during the hours of non-work and over weekends (Bryson & Forth, 2007). A number of studies that employed behavioral observations of interactions between mother and infant showed that mothers who are employed interacted more with their infants, particularly through verbal stimulation. Some studies have found no difference in mothers' sensitivity in interactions
with their infants between the non-employed and employed mothers (Gotfried & Gotfried, 1988; Westman, 2001; Benson & Haith, 2009).

The findings from the reviewed literature yielded mixed reactions. It can be concluded that there are mothers who are employed and may be responsible to their children’s learning. These children not only excel academically but also in social life. However the working mothers who are not responsible to their children have dedicated their roles to house helps has impacted on their children academic and social life negatively.

This study found out that there was a relationship between mothers’ involvement in children’s learning and their occupation.

2.6 Summary of the Literature Review

Parental involvement in children’s learning is very significant in that it may yield to children with behavioral problems and improved academic performance. The children of supportive parents are likely to complete high school compared to students whose parents are not involved in their schooling. However, mother’s involvement on children’s learning has been influenced by a number of emerging issues like economic inflation and change of family systems. These have led to single parenthood that has seen them become working mothers irrespective of their academic levels. School dropout girls who give birth to children can opt to work in estates to earn a living. Furthermore single mothers as a result death of their spouses or divorce are struggling to provide basic needs to their children. They are becoming busy and their minds are diverted completely away from education. Families that have been struck with epidemics like HIV have their resources and time diverted. Mothers of such families attach less meaning to children’s
learning. Involvement of mothers in children’s learning is greatly influenced by their age academic levels and occupation that are in turn triggered by emerging issues.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focused on the methodology that was used in this study. This included the Research Design, Location of the Study, Target Population, the Sample Size and Sampling Procedures, Research Instruments and their Validity and Reliability, Data Collection Procedures, Analysis and Presentation of data, logistical and Ethical Considerations.

3.2 Research Design and Locale

The research design addresses the questions of how to plan a study. The research design that was adopted in this study is descriptive survey research design. Descriptive Survey design intends to obtain pertinent and precise information concerning the status of phenomena. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). It can be used when collecting information about people’s attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). It was for these reasons that this study employed descriptive survey research design to examine the influence of maternal characteristics on lower primary school children's academic performance in Kosirai Division, Nandi County. The design that was used was appropriate and efficient to use in such a study as it was an accurate counter and indicator that measured the influence of maternal characteristics on lower primary school children’s academic performance and
the design made it possible, to drew valid general conclusions from the facts discovered (Lokesh, 1984).

The study was carried out in Kosirai division that has an area of 195 square kilometers (76 square miles) and a population of 35,383 individuals and 6,643 households (Central Bureau of Statistics, 1999). Kosiraion Latitude.0.2667°, Longitude. 35.1333°. Though the opinions of communities and other stakeholders would be very useful in this study, it was not possible to cover them since tracing them required considerable amount of time, resources and other logistics. However the researcher gathered enough views from other respondents who were chosen for the study.

The study was carried out in Kosirai Division, Nandi County. This is because there are estates in the area hence mothers of diverse characteristics in terms of age, academic levels and occupation are found in the place. There are high rates of single parenthood in the estates. Children drop out of school and be married earlier. Early pregnancies also are witnessed in the place. Off the estates in Kosirai Division are mothers with high academic levels who are working in different places as per their specialization. The location was chosen due to the homogeneous nature of the study population and the well-developed infrastructure. Singleton, Strait & Strait (1993) argue that the ideal setting for any study should be easily accessible to the researcher.

3.3 Target Population

The target population comprised of all parents with pupils aged eight years who are enrolled in lower primary. It also included all lower primary school teachers in all schools in Kosirai Division, Nandi County.
3.4 Sampling Techniques and Sample Size Determination

3.4.1 Sampling Techniques

This section contains the sampling procedures and the sample size of the study.

To arrive at the sample of the study, the researcher employed simple random and purposive sampling procedures. Purposive sampling was used to select the target public schools with more than one stream in Kosirai Division, the pupils and the parent. The top five and bottom five grade three children based on the teacher’s list of performance for previous term were purposely selected. This implied that 10 pupils from grade three were selected in every school; In addition the mothers of the children selected were given questionnaires to fill. Further, simple random sampling was used to select lower-primary school teachers that were involved in this study.

3.4.2 Sample Size

According to Webster (1995) a sample is a finite part of a statistical population whose properties are studied to gain information about the whole. The sample should closely reflect or represent the study population. If the sample is representative, one can generalize sample results to the population. According to the Guilford Press (2009) this sample should represent 10% of the population. This is because the sample should be representative of the study population. The study was carried out in 12 (25%) of the public primary schools in Kosirai Division, which is way above the recommended 10%. Further, 120 lower primary pupils were sampled and the mothers of these children were purposely selected. Twenty four lower- primary school teachers were selected.
Table 3.1: The Sample Size

<table>
<thead>
<tr>
<th>Schools</th>
<th>Teachers</th>
<th>Pupils</th>
<th>Mothers of selected pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>Sample</td>
<td>Population</td>
<td>Sample</td>
</tr>
<tr>
<td>50</td>
<td>12</td>
<td>240</td>
<td>24</td>
</tr>
</tbody>
</table>

3.5 Research Instruments

This study used questionnaire, interview schedule and an achievement test.

3.5.1 Interview Schedule

The interview schedule was administered to the teachers who were selected for the study.

The items in the interview schedule sought to generate opinions of teachers on influence of maternal characteristics and academic performance of lower primary school children.

3.5.2 Questionnaire

Best and Kahn (1992) observe that questionnaires enable the person administering them to explain the purpose of the study by giving meaning of the items that may not be clear. A self-administered questionnaire for parents was employed. The questionnaires had both open-ended and closed items. The items sought information on maternal characteristics and their influence on children’s academic performance.

