RELATIONSHIP BETWEEN MOTHERS’ DEMOGRAPHIC CHARACTERISTICS AND THEIR INVOLVEMENT IN PRE-PRIMARY SCHOOL CHILDREN’S HOMEWORK IN NAIROBI CITY COUNTY, KENYA

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OCTOBER, 2020
DECLARATION PAGE

I declare that this thesis is my original work and has not been presented in any other University/Institution for consideration. This thesis 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 in accordance with anti-plagiarism regulations.

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DEDICATION

This thesis is specially dedicated to my late Grandpa, Julius Muthama, who over the years believed in my ability and told me I was born with special needs for a good reason.

The Thesis is also dedicated to Grandma Theresia, my Mum Margrate Ndulu, my Uncle Peter and his wife Josephine and my one and only sister Faith, all of whom offered enormous encouragement and support during my studies.
ACKNOWLEDGEMENT

I thank God for seeing me through this research work. Without Him the work would have been impossible. I would also like to thank my supervisors, Dr. Maureen Mweru and Dr. Gladwell Wambiri who were extremely resourceful and patient. The completion of this thesis would not have been possible without the assistance and cooperation of many people and institutions to which I am indebted. I am greatly indebted to Kenyatta University for providing a conducive learning environment. I thank HELB for offering me a scholarship that catered for my tuition fee.

My gratitude also goes to the Ministry of Education for granting me permission to carry out this research in preschools in Nairobi County, Kenya. Much thanks to the head teachers and preschool teachers who allowed and assisted me to conduct this research in their schools. I wish to thank my classmates, Ruth and Judy in the Department of Early Childhood Studies for their intellectual and moral support during the years of study. I thank my relative Anthony Musyoka for offering selfless support during the period I got leg injury and I had to work on the Thesis on a bed rest situation.
# ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>CWOs</td>
<td>Child Welfare Organizations</td>
</tr>
<tr>
<td>ECDE</td>
<td>Early Childhood Development and Education</td>
</tr>
<tr>
<td>HELB</td>
<td>Higher Education Loans Board</td>
</tr>
<tr>
<td>IQ</td>
<td>Intelligence Quotient</td>
</tr>
<tr>
<td>KICD</td>
<td>Kenya Institute for Curriculum Development</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examinations Council</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
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ABSTRACT

Extensive studies have been done on the importance of parental involvement in children’s homework, yet relatively few studies have explored the contributions that either mothers or fathers make to their children’s schooling. However, this study is interested, in the involvement of mothers in their pre-primary II children’s homework. Homework is assignments given to children by their teachers that are supposed to be done at home. This interest stems from the fact that traditionally in Africa, mothers were assumed to be the housekeepers of their families, but of limited importance in academic aspects of children’s well-being and development. Homework can be a double-edged sword having a positive influence, or one that is destructive and damaging, to academic achievement. It is also clear that most of the studies on this topic have been carried out in developed countries. Most of the existing studies do not focus on mothers. In Kenya, mothers occupy a strategic position in children’s lives and it is therefore important to establish their involvement in the child’s homework. Studies on the involvement of parents in children’s homework are few. Homework is common among learners at all levels and thus offers an opportunity for parents’ involvement. The objectives of this study, therefore, were to establish the relationship between mothers’ educational level, occupation, work schedule and their involvement in children’s homework as well as to find out the challenges faced by mothers in their involvement in children’s homework, in selected private preschools in Nairobi County, Kenya. The findings of the study may provide relevant information that can be used by scholars, non-governmental organizations, government, School managers, institutions, Child Welfare Organizations (CWOs) and other stakeholders. The study was guided by Epstein’s framework of parental involvement. A mixed-methods approach was employed in this study whereby the correlational research design was used. The research also used quantitative research methods to investigate the mothers’ involvement in their children’s homework. Purposive sampling was used to select Nairobi City County, simple random sampling was used to select six private pre-schools and stratified random sampling was used to select 192 children, whom their mothers were included in the study. Results from this study have shown that there was no relationship between mothers’ involvement in their children’s homework and their educational level, occupation and work schedule. Most of the mothers encountered more than one challenge. Various recommendations were suggested for various stakeholders including, school Managers, Administrators, and KICD and future research.
CHAPTER ONE
INTRODUCTION

1.0 Introduction
This chapter presents the background to the study, statement of the problem, the purpose of the study, objectives of the study and research hypothesis. The chapter also covers the significance of the study, limitation, and delimitation of the study, assumptions, theoretical and conceptual framework, and definition of terms.

1.1 Background to the Study
Parental involvement is defined as the initiation of home-based behaviors such as supervising homework, school-based activities, for example, participating in school activities and communication with teachers (Hoover-Dempsey & Sandler, 2005). Homework is a responsibility given to children by their teachers that are supposed to be done at home (Cooper, 1989a). According to Bursuck, Epstein, Jayanthi, Harniss and Nelson (2001) the objectives of homework are to enrich children academically; assist them to be self-disciplined; enhance their education and improve values which include, initiative, perseverance, responsibility, organizational ability and also enhance involvement of parents in the children’s academic journey (Cooper, 1989b; Cooper & Valentine, 2001; Farrow, Henderson and Tymms, 1999). Although homework usually assesses content taught in the classroom, the objective is still to enhance values that are important for the child’s future.
Homework is not tailored to individual children; however, it is common for teachers to individualize it for children with special needs (Bursuck, Cumblad, Epstein, Jayanthi & Polloway, 1994). Children’s education is an important aspect of family development. The transfer of knowledge among children has different aspects that include formal education learned in school and informal learned education from homes.

Globally, in developed countries such as Britain, the USA, and France the relationship between maternal involvement and academic achievement are great in the sense that, in America, a child’s talent is identified and nurtured at an early stage and in Britain, there is evidence on parents (mothers) involvement in the homework of their children. This is because in developed countries there are adequate materials and a conducive environment to promote learning both in school and at home. Besides, the literacy rate of parents is high so they follow their children’s academic progress while giving guidance (Parker, 2000).

In Africa, maternal involvement in the education of their children is limited due to the underlying factors such as the illiteracy level of mothers in Africa (Vellymalay, 2010). Hence, mothers are not equipped with the basic skills to follow their children’s academic progress. Besides some mothers have many children which makes it difficult to follow their progress. Maternal involvement in children’s homework offers modeling, reinforcement, and instruction that supports the development of attitudes, knowledge, and behaviors associated with successful school performance (Hoover-Dempsey & Sandler, 2005). Mothers’ involvement in schoolwork gives children multiple opportunities to
observe and learn from their mothers’ modeling (of knowledge, and skills pertinent to learning), to receive reinforcement and feedback on personal performance and capability, and to engage in instructional interactions related to homework content and learning processes.

Several research studies have examined the importance of parental involvement in learners’ homework, for example, Cooper, Lindsay, and Nye, (2000); Xu and Corno, (2006) but with inconsistent results (Hoover-Dempsey et al., 2001). According to Hoover-Dempsey (2005), homework promotes the school-home teaching/learning communication by enabling mothers and other caretakers to be informed of what the child learns and at the same time providing teachers with a chance to be informed by parents about their children’s education.

Therefore, educationists, teachers, and parents simply understand that homework develops children's’ initiative and cultivates parental responsibility. Often, parents become involved in children's’ homework since they would like their children to achieve better in classwork and examinations (Clark, 1993; Levin, 1997). Other studies have found maternal involvement in homework to have a positive association with academic achievement, for example, Callahan, Hildreth, and Rademacher, (1998), whereas, others have found it to be negatively associated, for example, Muller (1995). Besides, as another form of learning apart from the usual class time, homework is highly preferred. This is necessitated by the large syllabus that needs more time after the usual class time. Children are usually punished when they do not complete the homework, which may even result in school drop out or push out (Levin, et al., 1997).
Finally, Levin et al., (1997) found that tensions reported from self-correlate between mothers and children. Maternal reports of the child’s tension report that, both of them are reciprocally influenced in this involvement. Mothers, who become impatient when assisting their children with homework, make the children be impatient too and vice versa. Definitions of mothers’ responsibilities have expanded slowly from narrow ideas of exacting obedience on children to explicit behavioral demands of schools to broader definitions in which mothers are expected to anticipate and address children’s perceived educational needs. This shift from mothers as “domestic caretakers” to mothers as “cognitive developers” means that mothers not only have to ensure their children are dressed, fed and arrive on time at school but also have to take on explicit teaching tasks through the organization and regulation of homework (Strong-Boag & Fellman, 1991; Weston 1989).

In Kenya, urban centers schooling systems require children to wake up early to report to school and report back late in the evening with an additional school assignment. Mothers might find it difficult to balance between domestic tasks and supervising children's academic activities (Parker, 2000). Given the Kenyan situation, it is therefore imperative to establish factors that influence mothers’ involvement in their children’s homework.