3.5.3 Achievement Test

Teachers ‘assessment on lower primary school children's performance was used to identify high and low performing children. The assessment measured what children learnt in class three. Their level of performance was reflected in the scores in the five areas
namely: Mathematics, English, Kiswahili, Science and Social Studies. The minimum and maximum total scores were obtained from teachers assessment reports.

3.5.4 Pilot study
Schmader (2011) defines pilot study as a preliminary investigation intended to collect data to prepare for a larger, more definitive study. A pilot study was carried out in four primary schools, where eight teachers were interviewed and 20 mothers whose children are learning in the primary schools were given questionnaires to fill. The schools chosen therefore could not be included in the actual research.

3.5.5 Validity of Instruments
Creswell (2005) state that researchers evaluate content validity by going to a panel of experts and have them identify whether the questions are valid. Testing for the validity of the instruments of this study, the researcher with the assistance of early childhood experts went through each item and its responses respectively to check whether it generated required information. The items that were not generated required information were dropped and replaced by the ones that generated required information.

3.5.6 Reliability
The reliability of the instruments was tested during the piloting stage. For this case, test retest methods were used. The questionnaires of the study were administered to 20 mothers to fill. The same questionnaires were administered again after a month. The scores obtained from mothers’ involvement in their lower primary school children’s education were computed for each mother for two sets. Chi-square was used to compute the correlation of these scores, a positive correlation of 0.5 was obtained and the instruments were considered reliable.
3.6 Data Collection
After obtaining the permission from relevant authorities, the researcher proceeded to the field, where data were collected in two stages. Prior to collecting data, the researcher visited the selected schools and made orientations and also notified the school of its selection for study. After which the collection of data started with the lower primary school teachers of the selected schools. The selected parents of grade three pupils then followed and were given questionnaires to fill, which were collected immediately after completion. The researcher ensured that all parents of selected pupils were informed of the meeting on time. The head teachers of selected schools contacted parents through phone messages and phone calls. Invitation letters were also presented to parents. The researcher made all possible attempts to ensure that the data attained from questionnaires were valid and reliable. To ensure this, the researcher established a good rapport with respondents and assured them that the information they were to give would be treated with utmost confidentiality.

3.7 Logistical and Ethical Considerations
This section presents the logistical and ethical considerations of the study.

3.7.1 Logistical Considerations
Before proceeding to the field, the researcher sought a letter from Graduate school at Kenyatta University. This allowed the researcher to proceed to National Council of Science and Innovation to obtain a permit that allows the collection of the data. Further the researcher notified the Minister of Education, Nandi County on the research that was carried out.
3.7.2 Ethical Considerations
Participation in the research was voluntary and the researcher got informed consent from
the respondents. Permission was sought from head teachers, teachers, and parents during
the initial visits to the schools before involving them. The researcher established a good
rapport with the respondents. Arrangements were made through the head teacher to meet
the parents. All the respondents were assured that the information was treated as
confidential and was used only for the purpose of the study.

3.8 Data Analysis
After collection of the instruments, the researcher read through them to ascertain
whether all the items had been responded to. The Statistical Package for Social
Sciences (SPSS) was used to prepare and organize data for analysis. Descriptive
analysis involved calculation of various measures of central tendency which include
frequencies. Inferential statistical analysis involved testing the relationship between
variables.

The quantitative data from questionnaires were coded using symbols based on
variables of maternal characteristics. Further, the raw data were then tabulated and chi-
square was used to determine the difference in performance between mothers’
characteristics and their children.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The chapter presents the results of this study. The demographic information will be first presented then followed by results with discussions in relation to others studies on maternal involvement. Data is presented in two sections. The demographic characteristics of mothers has been presented first and then followed by descriptive results and discussion as per objectives of the study.

4.2 General and Demographic Information

4.2.1 General Information

In this study, 120 mothers were sampled to whose lower primary school children had been selected based on their class performance. Out of 120 mothers sampled, 102(85%) accepted to participate while 18(15%) declined. Twenty- four teachers from lower primary were interviewed. The demographic information that was required from mothers and teachers that participated included: academic level, age, occupation and gender of their child in lower primary school. Tables 4.1, 4.2, 4.3 and 4.4 present the findings of the highlighted demographic information of mothers.

Mothers’ and Teachers’ Age

Mothers and teachers were asked to state their age ranging from 26-30, 31-35, 36-40, 41-45, and 50 and above. Table 4.1 presents the findings of this demographic.
Table 4.1 Mothers’ and Teachers’ Age

<table>
<thead>
<tr>
<th>Mothers’ Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-30</td>
<td>22</td>
<td>21.5</td>
</tr>
<tr>
<td>31-35</td>
<td>34</td>
<td>33.3</td>
</tr>
<tr>
<td>36-40</td>
<td>10</td>
<td>9.8</td>
</tr>
<tr>
<td>41-45</td>
<td>18</td>
<td>17.6</td>
</tr>
<tr>
<td>46-50</td>
<td>12</td>
<td>11.8</td>
</tr>
<tr>
<td>50 and above</td>
<td>6</td>
<td>5.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers’ Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-30</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>31-35</td>
<td>9</td>
<td>37.5</td>
</tr>
<tr>
<td>36-40</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>41-45</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>46-50</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.1 shows that of the mothers who participated in the study, the highest percentage fall under bracket of ages 31-35. While those who fall under brackets of 26-30, 36-40, 41-45, 46-50, 50 and above recorded percentages of 21.5, 9.8, 17.6, 11.8 and 5.9. It also shows that the highest percentages of teachers who participated also fall under age bracket of 31-35. While those who fall under brackets of 26-30, 36-40, 41-45, 46-50 recorded percentages of 25, 16.7, 12.5 and 8.3 respectively.
Mothers’ and Teachers Academic Levels

Mothers and teachers were asked to state their academic level that range from primary, secondary, college and university degree. Table 4.2 presents the findings of this demographic.

Table 4.2 Mothers’ and Teachers’ Academic Level

<table>
<thead>
<tr>
<th>Academic level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>30</td>
<td>29.4</td>
</tr>
<tr>
<td>Secondary</td>
<td>50</td>
<td>49</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>14.7</td>
</tr>
<tr>
<td>University degree</td>
<td>7</td>
<td>6.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>15</td>
<td>62.5</td>
</tr>
<tr>
<td>University degree</td>
<td>9</td>
<td>37.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that nearly half of the mothers who participated in the study attained secondary education while a good percentage also were primary drop outs. Fourteen percent and 6.9 % attained college and university degree respectively. It also shows that 15(62.5%) teachers have attained college education while 9(37.5%) are degree holders.

Mothers’ Occupation

Mothers were asked to indicate whether employed or not, and for those employed they were to specify the kind of job they do to earn a living. Table 4.3 presents the findings for this demographic.
Table 4.3 Mothers’ Occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not employed</td>
<td>20</td>
<td>19.6</td>
</tr>
<tr>
<td>Teaching</td>
<td>10</td>
<td>9.8</td>
</tr>
<tr>
<td>business</td>
<td>6</td>
<td>5.9</td>
</tr>
<tr>
<td>Managers</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Small scale farmers</td>
<td>60</td>
<td>58.8</td>
</tr>
<tr>
<td>clerk</td>
<td>4</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.3 shows that more than half of mothers who participated in this study are small scale farmers. A good percentage of them also are not working. While 9.8%, 5.9%, 2% and 3.9% are teachers, business women, managers and clerks respectively.

**Sex of the Child and Teachers**

The sex of the child was identified by asking mothers to state the gender of their lower primary school child, while the sex of the teachers was identified by the researcher during interview. Table 4.4 present frequencies of mothers as far as gender of their children is concern.

Table 4.4 Sex of the Child and Teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Sex of the Child</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>64</td>
<td></td>
<td>62.7</td>
</tr>
<tr>
<td>Male</td>
<td>38</td>
<td></td>
<td>37.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Gender of Teachers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>18</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Table 4.4 shows that out of 102 lower primary school children who participated in the study, 62.7% were girls while 37.3% were boys. It also shows that out of the twenty four interviewed teachers, 18(75%) were females while 6(25%) were males.

**Children’s Performance**

The performance of children was obtained from the previous result list of grade three pupils. The researcher considered children who scored less than 250 marks were considered low performer and anyone who had above 250 was high performer. Table 4.5 present the results for this demographic.

**Table 4.5 Children’s Performance**

<table>
<thead>
<tr>
<th>Marks</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>249- below</td>
<td>42</td>
<td>41.18</td>
<td>12 (28.57%)</td>
<td>30 (71.42%)</td>
</tr>
<tr>
<td>250- 440</td>
<td>60</td>
<td>58.82</td>
<td>40 (66.67%)</td>
<td>20 (33.33%)</td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
<td>100</td>
<td>52</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 4.5 shows that 42(41.18%) pupils were low performers and out of these 12(28.57%) were girls while 30(71.42) were boys. Sixty pupils (58.82%) were high performers and out of these 40(66.66%) were girls while 20 (33.33%) were boys. Based on the results it is evidenced that more girls performed better than boys.
Mothers’ Involvement Level

The extent at which mothers got involved in their children’s education was measured using their responses to the items in the questionnaire presented to them. The questionnaire items range from Not at all, rarely and always and contained 17 items. The highest a mother could score if she performed an item always is 5. This implied that she could score 85 that mean she is highly involved. If she do not do all activities in the 17 items, a score of 2 was awarded that give a score of 34 and this implied that she is not involved completely in her child’s education. And if he rarely does the activities then a score of 3 was awarded that result to total score of 51. Involvement was categorized into four, if a mother scored 34 then she is not involved at all, 35-50 lowly involved, 51-65 moderately involved and 68-85 is highly involved. Table 4.6 presents the findings on mothers, involvement level.

Table 4.6 Mothers’ Involvement

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>34</td>
<td>33.3</td>
</tr>
<tr>
<td>Moderate</td>
<td>38</td>
<td>37.3</td>
</tr>
<tr>
<td>Low</td>
<td>30</td>
<td>29.4</td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.6 indicates that 34 (33.3%) mothers were highly involved in their children’s education, 38 (37.3%) mothers were moderately involved while 30(29.4%) mothers were lowly involved.
in their children’s education. The results shows that at least every mother got involved in some activity with their children since there was no single mother who was completely not at all involved in their children’s education.

Mothers’ involvement in children’s education was further broadly categorized to providing, monitoring, teaching and communication. Table 4.6, 4.7, 4.8 and 4.9 present the findings of this demographic

**Mothers’ Involvement in Teaching Activities**

The teaching activities include, teaching child how to read, teaching child how to pray and giving a child advice on school work. Table 4.7 presents the findings of this demographic.

**Table 4.7 Involvement in Teaching Activities**

<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Not at All Frequency</th>
<th>%</th>
<th>Rarely Frequency</th>
<th>%</th>
<th>Always Frequency</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching child how to read</td>
<td>10</td>
<td>9.8</td>
<td>70</td>
<td>68.6</td>
<td>22</td>
<td>21.6</td>
<td>102</td>
<td>100</td>
</tr>
<tr>
<td>Teaching child how to pray</td>
<td>20</td>
<td>19.6</td>
<td>80</td>
<td>78.4</td>
<td>2</td>
<td>2</td>
<td>102</td>
<td>100</td>
</tr>
<tr>
<td>Giving child advice</td>
<td>3</td>
<td>2.9</td>
<td>60</td>
<td>58.8</td>
<td>39</td>
<td>38.2</td>
<td>102</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.7 indicate that on mothers response to teaching the child how to read, 10 (9.8%) mothers confirmed that they do not at all teach their children how to read, 70 (68.6) said they rarely teach while 22 (21.6%) confirmed that they always teach their children how to read. This may imply that due to their educational levels some mothers may find it difficult to teach their children how to read if they do not know how to read themselves.