Muindi (2010) describes how the Kenya National Examinations Council (KNEC) surveyed to establish the determinants of the academic performance of primary school pupils and high school students at the end of their school cycle. The research also examined the pupils' and students' personal, home and school profiles and the challenges
faced in education. Eighty-eight percent of the pupils and students who participated in the interview said that their teachers gave them schoolwork at school yet only less than half confirmed their mothers helped them. However, the study was conducted among primary school pupils and high school students. There was a need to conduct similar research in preschools setting.

1.2 Statement of the Problem

Research has shown that parent involvement in children’s education is critical for learning. Most of the existing studies on parents’ involvement in children’s education focus on their involvement in education in general. One key component of children's education in Kenya is homework. It is common practice for learners to take-home assignments or activities to be done at home. This offers an opportunity for parents to get involved. Existing research focuses on parent involvement in general. Previous research has established that mothers find it difficult to balance between domestic tasks and supervising children’s homework. Research on mothers’ involvement is key in unfolding factors that influence such involvement. The competency-based curriculum has just been rolled out. One of the pillars for the success of this curriculum is parent engagement. Bearing in mind the heavy emphasis on parent engagement that the competence-based curriculum in Kenya is calling for, it is important to establish parent involvement in children’s homework. Thus, the current study focused on mothers' involvement in children’s homework and how much involvement is influenced by the mothers’ occupation, education level, and work schedule and the challenges associated with it.
Nairobi City County was selected because it has the mothers’ demographic characteristics of the study. Mothers’ educational level ranges from primary, secondary, college to university. It has mothers with different occupations including being housewives, self-employed and employed. Besides, it has mothers of all the work schedules, those who work a half-day, full-day and night shift.

1.3 Objective of the Study

1.3.1 Purpose of the Study
To establish a relationship between mothers’ demographic characteristics and their involvement in pre-primary two children’s homework in Nairobi City County, Kenya

1.3.2 Objectives of the study
The objectives of this study were to:

1. Establish the relationship between mothers' educational level and their involvement in their children’s homework.
2. Establish the relationship between mothers' occupation and their involvement in their children’s homework.
3. Establish the relationship between mothers' work schedule and their involvement in their children’s homework.
4. Find out the challenges faced by mothers in their involvement in children’s homework.
1.4 Research Hypothesis

The hypotheses of this study were:

**Ha1:** Mothers’ educational level is related to their involvement in children’s homework.

**Ha2:** Mothers’ occupation is related to their involvement in their children’s homework

**Ha3:** Mothers’ work schedule is related to their involvement in their children’s homework.

1.5 Significance of the Study

The current research may give knowledge in the area of parenting and education and will be useful as scholarly reference material. The findings of the study may also provide relevant information that can be used by non-governmental organizations and government in developing policies that enable understanding of the influence of participation in children’s homework, intending to promote learners’ achievement in school.

School managers and institutions may be using the research to empower mothers in participating more in their learners’ homework right from preschool level by introducing activities where mothers can participate with their children. Child Welfare Organizations (CWOs) and other stakeholders can make use of this information to establish an appropriate curriculum for training parents who in this case are mothers that would equip them with knowledge and skills on the importance of their homework involvement.
1.6 Scope of the Study

The study included private schools focusing on the preschool level in Nairobi City County, Kenya.

1.7 Limitation and Delimitation

1.7.1 Limitation of the study

i. The study made use of self-reports to obtain information from mothers concerning their involvement in children’s homework. It was not possible to make observations of mothers’ involvement since children usually do homework at night, making it difficult for the researcher to make night visits.

ii. Some mothers did not return the questionnaires; therefore, the researcher included a larger number in the samples so that if some mothers failed to respond, enough data was still available.

1.7.2 Delimitation of the study

Although other factors could determine mothers’ involvement in children’s homework, this study only looked at mothers' educational level, work schedule and occupation. It only focused on mothers and not both parents. Findings from this research were specifically generalized to the selected private pre-schools in Nairobi City County, but not all private pre-schools in Kenya.

1.8 Assumptions of the study

The study assumes that, most children spend more time with their mothers than they do with their fathers.
1.9 Theoretical and Conceptual Framework

In this section, the theoretical and conceptual frameworks are discussed.

1.9.1 Theoretical Framework

Epstein’s Framework of Six Types of Involvement (2001)

One of the most useful tools for defining parental involvement exercises and linking them with certain distinct outcomes is Epstein’s framework of six major types of parental involvement. This framework has been widely accepted to offer guidance to educators on developing comprehensive family-school partnerships.

The six types of parental involvement include: communicating, parenting, learning at home, collaborating with the community, volunteering, and decision-making (Epstein, 1995). Mothers’ involvement in children’s homework is theoretically linked to Epstein’s one major type of learning at home. Mothers are encouraged to ensure ways to give the types of expectations that coincide with the purposes, capacities, and needs of learning at home.

Epstein reports that parental engagement does not necessarily lead to improved children’s academic achievement. She defines parental involvement as families and communities who take an active role in creating a caring educational environment at home. According to her, parental involvement in children’s academic is consistently to communicate with the school staff, demonstrate good parenting skills, help their children learn at home, volunteer their time in the school, regularly collaborate with the school community and
take an active role in school-related decision making. This research focuses on learning at home according to Epstein’s Framework.

1.9.1.1 Application of the Theory to the Present Research

Epstein encouraged academic activities in the home that reinforce what are learned at school enhances the academic achievement of children. Parents especially mothers are initially the primary teachers of their children. When mothers are involved in homework, they are motivated in the participation of school activities by engaging their children in learning at home. A strong element of effective parental involvement is communication between parents and teachers. Parents’ involvement in learning at home is the most enhancing factor in the improvement of the academic performance of their children. Epstein (1995) encouraged schools to provide more connections between school and home by implementing activities for learning at home as a type of parental involvement. By implementing activities across all the six types of involvement, educators may help achieve children’s academic improvement.
1.9.2 Conceptual Framework

Independent Variables

**Mothers’ educational level**
- Primary
- Secondary
- College
- University

**Mothers’ occupation**
- Housewife
- Self employed
- Employed

**Mothers’ work schedule**
- Half Day
- Full Day
- Night Shift

**Dependent Variable**
Maternal involvement in children’s homework

**Children’s academic performance**

**Intervening variables**
- Gender of the child
- Family structure and size
- Economic status of the mother
- Marital status of the mother
- Mothers’ provision of school materials

**Figure 1.1: Conceptual Framework showing Independent and Dependent variables**

Figure 1.1 indicates the way the variables of the research relate to one another to affect children’s academic achievement. Mothers’ education level, mothers’ occupation, and mothers’ work schedule influenced the way a mother was involved in her child’s homework. Mothers’ involvement, in turn, works to influence the learners’ achievement in school.
1.10 Operational Definition of Terms

**Academic Support** Refers to instrumental parent/guardian help with homework, attending parent-teacher meetings or conferences and financial assistance.

**Challenges** Refers to difficulties or obstacles faced by mothers in their involvement in children’s homework.

**Children** Refers to Pre-primary two, school going children aged between six and seven years.

**Demographic characteristics** Refers to the mothers’ educational level, work schedule and occupation.

**Educational Attainment** Refers to the number of years of schooling completed.

**Educational level** Refers to whether a mother completed primary school, secondary school, college or has a University degree.

**Homework** Refers to any assignment given by teachers for learners to complete at home.

**Maternal Control** Refers to supervision, monitoring, communication, and setting and enforcement of rules and boundaries.

**Mothers Involvement** in this study it means; assisting a child with homework.

**Occupation** Refers to whether a mother is housewife, self-employed or employed.

**Work schedule** Refers to whether a mother works full day, half day or night shift.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed the related literature according to the objectives which include; mothers' educational level and their involvement in their children's homework; mothers' occupation and their involvement in their children's homework and challenges faced by mothers in their involvement in their children's homework.

2.2 Outcomes of Maternal Involvement in their Children's Homework

Parental involvement in homework is useful to improve children's academic performance. Homework engages mothers and fathers in the teaching/learning activity. Studies by Goldman, McDermott, and Varenne (1984) indicate that parental engagement may either have a negative or positive influence on the importance a child puts on homework. It may improve parents' understanding of learning. It gives them a chance to show appreciation about the advantage of performance in school. But parental engagement in a child's homework can influence education also. For instance, sometimes parents bring confusion to children in case the homework ways of assistance they use are different from the techniques the teacher uses in the child's classroom. Parental engagement in schoolwork may lead to parental interference if parents perform assignments that the child can do without any assistance.