On teaching the child how to pray, 20 (19.6%) mothers said that they do not at all teach their children how to pray, 80 (78.4%) rarely teach while 2 (2%) confirmed that they always teach their children how to pray. The responses on giving the child advice varied.

While as 3 (2.9%) confirmed that they do not at all give advice to their children, 60 (58.8%) said they rarely do so while 39 (38.2%) confirmed that they always give advice. The variation can be attributed to attachment and extent of bonding mothers have to their children. It can be also as a result of how keen and caring a mother is.

**Mothers’ Involvement in Communication**

The communication activities include listening to the child carefully, talking to the child about school, calling a child on phone, answering child question, praising a child when he performs well. Table 4.8 presents the findings of this demographic
### Table 4.8 Involvement in Communication Activities

<table>
<thead>
<tr>
<th>Communication Activities</th>
<th>Not at All Frequency</th>
<th>Rarely Frequency</th>
<th>Always Frequency</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to the child carefully</td>
<td>1</td>
<td>90</td>
<td>11</td>
<td>102</td>
<td>100</td>
</tr>
<tr>
<td>Talking to the child about school</td>
<td>3</td>
<td>65</td>
<td>34</td>
<td>102</td>
<td>100</td>
</tr>
<tr>
<td>Calling child on phone</td>
<td>80</td>
<td>16</td>
<td>6</td>
<td>102</td>
<td>100</td>
</tr>
<tr>
<td>Answering child question</td>
<td>55</td>
<td>26</td>
<td>21</td>
<td>102</td>
<td>100</td>
</tr>
<tr>
<td>Praising your child when he performs well</td>
<td>5</td>
<td>58</td>
<td>39</td>
<td>102</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.8 indicate that on listening to the child when he/she talks carefully 1 (1.0%), mothers said that he does not listen at all to the child when he/she talks, 90(88.2%) said they rarely listen while 11 (10.8%) said they always listen to the child when he/she talks. Majority of the mothers confirmed that they rarely listen to their children when talking to them may be because they are always busy with other activities. However a relatively smaller percentage of mothers confirmed that they always listen to their children when
they talk to them. This percentage could represent the mothers who values being keen on what children say and do. On talking to the child about school work, 3 (3.0%) mothers confirmed that they do not at all talk to their children about school work, 65 (63.7%) said they rarely talk while 34 (33.3%) said they always talk to their children about school work. This can be concluded that mothers who see the importance of getting involved in their children’s education would always want to talk to their children about school work than those who do not see that importance and therefore may rarely talk to their children. On the other hand, mothers may rarely talk to their children about school work because of being very busy in other activities. Or they consider that school work is for the teacher who is paid to do the teaching and ensuring that the child performs well.

On calling the child on phone while away, 80 (79.4%) mothers said that they do not at all call their children on phone while away, 16 (15.7%) said they rarely call while 6 (5.8%) confirmed that they always call their children when away. The many mothers who do not bother to call their children while away is attributed to most not finding it important as they believe that every time they leave their children behind, they do so under the care of a responsible caregiver. Others confirmed that they didn’t have phones. On answering child’s question, 55 (53.9%) mothers said they do not at all answer their children questions, while 26 (25.5%) rarely answers and 21 (20.6%) mothers always answers children’s questions. The many mothers, who did not answer children’s questions, could be attributed to many activities they do and the nature of questions children ask in which mothers may not have knowledge on, due to their academic level. On praising the child when he/she performs well, 5 (4.9%) mothers confirmed that they do not at all praise their children, 58 (56.9%) said they rarely praise their children while 39 (38.2%) of the
mothers said that they always praise their children when they perform well. This finding indicates that, quite a good number of mothers either rarely or always praises their children when they perform well in school. This kind of involvement motivates children to work even harder to perform better.

**Mothers’ Involvement in Provisions**

Providing included activities like purchasing books for the child, purchasing school uniform, paying school fees for the child and buying and making play Table 4.9 presents the findings on mothers ‘response to providing.

<table>
<thead>
<tr>
<th>Table 4.9 Involvement in Providing Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision Activities</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>paying school fees</td>
</tr>
<tr>
<td>Purchasing books</td>
</tr>
<tr>
<td>Purchasing uniform</td>
</tr>
<tr>
<td>Making play materials for the child</td>
</tr>
</tbody>
</table>

Table 4.9 Indicates that in responding to the purchase of books for the child 43(42.1) mothers confirmed that they do not do that at all, 40(39.2%) said they rarely do that while 19 (18.6%) confirmed that they always purchase books for their children. The difference in response to this activity could be due to the value a mother attaches to this activity that
will determine whether she will buy or not. Another reason could be lack of money and that most parents believe that as a result of Free Primary Education (FPE), the government should also meet the purchase of books to their children. On the purchase of school uniform, 10 (10.2%) of the mothers said they do not purchase uniform at all, 30 (29.4%) said they rarely do that while 62 (60.7%) confirmed that they always purchase school uniform for their children. On school fees payment for the child 7 (6.9%) said that they do not at all pay fees for their children, 43 (42.2%) said they rarely pay while 52 (50.9.2%) confirmed that they always pay fees. On making and purchase of play materials, 54 (52.9%) confirmed that they do not make/buy, 45 (44.1%) said they rarely buy while 3 (2.9%) said that they always buy/make play materials for their children.