Studies in Kenya have not empirically studied mothers' educational level and their involvement in children's homework. When mothers become engaged with a child's
assignments, communication between the school and parents improves. This clarifies mothers on what is expected from children by teachers. It gives mothers a firsthand idea of what is learned and the academic performance of the child.

When a child is performing well academically, mothers consider directing their energy to support their children's own decisions on how to do schoolwork. A study by Eaton and Pomerantz (2001) indicates that, when children experience challenges with schoolwork, this is an opportunity for mothers to be much engaged by being more attentive. Mothers can try not to interfere with their children when they do homework independently. Schoolwork is an appropriate way for a child to better his/her academic performance and for mothers to express their support of education. Since many factors are influencing the impact of academic performance, expectations for homework effects mostly in the pre-schools, need to be realistic.

In addition to direct effects on achievement, maternal involvement may have positive effects on several desirable academic achievement outcomes, as well as indirect effects on achievement through such variables. When mothers are involved, children may experience homework as more pleasant. Children report being more attentive and having a more positive mood (Leone & Richards, 1989), greater homework enjoyment (Shumow, 1998), and perceive their homework activities as less difficult and more manageable (Eccles & Frome, 1998) when mothers are involved. Children may get more benefit from engaging in it when homework is more enjoyable.
Nyarko (2011) found that mothers from Ghana have often been involved in their children's homework in one way or another, for example, ensuring completion of homework, yet their engagement since a long time ago has been only focusing on other school activities at home. Most of the mothers (91%) admit sharing what they expect with their children, but about 6 out of 10 mothers (57%) admit they never help their children directly with schoolwork. As Elam (1994) and Nyarko (2011) report, mothers from Ghana from a long time ago are used to be much engaged with their children at home than in school. In the above study, mothers are reported to have a high involvement level in homework at home.

Moreover, to find out involvement within the school is low compared to involvement at home, mothers who were not involved at all were compared to those who were a bit involved. It was reported that mothers who had average involvement at home were more than those who had average involvement at school, but the difference is small. Most mothers admitted that they do not plan time to help with children's schoolwork at home. Almost all empirical research on parental involvement notes that parents' involvement in their children's academics differs by socio-demographic and economic circumstances, such as educational level, occupation and the challenges faced during involvement (Georgiou, 2007; Schimpl-Neimanns, 2000; Schmitt & Kleine, 2010). These differences are consistent with findings from the Ghana Experiment baseline data. From these findings, it was clear that there was a need for research to be conducted to find relationships to increase maternal involvement in their children's homework.
The report showed slightly higher involvement at home by mothers (72.66% of 2,371 interviewed) than fathers (71.6% of the 2,205 interviewed). More fathers discuss their expectations (90.3%) than discuss schoolwork, assist with homework, or ensure homework is done. Reflecting on a contrary trend, 67.18% of fathers get involved at school compared with 64.56% of mothers. Generally, involvement at school is low compared to involvement at home.

In Namibia, Guolaung (2010) conducted a qualitative survey study on the extent of maternal involvement in children's academic performance. The study involved seven parents of children who had achieved high grades in examinations. All mothers reported a very high level of involvement in their children's homework but the study was limited in design since the sample was too small to generalize to a larger population. There was a need for a study to be done that used widely accepted demographic characteristics of parental involvement and to focus on one parent.

The family set up defines the father as the one to instill discipline, therefore the seriousness in which children may take instructions from the mother on homework may be less than how the children could be taken from the father. Muola (1990) found out that, as a matter of principle even the school set up makes it difficult for the mother to play their roles for instance when a child has not completed his/her homework the administrators will mostly call the father since he is perceived to be the authority in the house.
2.3 Mothers Educational Level and their Involvement in their Children's Homework

Previous research shows that mother more than fathers' level of education is predictive of parental involvement in take away assignments. The focus is on the education status of the mother as mothers constitute the majority of single parents and, in two-parent families, mothers are more involved than fathers in the day-to-day schooling activities of children. Stevenson and Baker (1987) found that the greater the degree of parental involvement in school activities, the higher the educational status of the mother. Such mothers are more likely to implement strategies for homework activities, are better informed about their children's school performance, have more contact with their children's teachers and are more likely to allocate appropriate time for homework activities for their children.

In developed countries like Japan and the United States of America (Holloway, Yamamoto, Suzuki & Mindnich 2008), mothers generally confidently participate in their children's homework because they are sufficiently educated to help their children with their schooling. In comparison to a developing country, Namibia, Siririka (2007) reported that mothers with limited education or those who are illiterate may be willing to assist their children but are unable since they feel it is difficult because they are not competent enough to assist their children with their homework. Lamer and Van Wyk (2004) and Phendla (2004) confirm this situation concerning another developing country, South Africa. This current study focused on younger children in pre-primary and in the Kenyan context.
Furthermore, other factors that were examined were parental educational background and parental education qualification. Adewale and Ogunshola (2012) did a study on the effects of parental Socio-economic status on the academic performance of students in selected schools in Kwara state in Nigeria. They used a sample size of one hundred and eight (180) students. The students who participated in the study were randomly selected from three secondary schools. Their findings concerning fathers indicated that fathers' educational backgrounds had no significant relationship with students' academic achievement. However, they found that the fathers' education qualification had a statistically significant relationship on the academic performance of the students. This study was done on fathers and older children (secondary school students). There was a need for a study to be done on mothers and younger children.

An educated mother is likely to have a better understanding of the academic of which she can transfer to the child. A study done in Kenya by Muola (1990) on the effects of academic motivation and home environment on academic performance among standard eight pupils indicates that this mostly happens if the learned mother has the time to assist her child with homework. This is similar to what Fraser (1960) admitted that pupils' academic achievement relates to their home environment (which involved a variable of the maternal education level than to her wisdom). The researcher notes that, in a case whereby two children have equal knowledge, a child whose parents have more education he/she attains a higher level in higher education.
The education level of mothers related to the level of involvement. Muriithi (2003) conducted a study on parental involvement in facilitating the learning process. He studied standard eight parents in selected schools of Egoji, Meru, Kenya. The study had a sample of 60 pupils, their parents, and teachers in three schools. Establishing how the parental education level and how the level of involvement relates to one another was one of the objectives. In the research, most of the mothers had only primary education, the limited number had college or university education and the least were illiterate. Out of all the teachers interviewed, 75% of the teachers noted that mothers with no education had challenges to be involved. This was evidenced by the fact that most of the mothers in the rural areas were educated to primary level and very few with secondary education and college training. It was, therefore, important to research an urban area where there is a diversity of maternal level of education.

Most of the existing literatures base its findings on developed societies where mothers have high literacy levels. This study sought to contextualize mothers' education levels in Kenya knowing that, over the years there have been growing factors that influence performance, for instance, why is it that some single mothers with no education manage to guide their children from early childhood education to Universities. Besides, what expectations come into play when educated mothers who know the importance of homework, yet give no attention to the homework of their children.
2.4 Mothers Occupation and their Involvement in their Children's Homework

Several factors limit the available time parents have to engage in their children's schooling. These include family structure and size. Single parents are mostly mothers and many works in sectors that are poorly paid and have inflexible work schedules (Duxbury & Higgins, 2001). The number of children in a family imposes further limits on available family time. Each sibling means a further partitioning of the time parents have available to spend with individual children (Eccles 1993). The current study was to find out whether the occupation of the mothers in Nairobi City County affected their involvement in their children's homework.

Mothers typically have little time to interact with their children about school matters, after meeting the demands of work, community, and domestic maintenance. However, the principal constraint on parents' available time appears to be mothers' work status (Cook & Willms, 2002). As the critics of homework have pointed out, the majority of Kenyan women have careers or simply a job to meet the financial needs of their families. Intensive parenting, associated with women's relegation to the private sphere, (Lewis, 1986) places new educational obligations on mothers to aid in the cognitive as well as the emotional development of their children. Norms of "social adjustment" increasingly incorporate ideas of educational achievement. "Good" children become conflated with notions of scholarly accompanied children. Intensive parenting makes mothers primarily responsible for children's academic performance.
Mothers in high paying occupations are mostly able to provide appropriate learning materials and facilities for their children and they are also in a position to take them to better schools known for good academic performance. Further, (Muola, 1990) argued that mothers who are in lower-paying occupations are usually unstable financially and as a result, are not in a position to give appropriate materials and education facilities to the learners. This indicated that there is a relationship between maternal occupational level and educational achievement of the child.

According to Muriithi (2003), the level of maternal involvement and the occupation of the parents do not relate. From her research, it is understandable that the sample used was small and most of the mothers were self-employed. They used to depend mostly on farming while few were in small-scale businesses. The likelihood is that the high poverty level influenced the involvement in their children's schoolwork. Muriithi (2003) researched in the rural area and therefore, there is a need to research an urban area because it has a diversity of mothers in occupations.