**Mothers’ Involvement in Monitoring**

Monitoring entailed activities like checking whether the child has school work to do, ensuring that the child’s school work is done, attending parent teacher meetings, talking to the teacher about the child’s progress and showing genuine interest on child’s friends. Table 4.10 present the findings on mothers’ response to monitoring activities.
Table 4.10 Involvement in Monitoring Activities

<table>
<thead>
<tr>
<th>Monitoring Activities</th>
<th>Not at All Frequency</th>
<th>Rarely Frequency</th>
<th>Always Frequency</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensuring the child has homework</td>
<td>12</td>
<td>63</td>
<td>27</td>
<td>102</td>
<td>100</td>
</tr>
<tr>
<td>Ensuring child do homework</td>
<td>10</td>
<td>59</td>
<td>33</td>
<td>102</td>
<td>100</td>
</tr>
<tr>
<td>Attending parent-teacher meeting</td>
<td>5</td>
<td>73</td>
<td>24</td>
<td>102</td>
<td>100</td>
</tr>
<tr>
<td>Talking to teacher about child’s progress</td>
<td>6</td>
<td>72</td>
<td>24</td>
<td>102</td>
<td>100</td>
</tr>
<tr>
<td>Showing genuine interest on child’s friends</td>
<td>45</td>
<td>42</td>
<td>15</td>
<td>102</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.10 indicates that on checking whether the child has school work to do 16 (12.1%) of the mothers said that they do not at all check, 81 (61.4%) said they rarely check while 35 (26.5%) confirmed that they always check. On ensuring that the child's work is done 12 (9.1%) said they do not ensure, 76 (57.6%) said they rarely do that while 44 (33.3%) confirmed that they always do that. On attending parent teacher meetings 6 (4.5%) said they do not attend, 93 (70.5%) said they rarely attend while 33 (25%) confirmed that they attend. On talking to the teacher about the child's progress 10 (7.6%) said they do not talk...
to the teacher, 96 (72.7%) said they rarely do that while 26 (19.7%) confirmed that they always talk to the teacher about the child's progress. On showing genuine interest on child's friends 59 (44.7%) said they do not, 58 (43.9%) said they rarely do while 15 (11.4%) confirmed that they always find out about their children’s friends. Findings on monitoring reveals that mothers were more involved in attending parent teacher meetings, home and ensuring that the child’s school work was done. Mothers were least involved in finding out about their children’s friends which is risky since friends may influence the child's behaviors.

**Children’s Performance**

Children’s performance was assessed using the second term’s end term exam based on teachers’ assessment. Teachers examined their preschool children based on the preschool syllabus on what they had covered up to the end of the second term. Children's performance level was computed whereby those who scored below the mean score were considered low performers while those who scored above the mean score were considered high performers. Findings on frequencies of children’s performance are presented on table 4.11.

**Table 4.11 Children’s Performance**

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low performance</td>
<td>48</td>
<td>47.1</td>
</tr>
<tr>
<td>High performance</td>
<td>54</td>
<td>52.9</td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.11 indicates that out of the 102 children who participated in the study, 48 (47.1%) were considered low performers while 54 (52.9%) were considered high performers.

4.3. Descriptive Results and Discussions.

In this section, results will be presented based on the objectives of the study. The objectives are as it follows:

1. To explore whether maternal involvement in school activities in their lower primary school education relates to children’s academic performance.

3. To determine whether there is significant difference in means of mothers’ involvement in their children’s education between mothers of different age groups.

4. To establish the extent to which maternal level of education influence academic performance of lower primary school children.

5. To investigate how maternal occupation influence academic performance of lower primary school children.

4.3.1 Mother Involvement and Children’s Performance at Lower primary school

The first objective of the study sought to find out whether there was a significant relationship between mothers’ involvement and children’s performance in lower primary school activities. Means and standard deviations for mothers’ involvement and children’s performance were calculated. Table 4.11 presents findings on this objective based on the hypothesis below.
HO1: There is no significant relationship between mothers’ involvement in their children’s education and children’s performance at lower primary school.

Chi-square was utilized to test this hypothesis. Table 4.12 presents the findings for this hypothesis.

**Table 4.12: Relationship of Mothers’ Involvement and Children Performance**

<table>
<thead>
<tr>
<th>Chi-square Tests</th>
<th>Value</th>
<th>Df</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-square</td>
<td>20.333</td>
<td>2</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>22.45235</td>
<td>2</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Linear-by-linear Association</td>
<td>18.48405</td>
<td>1</td>
<td>0.001</td>
</tr>
<tr>
<td>N of Valid cases</td>
<td>102</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.11 above showed that there was a significant relationship between mothers’ involvement and children’s performance where Chi-square value was 20.333, the degree of freedom was 2 and p-value was 0.001 less than the critical value of 0.05. This results attest that mothers involvement in education activities enhance children’s performance.

The results have been also enhance by teachers responses through interviews, whereby more than 80% of teachers agreed that if mothers are fully involved in children’s learning they can excel in academics. However, more than half of them were in agreement that mothers are not giving their children the appropriate support. Single parenthood as a result of early marriages and divorce, HIV and AIDs infections are some the reasons cited for this.
The results of this study is consistent to Data Bank, (2013) findings who state that the efforts of parents is consistently linked to achievements of higher levels, and the extent of the effect of parental effort is more significant for educational attainment of a child compared to the school's effort, which in turn is more key than the child's own effort. The study further indicate that children with parents who are involved in their schoolwork are likely to have fewer behavioral problems and improved academic performance, and are more likely to complete high school compared to students whose parents are not involved in their schooling.

This finding also correlates to Tizard, Schofield, & Hewison, (1982) findings who found out that, children who read to their parents on a habitual basis made better gains compared to the children who received comparable amount of additional reading instruction by a specialist on reading at school.