Also, there is likelihood that, one of the parents was better engaged more than the partner. Therefore this calls for research to be conducted on one of the parents. This current research focused on only mothers. A need arises for research to be conducted in a bigger place to include more population for findings to be generalized.
2.5 Challenges Faced by Mothers in their Involvement in their Children's Homework

Despite the positive benefits of maternal involvement in homework, some researchers have highlighted that; involvement may turn into negative experiences for mothers and children. Levin et al. (1997) found that greater maternal involvement in homework was related to increased frustration, disappointment and fatigue for the mother and causes tension between mother and child, especially when the child is below average.

Furthermore, emotional tension between the child and mother may be compounded when mothers, although believing homework is valuable, experience frustration about having inadequate skills for helping children with homework, especially older children for whom the curriculum is most challenging (Dauber & Epstein, 1993; Reetz, 1990), and have constraints in terms of their own time and energy (Bassler, Burrow, & Hoover-Dempsey, 2005; Fitzgerald, Kay, Mellencamp, & Paradee, 1994; Reetz, 1990). Some forms of maternal involvement in homework may be adaptive in that, homework completion and learning are facilitated and the development of positive attitudes and self-regulatory study skills associated with academic achievement may even be supported (Hoover-Dempsey & Sandler, 2005). This current study looked at emotional tension between the children and their mothers in the Kenyan context.

Homework is a double-edged sword with a positive impact, or damaging and destructive, to academic performance. However, Cooper et al., (2000) found that two-thirds of mothers reported engaging in some inappropriate form of involvement not expected to
have a positive effect, including simply giving correct answers or completing assignments themselves. Consequently, mothers engaging in these inappropriate involvement behaviors may impede learning during homework study and hinder the development of self-regulatory skills if children have to rely on their mothers for correct answers or external regulation and motivation.

Furthermore, maternal involvement in children's homework may have a negative influence if the mother self-initiated without the child's permission or the child sees the mother as intrusive or controlling. In analyses assessing the effect of mother's daily self-initiated involvement on success and failure, Eaton and Pomerantz (2001) found that, although self-initiated monitoring and involvement in homework did promote academic achievement, it also fostered academic failure for below-average achieving (but not above average achieving) children. Some educators and researchers have suggested that maternal involvement may exacerbate differences between high- and low-achieving children when the achievement difference is associated with economic differences. It might be more challenging for families to be involved in homework if they are of limited economic means, if there is a single parent, or if the two factors are the case (Apostoleris, Benjet, Grolnick, & Kurowski, 1997; Kronholtz, 1997; McDermott, 1984; Odum, 1994; Scott-Jones, 1984). The researcher notes that maternal involvement may exacerbate differences between high- and low-achieving children.

In summary, research and theory suggest the relationship between maternal involvement in homework and academic achievement outcomes is complex. It seems reasonable to
suggest that the positive and negative consequences can both occur and can even occur together (Levin et al., 1997). For instance, maternal involvement might improve homework completion rates and at the same time, it creates tension between mother and child. Given conflicting findings within the literature on maternal involvement in homework, a meta-analysis of the literature would help answer the most basic question of whether maternal involvement in homework does indeed have a beneficial effect and for what particular academic achievement outcomes. Furthermore, factors such as the type of involvement, the subject matter of the homework, the achievement outcome assessed, and the grade or ability level of the child may all be variables that affect whether maternal involvement in homework will positively influence achievement. This research helped to identify what moderators explained as the conflicting findings.

Other studies suggest that it is the type of maternal involvement that is critical. Mothers engage in many different types of involvement strategies, such as providing space and materials for homework; interacting with the teacher about homework; providing general oversight or monitoring of completion; making rules about when, where, or how homework is done; responding to questions about homework and giving feedback; or providing direct homework instruction (Hoover-Dempsey et al., 2001). This research would help identify that, the type of maternal involvement that is critical.

Different forms of maternal involvement in schoolwork are likely to have distinct effects on child achievement, and these effects may even vary depending on the characteristics of the child, which could explain contradictory findings in the literature. According to
motivation theorists (Grolnick & Ryan, 1989; Grolnick, Pomerantz, & Price, 2005), forms of maternal involvement that support the child's autonomy, as well as provide structure in the form of clear and consistent guidelines about homework, will be the most effective. However, forms of involvement that are experienced by the child as controlling will have little impact or a negative impact on motivation and achievement. Research supports this assertion. For example, a study conducted by Cooper, Lindsay, and Nye (2000) reported that maternal involvement in homework in the form of support for autonomy is associated with homework completion, higher standardized test scores and class grades although direct aid is associated with lower test scores and class grades.

Maternal engagement in schoolwork may also have a long-term influence on academic performance expectations in which the children's ability is promoted whereby adaptive self-regulation is engaged. That is, the development of effective, cognitive, and behavioral strategies including planning, goal-setting and the management of materials, time, emotions and attentiveness necessary to achieve academic goals is promoted through maternal involvement (Zimmerman, 2000). This assertion is supported by studies, which suggest that when their parents especially mothers are knowledgeable about the homework task, children demonstrate more effective study habits (Goldman, & Varenne, McDermott, 1984; Corno, & Xu, 2003). Consequently, maternal engagement might specifically be of importance for younger children who are in the process of developing self-management and study habits and lack self-regulatory skills.
Mothers still need assistance on how to be productively involved in their children's homework. Gezani (2009) mentions that the legacy of the Apartheid system left many parents in South Africa with very little or no formal education. Kruger (2002) supports this view: "maternal involvement does not happen by itself, educators are responsible for bringing it about". Comings, Reder & Sum (2001) add that mothers with lower education levels have more difficulties in assisting their children with homework. Parents face many challenges such as a busy work schedule and limited literacy skills. Epstein (2010) reports that illiterate mothers feel unprepared or inadequate to help their children with schoolwork. Van Wyk (1996) indicates that most of the African parents who studied in South Africa were not engaged in the assisting of homework. This was due to various challenges such as illiteracy and working long hours in various regions. Children in many cases were left to be cared for by grandparents or older siblings.

Kibet (2010) studied the role of parents in promoting preschool children's education in Uasin Gishu district, Kenya and found that maternal involvement in homework was minimal. Ciaraka (2003), sought to establish the role of parents in facilitating the learning processes in selected primary schools in Egoji- Meru. The findings were that parental involvement in homework was high but the majority (93%) of the mothers did not check children's homework regularly.
2.6 Summary of the literature

In this chapter, the researcher has reviewed the literature on mothers' educational level, mothers' occupation, mothers' work schedule and challenges faced by mothers in their involvement in children's homework. The literature review has shown that different factors influence maternal involvement in children's homework. These factors include; maternal education, occupation, work schedule and challenges faced in involvement in homework. Some researchers have indicated that there is a relationship between maternal educational, occupational and/or work schedule levels and children's homework. Other researches, however, have shown that mothers' level of education, occupations and work schedule do not influence their engagement in homework.

Most of the studies on this topic have been carried out in developed countries. The demographics in these countries do not always match those in developing countries. Most of the existing studies do not focus on mothers. In Kenya, mothers occupy a strategic position in children's lives and it is therefore important to establish their involvement in the child's homework. Also, most of the studies conducted in Kenya focus on parents' involvement in children's education in general. Studies on the involvement of parents in children's homework are minimal. Homework is common among learners at all levels and thus offers an opportunity for parents' involvement.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents research design, the variables, location of the study, target population, sampling techniques and sample size, research instruments, pilot study, data collection techniques, methods of data analysis and logistical and ethical considerations.

3.1 Research Design

A mixed methods approach was employed in this study. A correlational research design which deals with incidences, distribution and interrelations of educational variables and the descriptive design were used because the researcher was seeking all details on responses and opinions of mothers’ involvement in their pre-primary II children’s homework and find out the relationships that establish their involvement (Mugenda & Mugenda, 2003). The research also obtained quantitative data which made it possible to investigate the demographic characteristics of maternal involvement in children’s homework.

This made it easy to gather amounts of data at reasonably low cost and effort. The design was the most appropriate in gathering data from the respondents in its natural form without manipulating the variables. This involved asking the same questions to different respondents to obtain the required data by considering the frequencies of their responses.
3.1.1 Variables
Independent variable included the mothers’ demographic characteristics influencing children’s homework.

Mothers’ educational level was measured as a categorical variable consisting of primary, secondary, college or University Degree and above. Mother’s occupation was classified as housewife, employed or self-employed. Mothers’ work schedule was categorized as half day, full day and night shift.

The dependent variable was mothers’ involvement in children’s homework. This was measured by questionnaires categorically as, low involvement, moderate involvement and high involvement.

3.2 Location of the Study
This research was conducted in Nairobi City County, Kenya. Nairobi County was selected because of its cosmopolitan nature (Government of Kenya, 2010). It is an industrialized city with a population of about three million people, whereby almost half of them are mothers (Nairobi Census, 2009). It is a stable community in several respects. Although it is not immune to the increase in unemployment rates that characterize many urban centres in Kenya, it has a more diversified economy in which mothers are also included.

It is primarily a blue-collar city. Nairobi being a major employment centre attracts many people and mothers are not left behind in employment sectors. It has the rich, poor,
middle-class, literate and illiterate people, mothers included. It is also the climax of heterogeneity. Being Kenya's capital city it has an international outlook. It has a population that has the nature of variables that were investigated.

3.3 Target Population

The target population for the study included, pre-primary II children’s mothers in private pre-schools in Nairobi County. According to the Basic Education Statistics (2016), in Nairobi county, there are approximately 66 registered private pre-primary which have a population of approximately 5940 children. Out of these, approximately 1920 are pre-primary II children.

Pre-primary II children were selected because some studies that had been done on paternal or maternal involvement had been done in lower classes. Few studies had been done on pre-primary II class. Furthermore, it is assumed that, most mothers and children start to be serious with schoolwork in pre-primary II class as the learners start preparing for standard one. The class was also selected because at that level it is also assumed that, most of the pre-primary II children are able to write and read fluently. Mothers of the selected pre-primary II school children were the target population.

3.4 Sampling Techniques and Sample Size

In this section, the sampling techniques and sample size are discussed.
3.4.1 Sampling Techniques

The study sample included pre-primary II children and their mothers. From the Basic Education Statistics (2016), Kenya records, Nairobi County has only 66 registered private pre-schools and at least 10% of the target population is appropriate for sampling (Sommer, 2003). The researcher used purposive sampling to select Nairobi City County, the sub-county and the zone, because of its cosmopolitan nature.

The researcher used simple random sampling to select 10% of the registered 66 private pre-primary in Nairobi County to get 6 private pre-primary. In the six preschools, 192 pre-primary II children were selected that is, 32 children in each school. To select these children stratified random sampling was used (boys in one strata and girls in another strata) whereby 16 boys and 16 girls were selected in each school. The 192 mothers of the selected children were included in the study.

3.4.2 Sample Size

Six private pre-primary school out of the registered 66 were selected using simple random sampling. Stratified random sampling was applied to choose the pre-primary II children. Most pre-primary schools had approximately 90 pre-primary II children whereby one class accommodates 30 children and most pre-primary schools tend to have three streams (Basic Education Statistics, 2016).
Table 3.1: Computation of Sample Size

<table>
<thead>
<tr>
<th></th>
<th>Number in population</th>
<th>Percent of population</th>
<th>Number in sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary</td>
<td>66</td>
<td>10%</td>
<td>6</td>
</tr>
<tr>
<td>Mothers</td>
<td>1920</td>
<td>10%</td>
<td>192</td>
</tr>
</tbody>
</table>

3.5 Research Instruments

3.5.1 Questionnaires for mothers

The research instruments that were used for this study were questionnaires for mothers. The questionnaires had open and closed ended questions.

The questions provided an opportunity for the mothers to reveal how the education level, occupation, work schedule and challenges faced relate to their involvement in children’s homework. The questionnaires had three sections designed to acquire information on the different variables of the study. Section A of the questionnaire gathered demographic information about mothers’ academic level, occupation and sex of the child. Section B of the questionnaire had self report items which gathered information on mothers’ involvement in their children’s homework. Section C had self report items that gathered information on the challenges mothers face in their involvement in their children’s homework. The questionnaires were selected since they utilized same questions to all mothers who participated, ensuring their confidentiality and at the same time giving them a chance to answer with no restrictions.
Questionnaires were given to the mothers of the 32 children in each school. Sometimes it is very difficult to get hold of parents who in this case are, mothers, therefore, the researcher included a larger number in the samples so that if some mothers failed to respond, enough data was still available.

3.6 Pilot Study

Before the actual study, there was a pilot study which was done in two private preschools. This excluded those who participated in the main study. The questionnaires were pre-tested in order to ascertain their validity and reliability. The pilot study was also an opportunity for the researcher and research assistant to familiarize themselves with the data collection process.

3.6.1 Validity

Content validity was established by the researcher with the help of lecturers who did an item analysis to ensure items of the research instruments covered all the variables and objectives. To ascertain validity of the questionnaires, items which were not standard in terms of giving the required responses according to the research objectives were either modified or dropped or even replaced with suitable information. The pilot exercise provided a basis for rectifying any mistakes in the questionnaires.

3.6.2 Reliability

Test-retest was used during the pilot study to test the reliability of the questionnaires. A correlation co-efficient level of 0.8 was deemed acceptable. After administering the first
test (T1), the researcher waited for two weeks before administering the second test (T2) with the same questions but written on papers of a different colour.

### 3.7 Data Collection Techniques

The researcher received a letter from Kenyatta University Graduate School. A research permit to do the research was received from National Commision for Science, Technology and Innovation (NACOSTI). Further, permission was requested from the County Education Officer, Nairobi County, by giving him a copy of the research permit. Appointment with headteachers of the preschools that were selected was sought to be briefed on the research that was conducted in their preschools. Once the headteachers gave their consent, the preschool teachers were informed and briefed about the intended study. Questionnaires were issued to the teachers. The teachers help was sought in contacting the mothers. The mothers of the selected pre-primary II children were reached during parents days or prize giving days. Not all the mothers attended the school meetings, therefore the teachers help was sought in putting the questionnaires in the children’s diaries. A written note was attached to the questionnaires. The note requested the mothers to fill in the questionnaires and put them back in the children’s diaries. The researcher then collected the questionnaires from the teachers.

### 3.8 Data Analysis

The following were the null statistical hypotheses and the test used to analyze each of them:
H₀₁: There is no significant relationship between mother's education level and mother’s level of involvement in children’s homework. Chi-square was used.

H₀₂: There is no relationship between mothers’ occupation and mother’s level of involvement in children’s homework. Chi-square was used.

H₀₃: There is no relationship between mothers’ work schedule and mother’s level of involvement in children’s homework. Chi-square was used.

The challenges faced by mothers in their involvement in children’s homework were done in a descriptive report on the findings in form of text using qualitative analysis. It was also used to give a descriptive report generated from the open ended questions.

Content analysis using descriptive statistics was done and organized the data according to themes. Quantitative data from the questionnaires was coded and the data entered into an excel file. Data analysis was done and the results presented using tables, frequencies, percentages and charts. Qualitative analysis was employed to complement quantitative analysis by giving a descriptive report on the findings based on the themes, that is, in form of text. Descriptive report was also generated from the open ended questions.

3.9 Logistical and Ethical Considerations

In this section, the logistical and ethical considerations are discussed.
3.9.1 Logistical Considerations
A letter was sought from the Dean, School of Graduate Studies, Kenyatta University which enabled the researcher to get a research clearance permit from the National Commission for Science, Technology and Innovation (NACOSTI). The permit together with the letter of authorization from NACOSTI was presented to the County Commissioner, County Education Officer, Assistant Education Officers and head teachers from the selected preschools in Nairobi County. Permission was also sought from Nairobi City Council to conduct research in private pre-schools.

3.9.2 Ethical Considerations
Consent of the respondents was sought through letters of introduction and description of the study. The respondents were assured of confidentiality of responses provided. They were also not supposed to disclose their names when answering the questionnaires or when they were interviewed. Explanation was offered to the participants on the purpose of the research. Respondents were informed that they had a right to withdraw from participating if they wish doing so. Mothers were requested to sign the consent letters on behalf of their children. Decency, politeness, punctuality, and confidentiality was also observed. Anonymity was also guaranteed by the respondents by not writing their names or filling on the questionnaires, instead code numbers were used.
CHAPTER FOUR
DATA FINDINGS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the results of the study. First it highlights the demographic information and the results together with discussion of the results in relation to other studies carried out on maternal involvement in pre-primary II children’s homework.

This was according to the following objectives of the study.

1. To establish the relationship between mothers educational level and their involvement in their children’s homework.

2. To establish the relationship between mothers occupation and their involvement in their children’s homework.

3. To establish the relationship between mothers work schedule and their involvement in their children’s homework.

4. To find out the challenges faced by mothers in their involvement in children’s homework.

4.1 Presentation of Results and Discussions

Data has been presented in two sections. Demographic characteristics of mothers will be presented first, followed by descriptive results for each objective and then discussion of the findings.
4.2 Demographic Characteristics of Mothers

In this study, 192 mothers were sampled to participate whose pre-school children had been selected using stratified random sampling to ensure two boys and two girls were interviewed in each school. Out of the 192 mothers sampled, only 82 participated while 110 did not. Sometimes it is very difficult to get hold of parents who in this case are, mothers, therefore, the researcher included a larger number in the samples so that if some mothers failed to respond, enough data was still available. The demographic information that was required from mothers who participated in the study included mothers’ education level, their occupation and the challenges faced by mothers in their involvement in homework.