4.3.2 Mothers’ Involvement and their Age Groups
The second objective sought to find out whether there was significant difference in means of mothers’ involvement in their children’s education between mothers of different age groups. Table 4.13 present the descriptive statistics of mothers’ involvement and their age groups based on the hypothesis stated below

Chi-square was computed to test the relationship between mothers’ involvement and their Age groups.

HO.2: There is no significant relationship between mothers’ involvement in children’s learning and their age.
Table: 4.13 Mothers’ Involvement and their Age Groups

<table>
<thead>
<tr>
<th>Chi-square Tests</th>
<th>Value</th>
<th>Df</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-square</td>
<td>8.35</td>
<td>2</td>
<td>&lt;0.029</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>8.01</td>
<td>2</td>
<td>&lt;0.029</td>
</tr>
<tr>
<td>Linear-by-linear Association</td>
<td>0.000</td>
<td>1</td>
<td>0.029</td>
</tr>
<tr>
<td>N of Valid cases</td>
<td>102</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.12 above showed that there was a significant relationship between mothers’ involvement and children’s performance where Chi-square value was 8.35, the degree of freedom was 2 and p-value was 0.029 less than the critical value of 0.05. These results attest that mothers’ involvement in education activities is determined by their ages. The results were further enhanced by teacher’s responses. More than 90% of their responses indicate that mothers’ involvement in children’s learning is influenced by their ages. The responses indicated that young mothers who are struggling to provide for the basic needs of their children may give little attention to education needs as compared to stable mothers.

The findings are in consistent to what Brooks-Gunn & Chase-Lansdale, (1995) and Furstenberg, Hughes, & Brooks-Gunn, (1992) found out, that children born to mothers under adolescent stage are exposed to adverse outcomes like low IQs, poor literacy skills, difficulties in academic tasks among others. This is because such mothers lack of cognitive readiness for parenting.
The findings also correlate to what Leigh and Gong, (2010) stated, that mothers who are younger may be unprepared emotionally for motherhood, that they may have less skills for parenting than if they had develop in older parents, that they may be less sensitive in responding to the infant needs, or that they may end up to more poorly knowledgeable choices about daycare, kindergarten, preschool and even other preceding levels of education.

4.3.3 Mothers’ Involvement and their Academic Level

The third objective of this study sought to establish whether there was a significant relationship between mother involvements between mothers of different academic levels. Table 4.13 present descriptive statistics on father involvement and their academic level based on the hypothesis below.

The relationship between mothers’ involvement and children’s performance was tested for significance to test the null hypothesis that stated:

HO3: There is no significant relationship between mothers’ involvement in children’s learning and their academic levels.

Chi-square was utilized to test this hypothesis. Table 4.14 presents the findings for this hypothesis.
Table 4.14: Mothers’ Involvement and their Academic level

<table>
<thead>
<tr>
<th>Chi-square Tests</th>
<th>Value</th>
<th>Df</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-square</td>
<td>25.149</td>
<td>3</td>
<td>&lt;0.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>28.61</td>
<td>3</td>
<td>&lt;0.000</td>
</tr>
<tr>
<td>Linear-by-linear Association</td>
<td>22.38</td>
<td>1</td>
<td>0.000</td>
</tr>
<tr>
<td>N of Valid cases</td>
<td>102</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.15 above showed that there was a significant relationship between mothers’ involvement and children’s performance where Chi-square value was 25.149, the degree of freedom was 3 and p-value was 0.000 less than the critical value of 0.05. These results attest that mothers’ involvement in education activities is determined by their education level. The results were enhanced from teacher’s responses. More than half indicated that academic levels of parents do not determine how much they will involve in their learning. Based on some teachers some mothers who are less educated are even more involved on children’s learning more than those educated. Reason given for this is that most mothers who did not achieve highest academic levels who like their children to achieve more than them. They are also optimistic that if their children excel in academic they can achieve good jobs which can raise their economic levels.

The findings are in consistent to what Duncan and Brooks-Gunn (1997) concluded that education of maternal is associated significantly to children’s intellectual outcome. Sewel and Hauser (1975) also found out that mother’s education has positive effects on a person’s intellectual ability, completed schooling, and adult occupation status. Stichtamd McDonald, (1990) also reinforced that that more mothers that are highly educated have
better success in providing cognitive and language skills to their children that contribute to early success in school.

### 4.3.4 Mothers’ Involvement and their Occupation

The fourth objective of this study sought to establish whether there was a significant relationship between mothers involvement in their children education as far as occupation is concerned. Table 4. 15 present descriptive statistics on father involvement and their occupation based the hypothesis stated below.

The relationship between mothers’ involvement and their occupation was tested for significance to test the null hypothesis that stated:

HO4: There is no significant relationship between mothers’ involvement in learning and their occupation.

Chi-square was utilized to test this hypothesis. Table 4.14 presents the findings for this hypothesis.

**Table 4.15: Mothers’ Involvement and their Occupation**

<table>
<thead>
<tr>
<th>Chi-square Tests</th>
<th>Value</th>
<th>Df</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-square</td>
<td>6.249</td>
<td>3</td>
<td>&lt;0.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>10.61</td>
<td>3</td>
<td>&lt;0.000</td>
</tr>
<tr>
<td>Linear-by-linear Association</td>
<td>8.38</td>
<td>1</td>
<td>0.000</td>
</tr>
<tr>
<td>N of Valid cases</td>
<td>102</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.15 above showed that there was a significant relationship between mothers’ involvement and children’s performance where Chi-square value was 25.149, the degree of freedom was 3 and p-value was 0.000 less than the critical value of 0.05. These results attest that mothers’ involvement in education activities is determined by their occupation. The results were enhanced by teacher’s responses. According to most of them the kind of jobs mothers do can impact on their learning. Mothers with well-paying jobs can engage in greater extend in children’s learning. Such mothers can pay fees, buy uniforms and books and even take children for nature walks and trips.

The findings correlates Bryson & Forth, (2007) findings that children with mothers who works perform better in high school compared to those with a stay-at-home mum. The findings further indicated that around the clock employed mothers spend little time with their toddlers and preschoolers than part-time and the unemployed mothers, but this effect lessen with maternal education and with the child’s age

The findings are in contradiction to Hoffman, Youngblade, Coley, Fuligni & Kovacs, (1999) and Westman, (2001) found out that sons of mothers who are employed and are in the middle class showed lower performance in school and low I.Q scores throughout the grade school years compared to full-time homemakers. Gotfried & Gotfried, (1988), Westman, (2001) and Benson & Haith, (2009) further contradicts the findings of this study by stating that there is no difference in mothers' sensitivity in interactions with their infants between the non-employed and employed mothers.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary and conclusions for the study. Recommendations for various stakeholders and for further research are also discussed.

5.2 Summary
5.2.1 Mothers’ Involvement in Children’s Education
Based on the findings obtained, it was clear that at least every mother got involved in some activity with their children since there was no single mother who was completely not at all involved in their children’s education.

5.2.2 Mothers’ Involvement in Teaching Activities
Based on the results obtained, it showed that most mothers rarely give their children advice, or teach them how to read and pray. The inconsistency in the practice of the activities can be linked to educational levels that may make some mothers find it difficult to teach their children how to read if they do not know how to read themselves, attachment and extent of bonding mothers have to their children and also the extent at which mothers are keen and caring.

5.2.3 Mothers’ Involvement in Communication.
Majority of the mothers confirmed that they rarely listen to their children when talking to them may be because they are always busy with other activities. However a relatively smaller percentage of mothers confirmed that they always listen to their children when
they talk to them. This percentage could represent the mothers who values being keen on what children say and do.

More than half of the parents rarely talked to their children. It can be concluded that mothers who see the importance of getting involved in their children’s education would always want to talk to their children about school work than those who do not see that importance and therefore may rarely talk to their children. On the other hand mothers may rarely talk to their children about school work because of being very busy in other activities. Or they consider that school work is for the teacher who is paid to do the teaching and ensuring that the child performs well.

A large percentage of mothers do not call their children on phone while away. The many mothers who do not bother to call their children while away is attributed to most not finding it important as they believe that every time they leave their children behind, they do so under the care of a responsible caregiver while others confirmed that they didn’t have phones.

On answering child’s question, more than half of the mothers agreed that they do not at all answer their children’s questions, and this could be attributed to many activities they do and the nature of questions children ask in which mothers may not have knowledge on, due to their academic level. On praising the child when he/she performs well, the findings indicate that quite a good number of mothers either rarely or always praise their children when they perform well in school. This kind of involvement motivates children to work even harder to perform better.
5.2.3 Mothers’ Involvement in Provisions.

Based on the findings, most parents participated in purchasing books, and this could be attributed to the value a mother attaches to this activity that will determine whether she will buy or not. Lack of money and that most parents believe that as a result of Free Primary Education (FPE), the government should also meet the purchase of books to their children have slowed them from participating in the activity. Most mothers also purchased uniform and paid school fees; while as a good number neglect the making/purchase of play materials.

5.2.4 Mothers’ Involvement in monitoring

Findings on monitoring reveals that mothers were more involved in attending parent teacher meetings, home and ensuring that the child’s school work was done. Mothers were least involved in finding out about their children’s friends which is risky since friends may influence the child's behaviors.

5.3 Conclusion

This study concluded that:

(a) There was a significant relationship between mothers’ involvement in children’s learning and children’s performance at lower primary school

(b) There was a significant relationship on mothers’ involvement in children’s learning and their age.

(c) There was no significant relationship between mothers’ involvement in children’s learning and their academic level.
There was a significant relationship between mothers’ involvement in children’s learning and their occupation.

5.4 Recommendations

Based on the findings of this study, various recommendations have been suggested for various stake holders and for future research.

1. The findings revealed that there is a relationship between maternal characteristics and children’s performance. This therefore implies that school administrators should motivate mothers to get involved fully on their children’s education to boost on their performance. A number of programs that enhance this should be implemented in schools. The programs should gear parents to closely observe and to participate in helping their children with school work, buying children a gift when they do well in school, attending school meetings and discussing with teachers about their children’s progress. This can encourage children to work harder.

2. There should be coordination between home and school concerning children’s work. All school managers should implement the use of diaries. This ensures proper coordination and close communication between parents and teachers. Schools should also introduce consistent schedule to invite mothers to school during open days to discuss with teachers about their children’s performance. There need to introduce special day for mothers, where they can be educated on the vital role they play in their children’s education.
3. There is need to strengthen the curriculum of adult education the education policy makers. Emphasize should be exerted to increase women enrollment for the programme. This will be meant to address literacy needs among women.

4. Ministry of education can start programmes that enhance the holding of workshops and seminars in schools to prepare mothers on the important role they play in improving their children’s performance in school when they get involved in their children’s education.

5. There is need to empower mothers economically. The non-governmental organizations as well as other micro finance institutions can motivate women to participate in income generational activities through giving them income support. By so doing mothers especially those single can be in a position to provide basic needs hence energies that could have been diverted to informal jobs that are exhausting can be dedicated to children’s learning.

5.5. Recommendations for Future Research

1. A longitudinal research on mothers involvement can be carried out, from pre-school level to class eight to establish whether maternal involvement influence the performances of children in KCPE exam.

2. This research focused on Nandi County, there is need to carry out similar research across Kenya, to find out whether results differ.

3. The present study focused on mothers in general and their involvement, but there is need for a study to be carried out to establish whether mothers in single families, those in nuclear families and those in polygamous families all get involved in their children’s education equally.
REFERENCES


Best, J. W., & Kahn, J. V. (1992) Research in Education. ed. 6th New Delhi, Prentice hall of India Pvt. Ltd. Pg. 77


APPENDICES

Appendix I: Teacher’s Interview

The purpose of this study is to investigate maternal characteristics and their influence on academic performance of lower primary children. The information you give will remain confidential and used only for this study. Kindly fill the questionnaire with honesty and individuality. I will highly appreciate your patience and time spent in filling the questionnaire.

PART I: General Information

Please indicate by writing or putting a tick in the spaces provided.

1. Gender
   - Male [ ]
   - Female [ ]

2. Highest Academic Level
   - College [ ]
   - University degree [ ]

3. Age
   - 26-30 [ ]
   - 36-40 [ ]
   - 46-50 [ ]
   - 31-35 [ ]
   - 41-45 [ ]

PART II: Maternal Involvement

4. Do you think the parents know the importance of early childhood education? Yes [ ]
   - No [ ]

5. In your view, do parents give the necessary support as far as learning of these children
is concerned? Yes [ ] No [ ]

6. If no in 5 above, what could be the reasons? ____________________________

PART IV: Maternal Age

5. Do you think the parent’s age influence child’s academic performance? Yes [ ] No [ ]

6. If yes in 6 above, give reasons.________________________________________
   __________________________________________________________________________

Part V: Maternal Level of Education

7. Do you think parent’s academic level influence child’s academic level? Yes [ ] No [ ]

8. If yes, give reasons________________________________________________________
   __________________________________________________________________________

Part V: Maternal Occupation

9. Do mother’s occupation influence the academic performance of a child?

   Yes [ ] No [ ]

10. If yes in 10 above, state the reasons.________________________________________
Appendix II: Mother’s Questionnaire

The purpose of this study is to investigate maternal characteristics and its influence on academic performance of lower primary children. The information you give will remain confidential and used only for this study. Kindly fill the questionnaire with honesty and individuality. I will highly appreciate your patience and time spent in filling the questionnaire.

Demographic Information

1. What is your Age range?
   - 26-30 [ ]
   - 31-36 [ ]
   - 36-40 [ ]
   - 41-45 [ ]
   - 46-50 [ ]
   - 50 and above [ ]

2. Which is your highest level of academic?
   - Primary [ ]
   - Secondary [ ]
   - College [ ]
   - University degree [ ]

3. What is your occupation?
   - Not employed [ ]
   - Employed [ ]
   - Specify_______________________

4. What is the name of the school your child attends? _________________

5. What is the name of your child at pre-primary?_____________________ 

What is the sex of the child?_______________________________
Using the following words, please indicate how often you do each of the activities below for your pre-primary child.

- Not at all
- Rarely
- Always

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not at all</th>
<th>Rarely</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening carefully to your child as he/she talk to you</td>
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<td></td>
<td></td>
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<tr>
<td>2. Talking to your child about school</td>
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<td></td>
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<tr>
<td>3. Giving advice to your child about doing school homework</td>
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<tr>
<td>4. Praising your child when he performs well in school.</td>
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<td>5. Teaching your child how to read</td>
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<td>6. Teaching your child how to pray</td>
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<td>7. Ensuring the child has homework to do</td>
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<tr>
<td>8. Ensuring that child’s homework is done.</td>
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<td>9. Attending the parent-teacher meeting</td>
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<tr>
<td>10. Talking to the teacher about child’s progress</td>
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<td>11. Purchasing books for the child</td>
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<td>12. Paying school fees</td>
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<tr>
<td>13. Purchasing uniform</td>
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<td>14. Making play materials for the child</td>
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<td>15. Calling your child on phone while away</td>
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<td>16. Answering child’s question</td>
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<td>18. Showing genuine interest on child’s friends</td>
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## Appendix III: Achievement Test

<table>
<thead>
<tr>
<th>Pupil’s Names</th>
<th>Subject Areas (Marks)</th>
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<tbody>
<tr>
<td></td>
<td>Math</td>
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Appendix IV: Graduate School Approval Letter

KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

FROM: Dean, Graduate School
DATE: 17th April, 2018

TO: Cheptanui Eglah
C/o Early Childhood Studies Dept.

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 14th March, 2018 approved your Research Project Proposal for the M.Ed Degree Entitled, “Influence of Maternal Characteristics on Academic Performance of Lower Primary School Children Aged 6-8 Years Old in Kosirai Division, Nandi County, Kenya”.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

HARRIET ISABOKE
FOR: DEAN, GRADUATE SCHOOL

C.c. Chairman, Early Childhood Studies Department.

Supervisors:

1. Dr. Rachel W. Kamau – Kange’the
C/o Department of Early Childhood Studies
Kenyatta University
Appendix V : NACOSTI Research Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241249, 3310971, 2219420
Fax: +254-20-218245, 518289
Email: dp@nacost.go.ke
Website: www.nacost.go.ke
When replying please quote

Ref. No. NACOSTI/P/18/68580/23440 Date: 16th November, 2018

Eglah Cheptanui Chumba
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of maternal characteristics on academic performance of lower primary school children aged 6-8 years old in Kosirai Division, Nandi County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nandi County for the period ending 15th November, 2019.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nandi County.

The County Director of Education
Nandi County.

THIS IS TO CERTIFY THAT:

MISS. EGHANG CHEPTANUI CHUMBA

of KENYATTA UNIVERSITY, 43844-100

Nairobi, has been permitted to conduct

research in Nandi County

on the topic: INFLUENCE OF MATERNAL
CHARACTERISTICS ON ACADEMIC
PERFORMANCE OF LOWER PRIMARY
SCHOOL CHILDREN AGED 8-9 YEARS OLD
IN KOSIRAI DIVISION, NANDI COUNTY,
KENYA

for the period ending: 15th November, 2019

Signature

Applicant's

Date: 16th November, 2018

Fee: Reclamed: Ksh 1000

Director General
National Commission for Science, Technology & Innovation