4.2.1 Mothers’ Educational Level

The education level of mothers was determined. It was classified as; primary, secondary, college and university levels

Table 4.1 shows the mothers’ level of education.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>3</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Secondary</td>
<td>21</td>
<td>25.6</td>
<td>25.6</td>
<td>29.3</td>
</tr>
<tr>
<td>College</td>
<td>43</td>
<td>52.4</td>
<td>52.4</td>
<td>81.7</td>
</tr>
<tr>
<td>University</td>
<td>15</td>
<td>18.3</td>
<td>18.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
The information presented in Table 4.1 shows that, the distribution of mothers by education level shows that, mothers with University (18.3%) education were among the minority, while mothers with Secondary (25.6%) education were among the majority. Cumulatively, 81.7% of the mothers had college education. Most of the mothers had college education and only a few (3.7%) had primary school level education.

Based on this finding it can be concluded that, most mothers in Nairobi City County have University, College and secondary education while a few (3.7%) have primary education.
4.2.2 Mothers’ Occupation
Mothers’ occupation was also established. It was classified as; Housewife, Self-employed and Employed.

Table 4.2 shows the proportions of mothers by their occupation

Table 4.2: Proportions of Mothers by Occupation

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housewife</td>
<td>17</td>
<td>20.7</td>
<td>20.7</td>
<td>20.7</td>
</tr>
<tr>
<td>Self employed</td>
<td>34</td>
<td>41.5</td>
<td>41.5</td>
<td>62.2</td>
</tr>
<tr>
<td>Employed</td>
<td>31</td>
<td>37.8</td>
<td>37.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 4.2 above the majority (41.5%) of the mothers are self-employed while (20.7%) are housewives. The data therefore reveals that, 79.3% of the mothers had at least some form of employment.
Based on this finding it can be concluded that, most mothers in Nairobi City County are self-employed and employed while few are housewives.

4.3 Mothers’ Level of Education and Involvement in Children’s Homework

To test the relationship between mother’s level of education and involvement in children’s homework, the following hypothesis was formulated and tested.

H01: There is no significant relationship between mother's education level and mother’s level of involvement in children’s homework at .05 level of significance.

This hypothesis was tested using Chi-square test.

Table 4.3: Chi-square Test Results for Relationship Between Mothers’ Education Level and involvement in children’s homework

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>4.732</td>
<td>6</td>
<td>.579</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>4.747</td>
<td>6</td>
<td>.577</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.349</td>
<td>1</td>
<td>.555</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The observed chi-square value was 4.732. The critical chi-square value is 12.592. Thus the observed chi-square value was less than the critical value. The results were not significant. Therefore, the null hypothesis was accepted. It was concluded that, there is no sig-
significant relationship between mother’s education level and their involvement in children’s homework. This suggests that the mother’s level of education did not influence their involvement in children’s homework.

The findings were different with a study which established that, the educational level of the mother indicates the mother’s experience and knowledge of how children can progress through the educational system (Lareau, 1989; Reay, 1998) and therefore this study show there was no relationship between mothers educational level and their involvement in children’s school career. This implies that, even less educated mothers get involved in children’s homework.

Parents, particularly mothers, with more education tend to share in their children’s intellectual pursuits, pass down skills and beliefs that are more conducive to achievement (De Broucker & Underwood, 1999), get more involved in their children’s homework, have higher educational expectations for academic success, and have greater familiarity with schools and teachers. The high value mothers place on homework and their knowledge of how to achieve educational goals can thus be transmitted when they actively provide their children with a home-learning environment that encourages educational attainment (Trusty, 2000; Wilson & Wilson, 1992).

Based on this finding it can be concluded that, although all mothers in this study had some education that was beyond pre-primary, there was no relationship between mother’s education level and their involvement in children’s homework.
4.4 Relationship between Mothers’ work Schedule and Mothers’ Involvement in Children’s Homework

4.4.1 Mothers’ work schedule

The work schedule was categorized as; Full day, Night shift and Half day

Table 4.4 shows the proportions of mothers by their work schedule

Table 4.4: Proportions of Mothers by Work Schedule

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half Day</td>
<td>17</td>
<td>20.7</td>
<td>20.7</td>
<td>20.7</td>
</tr>
<tr>
<td>Full Day</td>
<td>45</td>
<td>54.9</td>
<td>54.9</td>
<td>75.6</td>
</tr>
<tr>
<td>Night Shift</td>
<td>20</td>
<td>24.4</td>
<td>24.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

All the mothers in this study were working away from home. Majority (54.9%) of mothers work full day while about (20.7%) of mothers work half day and 24.4% work on night shift.
Based on this finding it can be concluded that, most mothers in Nairobi City County work full day while a few work half day. However, mothers who work on night shift are more than those who work on half day.

To test the relationship between mother’s work schedule and involvement in children’s homework, the following hypothesis was formulated.

**H02:** There is no relationship between mothers’ work schedule and mother’s level of involvement in children’s homework at .05 level of significance.

This hypothesis was tested using Chi-square test.
Table 4.5: Chi-square test results for relationship between Mothers’ work schedule and Mothers’ involvement in children’s homework

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>5.667</td>
<td>4</td>
<td>.225</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>5.260</td>
<td>4</td>
<td>.262</td>
</tr>
<tr>
<td>Linear-by-Linear Ass</td>
<td>2.510</td>
<td>1</td>
<td>.113</td>
</tr>
<tr>
<td>Total number</td>
<td>82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The observed chi-square value was 5.667. The critical chi-square value is 9.488. Thus the observed chi-square value was less than the critical value. The relationship was not significant. Therefore, the null hypothesis was accepted. It was concluded that, there is no significant relationship between mother’s work schedule and their involvement in children’s homework. This suggests that the work schedule did not influence their involvement in children’s homework.

This concurs with what Kibera (1998) found out in his findings that, type of work schedule greatly experienced in urban areas necessitate many parents to be away from home most of the day time and even some during the night. The findings were also consistent with findings by Jones (1985) who established that joblessness does not improve parental involvement with their children in which it implies that parental involvement is not a matter of time available to the parents but having an understanding on the importance of the
children's homework. The findings are also consistent with that of Gadsden, 2007; Marsiglio and Day, 2007; Marsiglio (1995) who found that parents who work night shifts and in some cases where they have little or no autonomy or who work long hours are more irritable and more likely to be authoritarian and conflictive in their involvement with their children during homework.

However, the current study assumed that, when some of the mothers arrive home they will find some of their children asleep therefore not possible to get involved in the children’s homework. This study also states that, at day time, especially even on the holidays, the mothers are absent good part of the day thus not available to assist children in their homework. On the other hand, the mothers who work on night shift tend to be at home during daytime whereby the children might be in school.

4.5 Relationship Between Mothers’ Occupation and Mothers’ Involvement in Children’s homework

To test the relationship between mother’s occupation and mothers’ involvement in children’s homework, the following hypothesis was formulated.

$\textbf{H03:}$ There is no relationship between mothers’ occupation and mother’s level of involvement in children’s homework at .05 level of significance.

This hypothesis was tested using Chi-square test.
Table 4.6: Chi-square test results for relationship between Mothers’ occupation and Mothers’ involvement in children’s homework

Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>3.643</td>
<td>4</td>
<td>.456</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>3.585</td>
<td>4</td>
<td>.465</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.304</td>
<td>1</td>
<td>.581</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The observed chi-square value was 3.643. The critical chi-square value is 9.488. Thus the observed chi-square value was less than the critical value. The relationship was not significant. Therefore, the null hypothesis was accepted. It was concluded that, there is no significant relationship between mother’s occupation and their involvement in children’s homework. This suggests that the mother’s occupation did not influence their involvement in children’s homework.

The findings are similar to findings by Muriithi (2003a), who stated that, there was no significant relationship between the level of parental involvement in children’s homework and the occupation of the parents. Muriithi did the research in a rural area set up and this called for a need for another study to be conducted in the urban area where the mothers’ occupation is diverse. Besides, there was a possibility that only one parent was more
involved than the other. This therefore, gave a reason for a research focusing on one parent. This current research was interested on only mothers. There was need for a research to be conducted in a larger area to cover a larger population to allow for generalization of the results.

Few findings have stated that housewives mothers spend more time with their children while other findings have stated that unemployment did not improve mothers’ involvement in children’s homework, implying that involvement is not simply a matter of time available to the mother (Gadsden, 2007; Gadsden & Bowman, 1999; Marsiglio, 1995). Being a housewife does not increase mothers’ involvement in children’s homework, implying that mothers’ involvement is not a matter of the type of occupation but having an understanding on the importance of involvement in the children’s homework during the early years. However, this finding does not concur with Mwoma (2009) who found that, parental involvement in their children’s homework was influenced by the type of work they did.

4.6 Mothers’ Involvement in Children’s Homework

The study sought to establish the proportions of mothers involvement in their children’s homework. This was done through questionnaires. Mothers had high involvement in their children’s homework if they always participated. They were considered moderately involved if they sometimes participated and lowly involved if they never or once in a while participated in children’s homework.
Mothers’ involvement in children’s homework was categorized as follows: Never = 10% to 40%, Sometimes = 41% to 50% and Always = 51% to 65%.

Table 4.7 shows the proportions of mothers by their involvement in children’s homework.

**Table 4.7: Proportions of Mothers by level of involvement in children’s homework**

<table>
<thead>
<tr>
<th>Involvement Level</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Involvement</td>
<td>13</td>
<td>15.9</td>
<td>15.9</td>
<td>15.9</td>
</tr>
<tr>
<td>Average Involvement</td>
<td>22</td>
<td>26.8</td>
<td>26.8</td>
<td>42.7</td>
</tr>
<tr>
<td>High Involvement</td>
<td>47</td>
<td>57.3</td>
<td>57.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As shown in the Table 4.7 above, the majority (57.3%) of the mothers are highly involved in their children’s homework. The minority of mothers (15.9%) had low involvement in their children’s homework. Most of the mothers (84.1%) had at least average involvement in their children’s homework. Thus, all the mothers in this study had some involvement in their children’s homework.
The disparity in how mothers get involved in children’s homework could be as a result of what assignments children seek assistance and whether mothers are able to assist. The other disparity on mothers’ response to the above items could be as a result of what mothers consider to be their role or whether they find it important to be involved in the children’s homework.

4.7 Challenges Faced by Mothers in their Involvement in Children’s Homework

Table 4.8 shows the challenges faced by mothers in their involvement in children’s homework.
Table 4.8: Challenges Faced by Mothers in their Involvement in Homework

<table>
<thead>
<tr>
<th>Challenges</th>
<th>No. of Mothers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Revised ECDE curriculum (Inadequate skills)</td>
<td>49</td>
<td>59.8%</td>
</tr>
<tr>
<td>2. Work schedule</td>
<td>7</td>
<td>8.5%</td>
</tr>
<tr>
<td>3. Type of work / occupation</td>
<td>4</td>
<td>4.9%</td>
</tr>
<tr>
<td>4. Getting home late</td>
<td>5</td>
<td>6.1%</td>
</tr>
<tr>
<td>5. Overwhelmed by responsibilities</td>
<td>3</td>
<td>3.7%</td>
</tr>
<tr>
<td>6. Inability to understand ECDE work</td>
<td>5</td>
<td>6.1%</td>
</tr>
<tr>
<td>7. Limited time</td>
<td>4</td>
<td>4.9%</td>
</tr>
<tr>
<td>8. Child unable to concentrate, tired</td>
<td>3</td>
<td>3.7%</td>
</tr>
<tr>
<td>9. Lack of money</td>
<td>1</td>
<td>1.2%</td>
</tr>
<tr>
<td>10. No challenges</td>
<td>15</td>
<td>18.3%</td>
</tr>
</tbody>
</table>

The data presented in Table 4.8 shows that, most mothers experience the challenge of revised ECDE education (59.8%). This means that, the previous curriculum, is different from the revised current curriculum, their children are doing. Some mothers (18.3%) did not experience any challenge in getting involved in their children’s homework. This is due to the fact that, some mothers reported that, they are ECDE teachers, understand the current revised method of learning or they could not figure out a specific challenge during the time of data collection.
The mothers also face the challenge of work schedule (8.5%), especially those who work on night shift. This is because, during the day the children are at school and when the children reach home the mothers are either preparing to leave or have already left for work. One of the mothers reported lack of money (1.2%) as a challenge in getting involved in her child’s homework. There was no clear explanation on how it was a challenge.

Three mothers also reported facing the challenge of the child unable to concentrate (3.7%) in doing homework as a result of being tired. This could be as a result of combination of various factors, for example, the time the child is doing homework, the activities the child participated earlier or when the child is sleepy. Other mothers reported facing other different challenges, for example, limited time (4.9%) to get involved in the children’s homework. This is as a result of overwhelming responsibilities (3.7%), getting home late (6.1%) and also the type of work/occupation (4.9%) the mother does.

From the table, it is clear that, most of the mothers encountered more than one challenge. Apart from the main challenge the mothers stated, they also experienced other types of challenges. From the observation, it shows that, only four mothers reported work schedule as the main challenge but three more mothers also stated it after mentioning their main challenge. It also shows that, only two mothers reported type of work occupation as their main challenge but two more mothers also included it after mentioning their main challenge.
The respondents in total who reported getting home late as their main challenge were five mothers while there were only three responses as the main challenge. Two mothers reported being overwhelmed by responsibilities as the main challenge in getting involved in children’s homework and one more mother stated the same challenge as part of what she encounters too. The respondents in total who reported inability to understand ECDE work was five mothers while there were only three responses as the main challenge. Two mothers reported limited time as the main challenge in getting involved in children’s homework and two more mothers stated the same challenge as part of what they encounter too. The total respondents, who reported child unable to concentrate, tired were three mothers while there was only one response as the main challenge. In other cases, there were also respondents who only experienced one challenge as in the case of revised ECDE education where all the 49 mothers were the only ones who faced that particular challenge while it was also only one mother who had the challenge of lack of money. However, since there were 15 respondents who had no challenges which cannot be encountered more than once, therefore, the number of mothers who were in this category still remained 15 in the responses.

Factors such as the type of involvement, the subject matter of the homework, the achievement outcome assessed, and the grade or ability level of the child may all be variables that affect whether maternal involvement in homework will positively or negatively influence achievement. Although research supports the belief that maternal involvement in their children’s homework has a positive effect (Bursuck, Epstein, Jayanthi, Nelson & Sawyer, 1996), other studies have shown possible negative influences of maternal
involvement on children’s academic achievement (Cooper, 1989a; Milgram & Perkins, 1996). Cooper’s summary of the homework literature outlined the following potential negative effects: denial of access to leisure-time activities, satiation (physical and emotional fatigue, loss of interest), cheating (copying and help beyond tutoring) and parental interference (pressure to complete assignments, confusion of instructional techniques). It seems reasonable to suggest that the positive and negative consequences can both occur. However, the homework is too demanding for the children, especially when they have to seek for assistance from mothers who are already involved in house chores and inappropriate physical facilities and unconducive learning environment. With no written policy on homework (Levin et al., 1997), teachers mostly give homework to the children whereby in most instances it is influenced by the available textbooks, mostly without considering the curriculum or even if children will need to be assisted by parents, or whether even the children have the ability to handle the homework by themselves.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the summary of the findings and the implications are presented with major conclusions that can be drawn from the study. Recommendations for various stakeholders are also discussed together with recommendations for future research.

5.1 Summary of the study findings

The first objective in this study was to establish the relationship between mothers’ educational level and their involvement in their children’s homework. The results revealed that, most of the mothers had college education and only a few (3.7%) had primary school level education. This suggested that the mother’s level of education did not influence their involvement in children’s homework.

The second objective in this study was to establish how mothers’ occupation influences their involvement in their children’s homework. The results revealed that, 79.3% of the mothers had at least some form of employment. The study concluded that, mother’s occupation did not influence their involvement in children’s homework.

The third objective in this study was to establish the relationship between mothers’ work schedule and their involvement in their children’s homework. The results revealed that, majority (54.9%) of mothers work full day while about (20.7%) of mothers work half day
and 24.4% work on night shift. The study showed that, the work schedule did not influence mothers’ involvement in children’s homework.

The fourth objective in this study was to find out the challenges faced by mothers in their involvement in children’s homework. From the study findings, it is clear that, most of the mothers encountered more than one challenge while a few reported having no challenges.

5.2 Implications of the Findings

One of the findings of this study is that, children do not tend to do better when they realize that their mothers are more interested and get involved in their homework since mothers’ involvement in their children’s homework was found not to determine children’s performance at preschool. Therefore, performance in school activities is not likely to be high or low depending on whether or not mothers get involved in their children’s homework.

This therefore implies that; limited education does not hinder mothers to see the importance of assisting their children in their homework whereby mothers’ education level was found not to be significantly associated to their involvement in their children’s homework. Mothers who were more educated with at least post-secondary education were found to be involved in their children’s education the same way as those who did not have the same education level. Although, mothers who are not educated may find it difficult to assist their children in doing school work, may be because they themselves are not able to read and write. Therefore, school work may be challenging to them. There is need for programs where mothers may have opportunities to acquire new knowledge and skills.
that may help them understand the new pre-school curriculum to enable them support their children with homework.

This also implies that, mothers who were employed with stable jobs were the same way involved like mothers who were not working or who were self-employed. Mothers’ occupation was found not to be significant in influencing mothers’ involvement in their children’s homework. Another implication is that, mothers treat their children equally on matters of homework regardless of their sex or their marital status.

5.3 Conclusion
Results from this study have shown that, there was no relationship between mothers’ involvement in their children’s homework and their educational level, work schedule or occupation. Maternal involvement in children’s homework was not related with mothers’ level of education and maternal involvement in children’s homework did not vary significantly by levels of education of the mothers. Mothers’ occupation did not relate maternal involvement in children’s homework. The relationship in maternal involvement in children’s homework among mothers of various types of occupations was not significant. Most of the mothers encountered more than one challenge. There was no significant relationship between mothers’ involvement in girls and boys homework.

5.4 Recommendations
Various recommendations were suggested and drawn from the study findings for various stakeholders and for future research.
5.4.1 Recommendations for School Managers

1. One of the findings of this study was that, all mothers were involved in their children’s homework regardless on the sex of the child or mothers’ marital status. Based on this finding, the researcher recommends that, there is need for school managers to introduce programs to ensure that mothers closely monitor and participate in; assisting their children with school work, buying children a present when they perform well, attending school meetings and discussing with teachers about their children’s progress. This is likely to motivate children to work harder and to do their school work better. This can be achieved if open days can be introduced in school where once in a term mothers come to school to view children’s work and discuss with teachers.

2. There is also need for school managers and administrators to have programs where once in a term or in a year they have a special day for mothers and their children to educate them on the important role they play in their children’s homework.

5.4.2 Recommendations for KICD

There is need for the Kenya Institute for Curriculum Development to come up with a curriculum aimed at mobilizing the communities on the important role mothers play in their children’s homework. This can be conducted in terms of seminars and workshops at the grass root level.
5.4.3 Recommendations for Future Research

1. There is need for a longitudinal study where mothers’ involvement in their preschool children’s homework can be studied right from preschool level to standard three so as to establish whether their involvement has influence on how their children perform academically.

2. One of the findings of this study was that, the present study focused on mothers in general and their involvement. Based on this finding, the researcher recommends that, there is need for a study to be carried out to establish whether mothers’ marital status influence how they get involved in their children’s homework.

3. Another finding of this study was that, the study focused on the mothers in Nairobi City County alone. The researcher recommends that, there is need for a cross cultural study on mothers’ involvement in children’s homework which may give a broader overview on Kenyan mothers and whether they get involved in their children’s homework or not.

This research obtained information through the self-reports from mothers on their participation, the researcher recommends that, other studies can be carried out whereby fathers, teachers and children can be included in establishing mothers involvement in the children’s homework. This gave an insight of what others see mothers doing to support their children’s homework. Such information would be useful to other studies, such as this one, which did not have access to school records.

Also, the current study focused on preschool children, the researcher recommends that, there is need for another study to focus on mothers and lower primary school pupils. This
may give scholars an overview of how mothers get involved with their primary pupils homework, if there is a relationship.

Furthermore, the study focused on mothers’ involvement in preschool children’s homework, the researcher recommends that, there is need for a study to be carried out focusing on fathers’ involvement in preschool children’s homework.
References


Fraser, E. (1960). *Strategies to Improve Student Motivation to Complete Homework Assignments. Action research project submitted for the degree of Master of Arts in Teaching and Leadership*. Saint Xavier University: Chicago.


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APPENDICES

APPENDIX I: A QUESTIONNAIRE FOR MOTHERS

Instructions

I would like to know a few things about your interaction with your child in pre-primary II class. So please answer these questions carefully and as honestly as possible. The answer you give will be kept strictly confidential. Put a (√) against the word or sentence that is most appropriate or applicable to you. There is no right or wrong answer for any of the questions in this questionnaire.

Section A: Demographic Information

First, please give us some information about yourself:

(Tick one that is the most appropriate)

1. What is your highest level of Education?
   - Primary ( )
   - Secondary ( )
   - College ( )
   - University Degree and above ( )

2. What is your age range?
   - 18 - 30 ( )
   - 31 - 40 ( )
   - Above 40 ( )
3. Are you:

   - Single / never married ( )
   - Married ( )
   - Windowed ( )
   - Separated ( )
   - Divorced ( )

4. What is the name of your child at Pre-primary?

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

5. What is the sex of your child in pre-primary?

   - Boy ( )
   - Girl ( )

6. Which of the following best describes you

   - Housewife ( )
   - Self-employed ( )
   - Employed ( )

7. If you are working, what exactly do you do?

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

8. What time of the day do you work?

   - Day ( )
   - Half day ( )
   - Full day ( )
   - Night ( )

9. Does your work schedule affect your involvement in your child’s homework?
**Section B: Maternal Involvement**

Now use the following words to indicate **how often** you do each of the following activities below with your child. *(Put a tick against the statement)*

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I listen to my child carefully when he/she talks about homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I talk to my child about his/her schoolwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I praise my child when he/she does well in school work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I show genuine interest in my child’s homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I Give advice to my child about doing school work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I give comments when my child has done well in schoolwork.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I answer questions when my child asks about homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I check if my child has schoolwork to do</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td>1</td>
<td>I call my child on phone when i’m away to find out if he/she has done homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I make sure that my child’s homework is done and there is progress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I talk to the teacher about my child’s progress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I make sure my child is safe when he/she is at home doing homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I find out about my child’s friends and if they talk about homework.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I help my child to do homework.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I select and buy books for my child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I buy a present for my child when he/she has done well in schoolwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1</td>
<td>I ask other people to help my child with homework.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I send other people to go for my pre-unit child’s school meetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I tell my child’s relatives to buy school materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I ask my child’s relatives to buy a gift when our child does well in schoolwork</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>I leave my child’s relatives especially the father to buy books for the child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I tell my child’s father to talk to teachers about schoolwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I ask my child’s siblings or caregiver to help him/her with homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I complete homework for my child</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section C: Challenges

1. (a) Do you feel your level of education influences your involvement in your child’s homework?

   Yes (  )

   No (  )

   (b) If you answered “yes” in 1 (a) above, give reasons for your answer

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

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

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

2. (a) Do you feel your occupation influences your involvement in your pre-unit child’s homework?

   Yes (  )

   No (  )

   (b) If you answered “yes” in 2 (a) above, give reasons for your answer

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3. List any challenges you face that make it difficult or not to be involved in your pre-unit child’s homework

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   .................................................................................................................................
Appendix II: Research Authorization Letter from the Ministry of Education

Republic of Kenya
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LERNING & BASIC EDUCATION

Ref: RCE/NRB/GEN/1/VOL. 1
Date: 29th June, 2018

Muthama Lucy M
Kenyatta University
P O Box 43644-002100
NAIROBI

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "Determinants of mothers' involvement in their children's homework in selected private preschools in Nairobi County, Kenya".

This office has no objection and authority is hereby granted for a period ending 2nd March, 2019 as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to work in.

RHODA MWÉI
FOR: REGIONAL COORDINATOR OF EDUCATION
NAIROBI

C.C.
Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI
Appendix III: Research Clearance Permit

CONDITIONS

1. The Licence is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.
Appendix IV: Research Authorization Letter from the National Commission for Science, Technology and Innovation (NACOSTI)

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241249, 3310579, 32198420
Fax: +254-20-318245, 318249
Email: info@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref. No. NACOSTI/P/18/27734/21516

Date: 2nd March, 2018

Muthama Lucy M.
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Determinants of mothers’ involvement in their children’s homework in selected private preschools in Nairobi County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending 2nd March, 2019.

You are advised to report to the County Commissioner and the County Director of Education, Nairobi 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. KATERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.
Appendix V: Research Authorization Letter from Kenyatta University Graduate School

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke
P.O. Box 43544, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 87330

Our Ref: E55/23522/2013
DATE: 16th February, 2017

Director General,
National Commission for Science, Technology
& Innovation
P.O. Box 30623-00100,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MUTHAMA LUCY M. – REG. NO. E55/23522/2013

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

Ms. Lucy intends to conduct research for an M.Ed. Proposal entitled, “Determinants of Mothers’ Involvement in their Children’s Homework in Selected Private Preschools in Nairobi City County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL