

**TEENAGE MOTHERS' INVOLVEMENT IN THEIR CHILDREN'S
ACQUISITION OF PRE-LITERACY SKILLS IN KILIFI COUNTY,
KENYA**

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E55/OL/MSA/24122/2014**

**A RESEARCH THESIS SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF EDUCATION (EARLY CHILDHOOD STUDIES) IN
SCHOOL OF EDUCATION, KENYATTAUNIVERSITY**

OCTOBER, 2021

DECLARATION

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 using the current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This study is dedicated to my students at Isiolo ECDE Teachers' Training College who have continued to be a source of strength and morale to me to do more.

ACKNOWLEDGEMENT

My sincere gratitude and heartfelt appreciation goes to the Almighty Lord for enabling me reach this far. I also thank everyone who has participated either through financial, moral or any other way to support me in my academic endeavors. I salute my lecturers at Kenyatta University with special thanks to my supervisors, Dr. Ong'ang'a H. Ouko and Dr. Teresa Mwoma whose continuous professional expertise, devotion, guidance, inspiration, encouragement, mentorship and interest in my study have enabled me reach this far.

I also thank my colleagues at workplace especially my head-teacher, Mr. Caxton Jefwa for their unrelenting support and understanding. I cannot forget to thank my college colleagues, Mr. Jamlick Bosire and Dan Mwanjaru with whom we have made a number of consultations so as to come up with quality work. Many thanks to Mr. Andrew Furaha, Magarini Sub-County ECDE Officer for assisting me with relevant statistics. Last but not least I thank all head teachers, pre-primary teachers and parents who accorded me invaluable support in the course of the study.

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LIST OF ABBREVIATIONS AND ACRONYMS

FBO:	Faith Based Organization
HLE:	Home Learning Environment
IMF:	International Monetary Fund
NESF:	National Economic and Social Forum
NGO:	Non-Governmental Organization
SES:	Socio – Economic Status
UK:	United Kingdom
UNESCO:	United Nations Educational, Scientific and Cultural Organization.
UNICEF:	United Nations Children’s Fund.

ABSTRACT

The main aim of this study was to explore some factors that influence teenage mothers' involvement in children's acquisition of pre-literacy skills. The specific objectives of the study were: to establish whether teenage mothers' knowledge on parenting skills influences their involvement in children's acquisition of pre-literacy skills; to determine whether teenage mothers' level of education influences their involvement in children's acquisition of pre-literacy skills; to establish whether teenage mothers' socio-economic status influences their involvement in children's development of pre-literacy skills; and to determine whether social support given to teenage mothers influences their involvement in children's acquisition of pre-literacy skills in selected pre-primary schools in Kilifi County, Kenya. The study was guided by Bronfenbrenner's Ecological Systems model. The study employed descriptive survey design. Both purposive and stratified random sampling methods were used to generate a sample of 115 teenage mothers with children in pre-primary 2 out of a study population of 1150. Interviews and questionnaires were used to collect data. The research tools were piloted in two public pre-primary schools and one private pre-primary school in Magarini Sub-County, Kilifi County which were not involved in the actual study. Face validity was tested to ensure that the results obtained represented the phenomenon under study. Test-retest method was used to ensure reliability and a correlation co-efficient of 0.78 was yielded. The quantitative data from the questionnaire was coded and analyzed using statistical package for social sciences (SPSS version 22) to generate descriptive statistics in terms of frequency and percentage. Qualitative data from the interview schedule was transcribed and then coded as per the objectives. Thematic and narrative methods were used to analyze the qualitative data. In thematic analysis, deductive approach was used. Qualitative data generated from interview schedule was put into themes for easier interpretation and discussed as per the objectives of the study. The study established that teenage mothers do not have adequate knowledge on parenting skills and this in turn limits their involvement in children's acquisition of pre-literacy skills. It was also established that the education level attained by teenage mothers influence their involvement in children's acquisition of pre-literacy skills. The study revealed that the socio-economic status of teenage mothers influences their involvement in children's acquisition of pre-literacy skills. However, teenage mothers who received social support such as instrumental support, financial support and informational, guidance and counseling support were more involved in their children's acquisition of pre-literacy skills than their counterparts who did not receive any form of support. The study concluded that knowledge on parenting skills, education level, socio-economic status and social support given to teenage mothers influence their involvement in children's acquisition of pre-literacy skills. The study recommended that; the county governments should increase the amount of money given to pre-schools, the back to school policy should be totally implemented and professionals such as counselors should offer guidance and counseling and informational support to teenage mothers to promote their involvement in children's acquisition of pre-literacy skills.

CHAPTER ONE

INTRODUCTION AND CONTEXTUALIZATION OF THE STUDY

1.0 Introduction

This chapter presents the Background of the study, statement of the problem, purpose of the study, objectives of the study, significance of the study, limitations and delimitations. Assumptions of the study, theoretical framework, conceptual framework and operational definition of terms are also covered in this chapter.

1.1 Background to the Study

A child's journey to building strong language and literacy skills starts in infancy and continues throughout the early childhood years and beyond (Penn State University Extension, 2013). Early literacy is vital in one's education life since it is the foundation of all learning. According to the United Nations Educational, Scientific and Cultural Organization there is overwhelming evidence that early literacy has a significant relationship to people's life chances (Richter et al., 2017). It has been established that a person with poor literacy skills is more likely to live in a non-working household, live in an overcrowded housing and is unlikely to vote. This implies that people who acquire pre-literacy skills early in life are likely to be successful in education than those who acquire pre-literacy skills later in life.

In Iran teenage mothers simultaneously encounter multiple developmental challenges related to adolescence period, marriage, pregnancy and mothering responsibilities (Mohammadi Montazeri, Alaghband, Eftekhar, & Gharacheh, 2016). The teenage mothers are not adequately responsive to their children's need and do not make adequate

provisions. In Philippines it was established that there is a difference between the level of involvement between high socio-economic status (SES) parents and low SES parents (Jabar, Garcia & Valerio, 2020). Parents who had gainful employment are able to provide adequate resources needed for their children's education. Therefore, teenage mothers, being of low SES level may have challenges in providing adequate resources necessary for their children's education.

In the United States, each year the federal government spends about 15 dollars to help families that began with a teenage birth (Frost, Sonfield, Zolna & Finer, 2014). Most of the children at risk are put in foster care, including teenage mothers and their children. In the United Kingdom (UK), parents who want to start a course sponsored by the government and are at the age of 20 years or below are given around 160 pounds every week to cater for their children and travelling up to the time they complete the course (Acquah, Sellers, Stock & Harold, 2017). When teenage mothers get financial assistance they are able to acquire resources that promote children's acquisition of pre-literacy skills such as picture books and toys. This is in turn likely to promote children's acquisition of pre-literacy skills such as letter identification, sound knowledge and oral blending. Challenges faced by teenage mothers such insufficient knowledge on parenting skills, low education level and low SES levels makes it necessary for teenage mothers to require assistance. However, assistance given to teenage mothers varies from country to country with the developed nations being ahead of the developing nations in assisting teenage mothers.

In the Sub-Saharan Africa, most teenage mothers come from low socio-economic backgrounds and care for their children under very hard circumstances that are not easy to avoid or improve (International Monetary Fund, 2020). Since there are no programs by the government to assist them, teenage mothers are involved in casual labor where they are also underpaid. Siebert (2016) reported that in Malawi, there is no program aimed at helping teenage mothers and their children. Thus many teenage mothers end up in cocoa plantations as casual laborers and their earnings are meager. Due to low earnings and extreme poverty, teenage mothers may be unable to provide adequate resources necessary for their children's acquisition of pre-literacy skills. As a result, children born to teenage mothers are likely to lag behind their peers in acquisition of pre-literacy skills.

In Kenya, teenage motherhood has become a national debate. In 2018, cases of teenage pregnancies and motherhood became so rampant that the cabinet secretary in charge of education ordered the ministry's quality assurance to investigate and file a report of all cases of pregnancies among school girls (Nyamai, 2018). Although investigations were done, no clear guidelines were given on how to assist children born to teenage mothers.

When teenage mothers go back to school they do not get time to be adequately involved in their children's education. Various studies have established that parental involvement in education is pivotal in children's acquisition of pre-literacy skills. In a study conducted in Siaya by Obilloh (2018) involving a sample of 96 public pre-primary school pupils using descriptive survey research design and data collected through questionnaires and reading readiness tests it was established that parental involvement influences reading readiness of pupils in pre-primary schools. Parents who were involved in providing a rich

home learning environment had children who possessed better reading skills than parents who were not involved in their children's education.

Although Obilloh (2018) conducted a study on early literacy, he did not focus on children born to teenage mothers. The current study aimed at exploring teenage mothers' involvement in their children's acquisition of pre-literacy skills in selected pre-schools in Magarini Sub-County, Kilifi County. The researcher was motivated to conduct the study in Kilifi County by the numerous cases of teenage pregnancies in the county. According to the Kenya Demographic Health Survey report (2019), Kilifi is one of the leading counties in teenage motherhood. The report indicated that 21.8% of teenagers aged 15-19 years had already begun child bearing. According to Njoka (2016) there is widespread consensus across Kilifi County that the issue of teenage mothers is pervasive and public administrators, religious leaders and the general public all agree that it is a problem that requires urgent attention.

Although the issue of teenage motherhood is spread all over Kilifi County, Magarini is a hotspot of teenage motherhood (Njoka, 2016). Lwanga 2018 reported that there were 2861 children born to teenage mothers in Magarini Sub-County in 2018, making it one of the sub-counties with the highest number of teenage mothers in Kenya. The high rate of teenage motherhood (Njoka, 2016; Lwanga, 2018) and lack of a clear policy on how to assist children born to teenage mothers motivated the researcher to conduct a study on teenage mothers' involvement in their children's acquisition of pre-literacy skills in selected pre-schools in Magarini Sub-County, Kilifi County, Kenya.

1.2 Statement of the Problem

Studies carried out on early literacy have shown that parents can promote their children's acquisition of pre-literacy skills by providing a rich home learning environment. Further studies have shown that children whose parents are involved in promoting early literacy are a step ahead of their peers by the time they join school. Such children easily acquire pre-literacy skills such as letter identification, sound naming, oral blending and a high range of vocabulary. They perform well in their academic work and are likely to complete the whole education cycle. Some other studies have revealed that due to limited knowledge on parenting, low levels of education, low socio-economic status and inadequate social support, teenage mothers may not adequately involve themselves in promoting their children's acquisition of pre-literacy skills. As a result, children born to teenage mothers may lag behind their peers in school work. These children may have difficulties in acquiring literacy skills such as letter identification, sound naming oral blending and they may acquire limited vocabulary.

Although children born to teenage mothers face unique challenges in the course of their education, various stakeholders such as NGOs and FBOs have not recognized them as vulnerable children. The Kenya back to school policy dictates that teenage mothers be counseled and taken back to school after child birth. However, it does not give clear guidelines as to how children left behind by their teenage mothers can be helped. These children are likely to lag behind their peers in school, drop out of school and adversely affect national development in a negative way. Studies on teenage mothers' involvement in their children's acquisition of literacy skills in Kenya are scarce and that is why the

researcher conducted a study on teenage mothers' involvement in their children's acquisition of literacy skills in Magarini Sub-County, Kilifi County.

1.2.1 Purpose of the Study

The purpose of this study was to establish some factors that influence teenage mothers' involvement in children's acquisition of pre-literacy skills in Magarini Sub-County, Kilifi County.

1.2.2 Objectives of the Study

- i) To establish whether teenage mothers' knowledge on parenting skills influences their involvement in children's acquisition of pre-literacy skills in selected pre-primary schools in Kilifi County, Kenya.
- ii) To determine whether teenage mothers' level of education influences their involvement in children's acquisition of pre-literacy skills in selected pre-primary schools in Kilifi County, Kenya.
- iii) To establish whether teenage mothers' socio-economic status influences their involvement in children's development of pre-literacy skills in selected pre-primary schools in Kilifi County, Kenya.
- iv) To determine whether social support given to teenage mothers influences their involvement in children's acquisition of pre-literacy skills in selected pre-primary schools in Kilifi County, Kenya.

1.2.3 Research Questions

- i) Does teenage mothers' knowledge on parenting skills influence their involvement in children's acquisition of pre-literacy skills in the selected pre-primary schools in Kilifi County, Kenya?
- ii) Does teenage mothers' education level influence their involvement in children's acquisition of pre-literacy skills in the selected pre-primary schools in Kilifi County, Kenya?
- iii) Does socio – economic status of teenage mothers influence their involvement in children's development of pre-literacy skills in the selected pre-primary schools in Kilifi County, Kenya?
- iv) Does the social support given to teenage mothers influence their involvement in children's acquisition of pre-literacy skills in the selected pre-primary schools in Kilifi County, Kenya?

1.3 Significance of the Study

The findings of this study may provide vital information on the extent of teenage mothers' involvement in their children's acquisition of pre-literacy skills. The findings may also provide relevant information on education level and socio-economic status of teenage mothers and how parental education level and socio-economic status influence parental involvement in education. This may in turn trigger the government and donor agents such as Non-Governmental Organizations (NGOs), Faith Based Organizations (FBOs) and Community Based Organizations (CBOs) to come up with intervention measures to promote teenage mothers' involvement in their children's education. Findings on social support may trigger support from mothers of teenage mothers and

professionals such as counselors and psychiatrists who may in turn offer guidance and counseling support to teenage mothers. Once teenage mothers receive support they may get more involved in their children's acquisition of pre-literacy skills. Increased parental involvement in education may lead to increased acquisition of pre-literacy skills by children. Therefore, the pre-primary pupils may become beneficiaries since they may acquire reading competences early. The pre-primary teachers may also benefit from the findings of the current study since parental involvement may supplement their work. The ministry of education may also benefit in its implementation of the Competency Based Curriculum (CBC) through teacher-parent collaboration which forms part of its core values. The whole nation may benefit from responsible citizens since acquisition of pre-literacy skills may lead to early reading development, smooth transition, positive attitude towards school and school completion.

1.4 Limitations and Delimitations of the Study

The limitations and delimitations of the study are as described in the following sub-sections:

1.4.1 Limitations

One of the challenges that the researcher anticipated was that some respondents would not be able to read and write. To overcome this challenge, the questionnaires were read for them. Another challenge that was envisaged was language barrier. Since the researcher is not proficient with the local language, there was a possibility of language barrier. To overcome this, the researcher used the pre-primary teachers to interpret where necessary. The poor transport network in some of the areas to be covered also posed a

challenge, especially during the rainy season. The researcher maximally utilized the dry season to overcome this. It was also anticipated that since the study required some confidential information, some respondents would not willingly share it. However, the respondents were assured that the information would be confidential and would be used for the purpose of research only. Another limitation that was envisioned was the size of the area under study. Magarini Sub-County is vast and conducting the study in all the pre-primary schools could have been time and money consuming. To save time and money, the researcher utilized the minimum acceptable sample, without compromising the quality of the study.

1.4.2 Delimitations of the Study

This study was confined only to the sampled pre-primary school parents. The study targeted teenage mothers with children in pre-primary 2 in public and private pre-primary schools in Magarini Sub-County, Kilifi County. Although there may be many factors that influence teenage mother's involvement in their children's acquisition of pre-literacy skills, this study delimited itself to education level, socio-economic status and social support given to teenage mothers. The study also focused on the extent of teenage mother's involvement in their children's acquisition of pre-literacy skills only, though parents can be involved in other aspects of education such as numeracy.

1.5 Assumptions of the Study

It was assumed that the information given by the respondents was correct. This included information about their age, education level, socio-economic status and social support

given. It was also assumed that the sampled respondents were a good representation of the whole population.

1.6 Theoretical and Conceptual Framework

This section discusses the theoretical and conceptual frameworks of the study.

1.6.1 Theoretical Framework

This study employed Bronfenbrenner's Ecological Systems Model (1998). This model focuses on the development of a child in the light of the system of relationships that surround him/her. This theory consists of five complex layers of the surroundings and each layer affects the development of a child. The innermost layer is called the microsystem. It consists of the immediate environment in which the child lives. This may be the home, school, peer group or community. The second layer is the mesosystem. It includes the interactions of different microsystems which a child finds himself/herself in. These may include linkages between home and school, peer group and family or family and church. The third layer consists of exosystems. These are the settings that a child does not have direct contact with but affects him/her, for example, loss of a job by a parent may affect a child. The macrosystem, which is the fourth layer encompasses cultural and societal beliefs and programming that influence a child's development. The fifth and last layer is called the chronosystem. It consists of systematic happenings to an individual such as divorce, death of a family member and other life altering events. The interaction between factors in the child, his/her family, community, surroundings and social structure greatly influence his/her development. It is important to note that conflicts in one layer will ripple out through other layers.

The study adopted ecological systems model because it provides a framework for understanding how home and pre-school interact to promote acquisition of pre-literacy skills. This study focused on the microsystem, mesosystem and exosystem layers. The microsystem is the first layer. It includes things that have direct contact with the child in their immediate environment. The interactions within the microsystems are often very personal and crucial in fostering and supporting a child's development. The concept of microsystems played a role in realizing the objectives of this study.

In objective one, which sought to establish whether knowledge of parenting skills among teenage mothers influence their involvement in children's acquisition of pre-literacy skills, the researcher was able to study different types of environment (microsystems) provided by teenage mothers in relation to their knowledge of parenting skills. The direct interactions in the microsystem included activities such as storytelling and literary rich mother-child interactions. The results were that teenage mothers' knowledge on parenting skills influence their involvement in children's acquisition of pre-literacy skills. The second objective sought to establish the influence of education level on teenage mothers' involvement in their children's acquisition of pre-literacy skills. The home learning environments (microsystems) provided by different teenage mothers were compared against their education levels. It was established that teenage mothers who had higher levels of education provided a better microsystem (in terms of acquisition of pre-literacy skills) than their counterparts with lower levels of education. The third objective sought to establish whether the socio-economic status of teenage mothers influence their involvement in children's acquisition of pre-literacy skills. The concept of microsystem was vital in achieving this objective because it enabled the researcher to explore the

direct mother-child interactions (using the home as a microsystem) across different socio-economic levels.

The mesosystem encompasses interactions of the different microsystems which the developing child finds himself/herself in. It is a system of microsystems and involves linkages between different microsystems, for example, the school and the family. In the mesosystem layer, a person's individual microsystems do not function independently but are intertwined and exert influence upon one another. The two microsystems involved in this study are home and the school. The relationship between home and school forms the child's mesosystem. The home is the first social construction that a child encounters in life and it plays a great role in promoting development of early literacy skills. This is done through activities such as storytelling, shared book reading and providing resources necessary for promotion of pre-literacy skills such as picture books and toys. The concept of mesosystem helped in achieving objective one because the researcher used it as a lens to compare home-school linkages provided by different teenage mothers based on their knowledge on parenting skills. The linkages included assisting children to do homework, providing resources needed in in school and shared book reading. In the second objective, the researcher compared the linkages between the school and teenage mothers of different education levels while in objective three the researcher was able compare linkages between school and teenage mothers across different social economic status.

Exosystem incorporates the larger social system in which the child does not function directly. The child is not directly involved in this level but feels the positive or negative force involved with the interaction with their own system. In the current study the

concept of exosystems was of great help in achieving the fourth objective which sought to establish whether social support given to teenage mothers influence their involvement in children's acquisition of pre-literacy skills. In this case social support was considered as tangible things, relevant information or guidance and counseling accorded to teenage mothers and helps them to be more involved in their children's acquisition of pre-literacy skills. Social support may be given by various donors or professionals such as counselors who do not necessarily have contact with the child but the child feels the impact of the assistance given. For example, if a teenage mother receives financial assistance from a Non-Governmental Organization and buys learning materials for a child, the child does not interact with the donor directly but they feel the impact of the assistance. Therefore, the ecological systems model was of essence in achieving all the objectives of this study.

1.6.2 Conceptual Framework

Figure 1.1 below shows the conceptual framework of the study. It illustrates the interactions between the independent and the dependent variables.

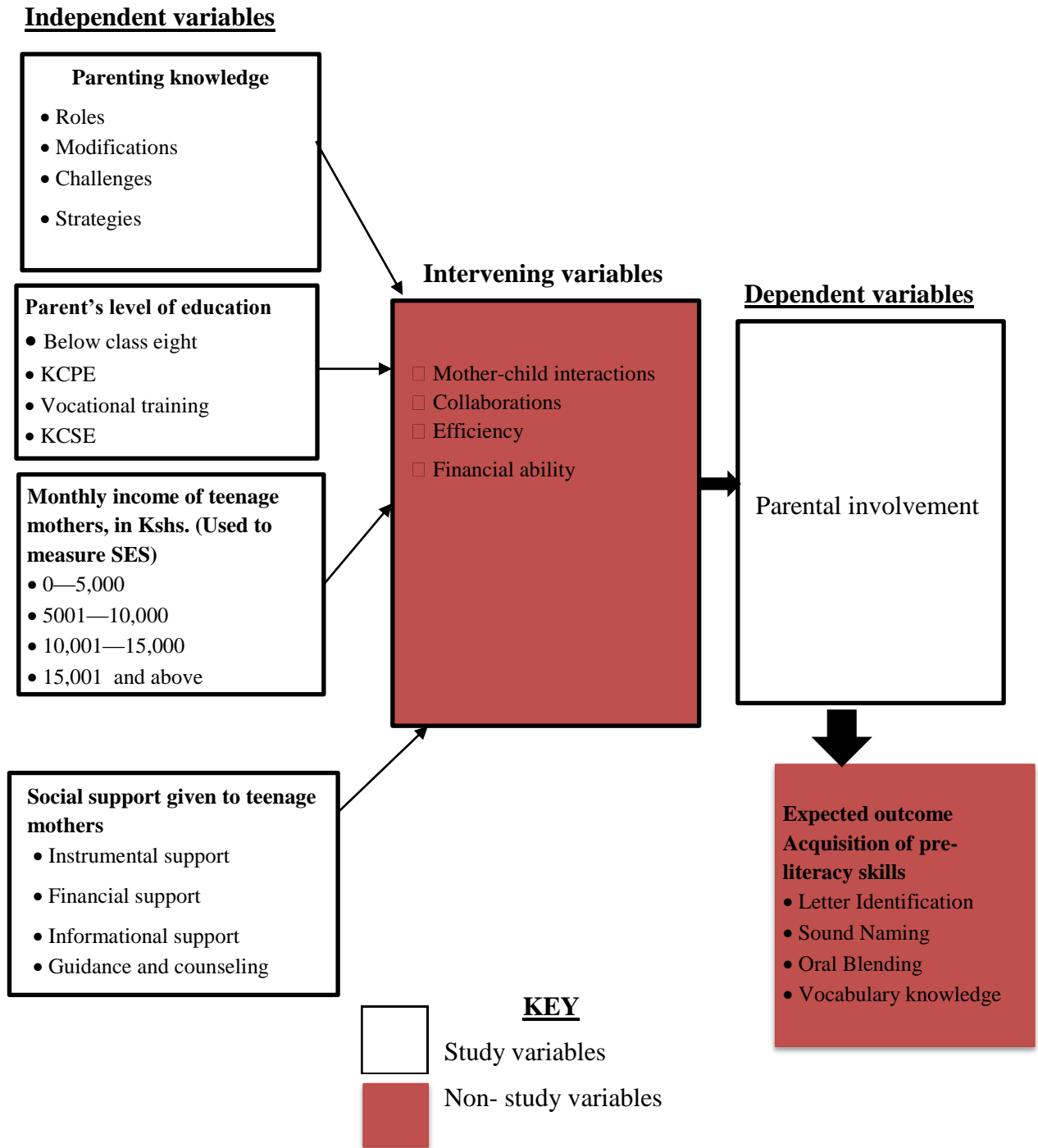


Figure 1.1: Teenage mothers’ involvement in their children’s acquisition of pre-literacy skills.

In the conceptual framework, the independent variables are parenting knowledge, parental level of education, socio-economic status (Measured in monthly earnings) and

social support given to teenage mothers. These four variables have arrows pointing at the intervening variables which include; mother-child interactions, collaborations with school, efficacy and financial ability. It was conceived that if teenage mothers had parenting knowledge, a high level of education, high socio-economic status and receive social support from different stakeholders, they would have literary rich interactions with their children, would have effective collaborations with the pre-schools, would have efficacy in assisting their children in their school work and would have the financial ability to provide adequate resources needed for their children's acquisition of pre-literacy skills.

The intervening variables of the study were mother-child interactions, collaborations with the pre-schools, efficacy and financial ability. They have their arrows pointing at the dependent variable. The dependent variable was teenage mothers' involvement in their children's acquisition of pre-literacy skills. It was conceived that if teenage mothers involved their children in literary rich engagements, maintained collaborations with the pre-school, had high efficacy on their ability to assist children in school work and had financial ability they would be adequately involved in their children's acquisition of pre-literacy skills through activities such as reading as models, shared book reading, creating a stimulating home learning environment, assisting children to do homework and providing resources that promote acquisition of pre-literacy skills such as story books, picture books and toys.

The dependent variable was teenage mothers' involvement in their children's acquisition of pre-literacy skills. It was measured in terms of teenage mothers' involvement in

activities such as reading as models for their children to copy, shared book reading, creating a stimulating home learning environment, assisting children to do homework and providing resources that promote children's acquisition of pre-literacy skills. The arrow from the independent variable points at the desired outcomes. These are letter identification, sound naming, oral blending and vocabulary knowledge. It was conceived that if teenage mothers are adequately involved in activities such as reading as models, shared book reading, creating a stimulating HLE, assisting children to do homework and providing learning resources, children would easily acquire pre-literacy skills such as letter identification, sound naming, oral blending and vocabulary knowledge easily.

1.7 Operational Definition of Terms

- Always** : This term refers to replacement of play materials as soon as the old ones are worn out
- Education level** : The highest level of formal education attained by a teenage mother at the time of her first birth, for example, below class eight, KCPE, KCSE or vocational training.
- Efficacy** : This is the belief by a parent that she is able to assist her pre-school son/daughter to acquire pre-literacy skills competently
- Information support** : This term refers to facts given to teenage mothers to make them more involved in their children's acquisition of re-literacy skills.
- Instrumental support:** This term, as used in the study refers to any material support given to teenage mothers that makes them more involved in their children's acquisition of pre-literacy skills. It may include such things as toys, picture books and story books.
- Parenting Knowledge:** This refers to teenage mothers being consciously aware of the role they are supposed to play in enhancing their children's acquisition of pre-literacy skills
- Pre-literacy skills** : These are the skills that a child acquires early in life and helps the in reading development. In this study they include letter and sound naming, oral blending, and vocabulary knowledge.

- Pre-Primary pupils:** For the purpose of this study, this means children born to teenage mothers, who are in pre-primary 2 in Magarini Sub-County, Kilifi County.
- Social Support:** Any assistance (instrumental, financial, informational or guidance) given to teenage mothers by close associates or professionals and enhances their involvement in children's acquisition of pre-literacy skills
- Socio-economic status:** This is the monthly earning of a teenage mother measured in Kenya shillings (Kshs). It was categorized as low (0-5000), moderate (5001-10 000), high (10 001-15 000) and very high (above 10 000)
- Teenage mothers:** Female parents who were between ages 13 – 19 during their first birth and whose children were in pre-primary 2 in Magarini Sub-County, Kilifi County at the time of conducting this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter gives a systematic identification and analysis of the pertinent and related literature to the problem. It entails the following sub-topics: Parenting knowledge and parental involvement, Education level of teenage mothers, Socio – economic status of teenage mothers and a summary of the reviewed literature. The intention of the review was to analyze existing documents and information on the subject with the objective of revealing contributions, weaknesses and gaps by other scholars.

2.2 Parenting Knowledge and Parental Involvement

Parents' knowledge on the role they are supposed to play in their children's education may make them more actively involved in their children's education and consequently in their children's acquisition of pre-literacy skills. This is due to the fact that knowledge has the power to bring about a change in behavior. Various studies have established that parental knowledge on how children grow, develop and learn influence the way parents interact with their children. According to the National Academy of Sciences, Engineering and Medicine (2016), parents with more knowledge on child development engage in higher quality parent-child interactions, use more effective parenting strategies and participate in more developmentally supportive activities with their children than parents with little knowledge of child development.

In a study conducted in the United States by Rowe, Denmark, Harden and Stapleton (2015) involving a sample of 6150 participants using longitudinal research design, it was

found that mother's knowledge of child development influenced the way they interacted with their children. It was also established that parenting knowledge mediated the relationship between parents' education and children's development of pre-literacy skills. Rowe et al (2015) focused on mothers knowledge of infant development and drew their samples from mothers of infants. The current study focused on teenage mothers' knowledge on how to hasten their pre-school children's rate of acquisition of pre-literacy skills, with a study sample drawn from teenage mothers whose children are preschoolers.

Teenage mothers, being young school girls, are likely to be first time mothers. Various studies have documented that first time mothers do not have adequate knowledge on how children grow, develop and learn. First time mothers are also likely to lack skills on how they can intervene to enhance their children's acquisition of skills. In a study conducted in Sweden by Kristtensen, Simonsen, Trillingsgaard, Pontopiddan and Kronberg (2018) involving a sample of 513 first time mothers using descriptive survey design and data collected using self-reported questionnaires it was established that parenthood is a complicated period for first time mothers and lack of knowledge on how to approach different issues causes low confidence, high stress and depression among first time mothers. Low confidence, high stress and depression are negative emotions that are likely to negatively influence mother-child interactions. Kristtensen et al (2018) focused on mothers' general knowledge of child upbringing as opposed to the current study which focused on teenage mothers' knowledge of their role in their children's acquisition of pre-literacy skills. On the contrary, mothers who have prior parenting experience are likely to be more involved in their children's development. Teenage mothers, who are likely to be first time mothers may not have the advantage of this experience. They

therefore may interact with their children in ways that do not promote children's acquisition of pre-literacy skills. The consequence is that their children may lag behind their peers in acquisition of pre-literacy skills.

Studies conducted in Africa tend to paint a similar picture to those conducted elsewhere. In a study conducted in South Africa by Zyl, Merwe and Chigeza (2015) using phenomenological research design and capturing participants own views through unstructured in-depth interviews, it was established that one of the major problems facing teenage mothers is lack of knowledge on parenting. Parents interviewed indicated that they had pressure and anxiety about their inability to raise their children correctly as the information on the same was not available. In another study conducted in Ghana by Twinto, Herbert, Darteh, and Konsha (2021) involving a sample of 30 teenage mothers using a qualitative approach and data collected through in-depth interviews it was established that teenage mothers have limited skills in childcare practices. Twinto et al (2021) collected data from a small sample of only 30 respondents and collected data through an interview schedule only. The current study used a larger sample (115 respondents) and used a questionnaire in addition to an interview schedule. This ensured that more information regarding the study problem is collected.

In a study conducted in Ibadan, Nigeria by Oyewole, Todowede and Dipeoli (2020) involving a sample of 382 adolescent mothers and data collected by use of semi-structured questionnaires it was established that respondents had poor knowledge of childcare practices when child survival strategies were used as a yardstick. Oyewole et al. (2020) based their study on child care and survival as opposed to this study which

focused on teenage mothers' knowledge on their role in children's acquisition of pre-literacy skills. If teenage mothers are not adequately involved in their children's education, their children may lag behind their peers in various aspects of education including acquisition of pre-literacy skills. Research has established that children whose parents are adequately involved in education have better academic achievement than those whose parents are not involved in education. In a study conducted in Kenya by Manduku (2017) involving a sample of 10 head teachers, 19 pre-school teachers and 13 parents using descriptive survey research design and data collected through questionnaires it was established that parental participation in education is a vital factor that influences performance.

Manduku (2017) added that parental involvement includes encouraging children to learn, assisting children with homework, providing adequate time for learning, guiding children through activities and decision making. In another study conducted in Nairobi, Kenya by Kathomi (2015) using correlational research design and data collected through questionnaires it was revealed that there is a positive correlation between parental involvement and literacy development of pre-primary school pupils. Manduku (2017) and Kathomi (2015) conducted their studies drawing samples from adult mothers while the current study drew its sample from teenage mothers, having in mind that teenage mothers could be facing some challenges that are different from adult mothers.

2.3 Education Level and Parental Involvement

Education level, as used in this study is the highest level of formal learning attained by a teenage mother. The level of education that a parent attains has been found to have a

great influence on their involvement in education. In a study conducted in Norway by Western et al (2018) involving a sample of 81 preschoolers and 92 preadolescents of Turkish origin living in Norway using survey research design and data collected using information brochures and phone calls revealed that mother's education significantly predicted vocabulary scores among the preschoolers. In another study conducted in Indonesia by Passini (2017) involving a sample of 64 parents of different levels of education using descriptive survey research design and data collected through questionnaires it was revealed that there is a positive relationship between parents' education level and their involvement in education. It was established that parents with higher levels of education guide their children in studies hoping that the children would reach higher levels of education than their parents. Egalite (2021) asserted that parents with high levels of education are more involved in their children's education by participating in parent-teacher conferences and volunteering at school, reading to their children and using advanced language to improve their children's communication skills. The high level of involvement among parents of high level of education has been associated with high academic achievement among their children. Lukeke Vedel, Wellnitz and Soto (2021) established that children's educational outcomes are strongly correlated with parents' educational attainment.

Isaacs and Magnuson (2011) established that there is a relationship between maternal level of education and their involvement in children's reading ability. Isaacs and Magnuson (2011) based their study on reading ability as opposed to the current study which was based on acquisition of pre-literacy skills which is a vital pre-requisite skill for reading development. Barnett, Carolan, Fitzgerald and Squires (2011) revealed that

children whose mothers are highly educated tend to perform better in pre-literacy activities than those whose mothers are of low education levels due to increased parental involvement. McCoy and Cole (2011) pointed out that parents with low levels of education are less involved in their children's education than parents with high levels of education, leading to low literacy levels among children of parents with low levels of education. In a study conducted in Pakistan, Ahmad and Khan (2012) revealed that there is a significant relationship between fathers' level of education and academic achievement of children. They established that majority of children whose fathers were well educated performed better in school than those whose fathers were less educated or illiterate. Good academic achievement by children whose fathers are highly educated was attributed to the fact that highly educated fathers are more likely to be involved in their children's education than those with low education or no formal education. Ahmad and Khan (2012) based their study on fathers' involvement in education as opposed to the current study which was based on teenage mothers involvement their children's acquisition of pre-literacy skills.

In a study conducted in China by Lau and Rao (2011) involving a sample of 431 children from five kindergartens in Hong Kong using survey research design and data collected through questionnaires it was established that there is a strong correlation between maternal education and children's language, cognitive and academic development. Highly educated mothers were seen to be more involved in their children's education than mothers with less education. Consequently, children of highly educated mothers were found to have high expressive and receptive language skills. In another study conducted in Poland by Iwaniec (2018) involving a sample of 599 participants using

descriptive survey research design and data collected through questionnaires it was established that parents' education level affects language learning motivation of children. Students whose parents had lower level of education were less motivated than their peers whose parents had higher levels of education. High motivation among children whose parents had higher levels of education was attributed to the fact that highly educated parents are more involved in their children's education than parents with low levels of education. All reviewed studies (Isaacs and Magnuson 2011, Barnett, Carolan, Fitzgerald and Squires 2011, McCoy and Cole 2011, Ahmad and Khan 2012 and Lau and Rao 2011) were carried out in the developed world. The current study was conducted in Kilifi County in Kenya which is in the Sub-Saharan Africa.

Children born to teenage mothers may be disadvantaged in acquisition of pre-literacy skills since various studies have revealed that most teenage mothers are of low education levels. Smith (2012) observes that only 40% of teenage mothers aged 18 years and below complete high school. With inadequate education and less experience in the workforce, teenage mothers do not easily get well-paying jobs to help them cater for their children. As a result, they have a hard time finding a decent paying job to support their children's needs. In a study conducted in Mexico by Kagawa (2013) involving a sample of 30 women aged 17 to 42 years and data collected through in-depth interviews it was revealed that teenage mothers have less education and have difficulties in providing for their daily needs and those of their children compared to older mothers. As a result, children born to teenage mothers tend to be less ready to begin school and show cognitive and emotional delays. Kagawa (2013) based his study on teenage mothers' ability to provide daily needs but did not investigate on teenage mothers' involvement in their

children's education. The current study was based on teenage mothers' involvement in their children's education which forms the basis of education. Karra and Lee (2012) established that teenage mothers are more likely to drop out of school and lag two thirds of a year behind non-teenage mothers. This shows that most teenage mothers have less education hence cannot secure well-paying jobs which would assist them promote home literacy environment (HLE) for their children. This may hinder acquisition of pre-literacy skills among children born to teenage mothers. According to Encyclopedia on Early Childhood (2014), on average teenage mothers are likely to provide a less stimulating HLE which includes parents being good role models in reading for pleasure.

In some cases, illiterate mothers may be willing to assist their children perform well in education but they may not have the capacity to do so. Donkor (2010) revealed that parents with low literacy levels might have the will to assist children with their learning but are constrained by their own limited formal education. This is because parents who can barely read or write are unable to involve their children in activities that promote acquisition of pre-literacy skills such as shared book reading and assisting children to do homework.

In their study, Baker, Mamat and Ibrahim (2017) collected data using questionnaires from 200 respondents from 4 schools within Kuala Terengganu area, Malaysia. Results revealed that parents with a high education qualification are more involved in their children's education than those of low education levels. It was further revealed that highly educated parents make a time table for their children at home, assist their children to do homework and help them solve complicated problems related to their school work

In a study conducted in Effetu Municipality of Ghana by Ghanney (2018) involving a sample of 12 parents and 12 teachers using a qualitative case study and data collected through semi-structured interviews it was established that parents' low literacy levels and limited formal education pose a great challenge in their children's education. In another study conducted in Ethiopia by Eshetu (2015) involving a sample of 538 students from 13 junior secondary schools using survey research design and using questionnaires to collect data it was that the effect of parents' level of education was more than other parental factors such as occupation type since education level directly affects parental involvement. Eshetu (2015) relied on a sample of secondary school students while the current study drew its sample from teenage mothers who are pre-primary parents.

In a study carried out in Kenya by Mwoma (2018) involving a sample of 74 grade 3 children, 18 head teachers, 66 lower primary teachers and 5 education officers it was revealed that illiteracy among parents and lack of role models from successful people from the Narok community who attended pre-school and were excelling were reasons that made pupils not to attend pre-school. Mwoma (2018) compared education levels of mothers with pre-school attendance as opposed to the current study which compared teenage mothers' education level against their involvement in their children's acquisition of pre-literacy skills. In another study conducted in Kakamega, Kenya by Opiyo (2017) involving a sample of 72 3-4 year old children, 72 parents/guardians and 24 pre-school teachers using mixed research methods (correlational and cross-sectional) and data collected through questionnaires and focus group discussions and an adopted assessment tool for learners revealed that parental education level influences a parent's ability to read to the child and talk about letters and sounds with her child. In another study conducted

in Kenya by Wakiuru (2016) involving a sample of 35 pre-school teachers and 120 parents using descriptive survey research design and data collected through questionnaires and interview schedules it was established that parental education plays an important role in the participation of parents in their children's pre-school education. She found out that parent with higher levels of education visited school frequently to follow up the academic work of their children unlike the parents with low level of education or with no formal education at all. In another study, Wambiri and Ndani (2015) sought to determine how the number of years a caregiver spent in school, their average household income and how caregivers define their roles contribute to their direct and indirect behaviors and strategies with children around print. The results were that all the three variables had significant effects on the caregivers' direct and indirect behaviors and strategies around print. Kimathi (2014) argued that less educated parents may find children's homework challenging and they may not be involved in assisting their children in doing homework at all. Mwoma (2018), Opiyo (2017), Wakiuru (2012), Wambiri and Ndani (2015) and Kimathi (2014) did not focus on teenage mothers. Since teenage mothers are likely to experience more challenges in promoting their children's early literacy, the current study explored teenage mothers' involvement in their children's acquisition of pre-literacy skills in Magarini Sub-County, Kilifi County, Kenya.

2.4 Socio-Economic Status and Parental involvement

Parental socio-economic status (SES) influences their involvement in education. Jednorog, Altarelli, Monzalvo, Fluss and Dubois (2012) defines socio-economic status as a multi-dimensional construct that includes measures of not only material wealth but also education and social prestige. For the purpose of this study socio-economic status is

measured in terms of a teenage mother's monthly income. A family's socio-economic status has been linked with parental involvement in provision of a stimulating Home Learning Environment (HLE). According to Dixson, Keltner, Worrel, and Mello (2017) high socio-economic families have much more time, energy and knowledge about education and they are likely to show warmth and affection in order to cultivate a favorable parent relationship. In a study conducted by Kuru and Taskin (2016) involving a sample of 11 teachers, 4 administrators and 6 parents and data collected through interviews and document analysis it was revealed that parents having a good socio-economic status were more willing and active in participating in education activities. Kuru and Taskin (2016) focused on the influence of socio-economic on parental involvement in primary and secondary schools as opposed to the current study which focused on pre-primary school.

High SES parents have been associated with involving their children in literary rich conversations. Tamis-Lemonda and Rodriguez (2014) conducted a study in the United States and revealed that children from high-income families tend to have more advanced vocabulary compared to their peers from low-income families from as early as three years. They attributed this to high exposure to stimulating activities in high SES families. Ghosh (2013) established a reasonable difference in the HLE between children from low socio-economic families and those from higher socio-economic backgrounds. He observed that children from privileged backgrounds have parents who start up and involve them more in conversations about literacy as early as when they are two and half years old. Ghosh (2013) further observed that parents from the upper social class talk more about literacy in less structured contexts than their counterparts in the low socio-

economic backgrounds. This promotes interest in knowing to read and write among children from high socio-economic backgrounds. Opposed to this, talks about immediate daily living dominate engagements between children of low income families and their parents. Lawson (2012) asserts that children from low SES backgrounds have the highest chance of lagging behind in acquisition of pre-literacy competences before joining school. Consequently, the abstract and decontextualized language used in school becomes hard for children from low SES to understand.

High SES parents are more likely to provide more resources that promote acquisition of pre-literacy competences than their low SES counterparts. In a study conducted in the state of Kedah, Malaysia by Vellymalley (2012) involving a sample of 80 students from years two to five and their parents using descriptive survey design and data collected through questionnaires argues that a parent's socio-economic status plays an important role in providing educational resources. She further adds that parental socio-economic status appears to impose the greatest impact on the child's educational outcomes. Children from high SES have access to more reading materials than children from low SES. Thomson, De Bortoli, Underwood and Schmid (2020) asserted that the number of books at home is one of the most influential factors in a student's academic achievement.

Though all these studies (Vellymalley 2012; Kuru and Taskin 2016; Thomson et al. 2020; Tamis-Lemonda and Rodriguez 2014; Ghosh 2013; and Lawson 2012) investigated the impact of SES on parental involvement in education, none of them was based on children born to teenage mothers as is the case in this study. Children born to teenage mothers are likely to lag behind their peers in acquiring pre-literacy skills because families started by

teenage mothers have been linked with low socio-economic status. It has been established that most teenage mothers come from low SES backgrounds. The Urban Child Institute (2015) established that families started by young parents from low socio-economic status lack adequate resources, have housing challenges, feed on poor and unbalanced meals, have difficulties in transportation and are likely to have insufficient toys and books for their children. This inhibits adequate exploration and manipulation of environment by their children which in turn limits acquisition of pre-literacy skills.

In a study conducted in the United States by Angeline, Rustica, Nerlie, and Ronalissa (2014) involving a sample of 10 teenage mothers using phenomenological research design and data collected through focus group discussions it was found that teenage mothers lack most job qualifications, which means that they are in low paying and often unsatisfying jobs. This implies that they may not be able to afford adequate resources required for their children's acquisition of pre-literacy skills such as story books and picture books. Angeline et al (2014) used a small sample of only 10 teenage mothers, as opposed to the current study which employed a sample of 115 teenage mothers.

Studies carried out in Africa also reveal that there is a relationship between a family's socio-economic status and parental involvement in education. In another study conducted in Ethiopia by Fekadu, Negassa and Tegegne (2019) involving a sample of 482 students using descriptive survey design and data collected using both close and open-ended questionnaires it was revealed that poor parents have inadequate resources that promote and support children's development and school readiness. In a case study carried out in Zimbabwe by Muchuchuti (2015) involving a sample of 20 head teachers and 20 pupils

and data collected through questionnaires and interviews it was confirmed that children from high SES families performed better than their counterparts from low SES families because parents from high socio-economic backgrounds were more committed in their children's education than those from low socio-economic backgrounds. After conducting his study in Ethiopia, Eshetu (2015) established that there is a strong relationship between parental socio-economic conditions and their involvement in their children's academic achievement. In a survey conducted by UWEZO (2016) in Kenya, Tanzania and Uganda, children were asked to recognize a letter from the alphabet, read a word, read a paragraph and read and understand a story in English. It was reported that children from disadvantaged backgrounds performed worse in literacy than their counterparts from privileged backgrounds.

In a study conducted in Kisumu, Kenya by Goro (2018) involving a sample of 44 head teachers and 46 teachers using descriptive survey design and data collected using questionnaires it was established that high SES parents are more involved in their children's education through activities such as purchasing the necessary materials, paying school levies and providing food. Opiyo (2017) established that low socio-economic households may not be in a position to avail basic literacy resources that support children's reading development such as alphabetical toys, crayons, picture books and pencils. The same households may also fail to be involved in asset based literacy practices such as library visits and family shopping. Children from these families are likely to lag behind their peers in acquiring early literacy skills such as letter recognition, sound naming, oral blending and they may have a limited vocabulary. In a study conducted in Kisii, Kenya by Mogaka (2012) involving a sample of 4 head teachers, 40

teachers, 160 pupils, 64 parents and 2 education officers using descriptive survey design and data collected through questionnaires and interview schedules it was reported that among other factors, a family's level of income determines parental involvement and eventually pupils' academic achievement. He established that pupils from high income backgrounds had a higher academic achievement than pupils who came from low income backgrounds. Though there are numerous studies conducted in Kenya on early literacy (UWEZO 2016; Opiyo 2017; Mogaka 2012), none of them focused on teenage mothers' involvement in their children's acquisition of pre-literacy skills. The current study intended to fill this gap by investigating teenage mothers' involvement in their children's acquisition of pre-literacy in Magarini Sub-County, Kilifi County.

2.5 Social Support and Parental Involvement

Teenage mothers need social support from adults around them so that they can be adequately involved in their children's acquisition of pre-literacy skills. According to Gottlieb and Bergen (2010) social support is the process of interaction in relationships which improves coping, esteem, belonging and competence through actual or perceived exchanges of physical or psychosocial resources. This means that social support may be in form of tangible resources (such as food, clothing and financial resources) or intangible assistance such as guidance and counseling and relevant information. For the purpose of this study social support is defined as any assistance (such as instrumental, financial, informational, guidance and counseling) accorded to teenage mothers and by close associates (such as family members and professionals) or from any other source and enhances their involvement in their children's acquisition of pre-literacy skills

Teenage mothers have a myriad of issues pertinent to them that make them require social support to enable them be actively involved in their children's acquisition of pre-literacy skills. First, all teenagers (whether parenting or not) are at a stage of life where they are exploring their identity in various aspects of life. Crugnola and Leradi (2014) pointed that motherhood becomes difficult and cumbersome for teenage mothers as they adjust to both motherhood and developmental changes that accompany the adolescence stage. This implies that at times teenage mothers may be so much pre-occupied with their own developmental challenges that they may not get adequate time to involve their children in literary rich conversations which would in turn promote their children's acquisition of pre-literacy competences such as word knowledge. Research has also shown that some teenage mothers are in a dilemma-they are not sure whether they are children to be nurtured by their own parents or they are parents to nurture their children. Insecure attachment has been linked to children's poor literacy skills and academic skills (Ekeh, 2012). Through social support teenage mothers can be helped to overcome identity crisis and assume parenting roles in their children's lives.

Leahy-Warren and Corcoran (2011) established that social support accorded to teenage mothers by friends, family and professionals provide information that would promote mother-child interactions. Quality mother-child interactions such as shared book reading have been associated with increased acquisition of early literacy competences among young children. Dunsst, Simkus and Humby (2012) established that children who are involved in shared book reading earlier and more frequently demonstrate greater language ability than their counterparts who are read to later or less frequently. Ma, Golinkoff, Houston and Hirsh-Pasek (2011) also postulated that mother-child interactions

through infant directed speech is effective at promoting important foundational processes for early literacy competences, especially word learning and memory. Edzisani and Tholene (2012) argued that teenage mothers are affected both socially and emotionally as they raise their children because they have to forsake their education. Negative emotions and stress are likely to negatively influence mother-child interactions which are relevant for children's acquisition of pre-literacy skills.

Teenage mothers need social support to overcome social stigma and discrimination that accompanies teenage pregnancy and motherhood. Teenage pregnancy and the subsequent motherhood is a matter frowned upon by various societies and religions all over the world. According to Vincent and Alenal (2016) teenage mothers experience social stigma and negative religious reactions. Smithbattle (2013) revealed that stigma and discrimination experienced by teenage mothers appears to be a big social problem. This social stigma may be a cause of low self-esteem and low self/parenting efficacy and low confidence among teenage mothers. Parents with low parenting confidence and efficacy do not adequately involve their children in activities that promote acquisition of pre-literacy competences. Reszel, Peterson and Moreal (2014) asserted that when teenage mothers do not have the social support needed, they may start experiencing oppressive feelings of isolation and exclusion and this may lead to distress. Therefore, teenage mothers need social support so that they can overcome the negative emotions they experience such as low parenting confidence and low efficacy. Albarran and Reich (2013) established that mothers with high self-efficacy have more positive influence on their children's developmental outcome. In a study conducted in the United States by Jahromi, Umama-Taylor and Updegraff (2012) involving a sample of 205 infants of

Mexican-origin adolescent mothers using longitudinal research design and data collected through interview schedules it was established that high levels of parenting competence can lead to beneficial and healthy outcomes for children and healthier child care practices. Jahromi et al (2012) employed a sample of teenage mothers who had infants as opposed to the current study which utilized a sample of teenage mothers who had children in pre-school.

Chronic maternal depression is another pertinent issue that teenage mothers need social support to overcome. Although many women may experience a mild postpartum depression shortly after birth, teenage mothers tend to experience more severe and continued depression than older mothers (Goodman & Blend, 2011). In a study conducted in Iran by Mangeli, Rayyani and Cheraghi (2017) involving a sample of 16 teenage mothers and data collected through in-depth semi-structured interviews it was pointed that adolescence mothers experience many physical, psychological, mental and social challenges. Quevado, Silva and Godoy (2012) revealed that duration of postpartum depression is associated with language development of the child. They further stipulated that children of mothers who experienced chronic depression for long periods had on average poorer language skills than the children whose mothers had depression for a short while or did not have depression at all. In a study conducted in the United States by Edwards, Thullen, Isarowong, Shu, Henson and Hans (2012) involving a sample of 248 young low-income African American mothers using longitudinal research design and data collected through questionnaires and interview schedules it was revealed that adolescent mothers who have positive relationships with their children's fathers and a

parental figure such as the child's grandparent are associated with lower rates of depression.

Since teenage mothers are young and most probably not working, they may face a financial challenge. According to Goodman and Brand (2011) the economic burden experienced by teenage mothers may negatively influence the way they interact with their children. Almond and Currie (2011) also revealed that teenage mothers may be more resource constrained during their children's early years, a period of critical child development. Leese (2016) adds that motherhood becomes problematic to most teenage mothers due to the fact that they may not be in good socio-economic condition. This financial challenge may limit teenage mothers' involvement in purchasing resources that promote acquisition of pre-literacy skills in children such as story books and toys. Through social support teenage mothers can be assisted to overcome the financial challenge and be adequately involved in provision of resources that promote their children's acquisition of pre-literacy competences. Leahy, McCarthy and Coreran (2011) argued that teenage mothers can be more involved in their children's development if family and friends provided social support to them in terms of resources. Goodman and Brand (2011), Almond and Curie (2011 and McCarthy and Coreran (2011) conducted their studies in the developed world. The current study was conducted in Kilifi County in Kenya which is a developing nation.

In Kenya Nyaga (2015) conducted a study on relationship between social support and self-esteem among teenage mothers attending Pumwani Maternity Hospital in Nairobi County. She used correlational survey research design and employed self-administered

questionnaires to collect data. She established that there was a positive and moderately high relationship between social support and self-esteem. She also revealed that interventions needed by teenage mothers included support to have regular income, need to be understood rather than judged and need to be supported to complete their education.

Nyaga (2015) based her study on social support given to teenage mothers immediately after child birth as opposed to the current study which focuses on social support given to teenage mothers even after their children have reached school age for the purpose of making them (teenage mothers) more involved in their children's education. In another study conducted in rural Kenya by Mwoma et al (2019) involving a sample of 43 participants using qualitative design and data collected through focus group discussions and key informant interviews it was established that through counseling, parents had learned that talking to the child helps the child learn how to speak. Mwoma et al (2019) explored a situation whereby all parents were given equal information support regardless of their age and they did not treat teenage mothers as a special group in need of special attention. Since teenage mothers have their unique needs regarding parenting (Mangeli, Rayyani and Cheraghi, 2017) the current study focused on the influence of support given to teenage mothers on their involvement in children's acquisition of pre-literacy skills in Magarini Sub-county, Kilifi County, Kenya.

2.5 Summary of Literature Reviewed

Reviewed literature has established that teenage mothers lack relevant knowledge and resources that are necessary in the parenting process thereby limiting their children's acquisition of pre-literacy skills. It has also been established that teenage mothers are

affected both socially and emotionally when they become mothers and this hinders them from adequately involving their children in conversations and interactions that promote acquisition of early literacy skills. This causes delays in development of pre-literacy skills among children born to teenage mothers. It has also been established that mothers with high education levels and from privileged socio-economic backgrounds tend to be more involved in their children's education than their counterparts who are of low education levels and low SES status. Reviewed studies have depicted a picture whereby high SES parents and those with high education levels provide a stimulating home learning environment, involve their children in shared book reading and assist them to do homework. Consequently, children from high SES families and those whose parents are of high education levels are likely to acquire pre-literacy skills faster and earlier than their counterparts.

On the other hand, several studies have revealed that mothers with low levels of education and from low socio-economic backgrounds do not adequately involve their children in literary rich conversations and they do not provide stimulating home learning environments for their children. This makes their children lag behind their peers in acquisition of pre-literacy skills. It has also been noted that most teenage mothers are of low education levels and do not have any marketable skills. As a result, they are likely to be involved in casual labor hence in low socio-economic class. This makes them unable to provide materials that promote acquisition of pre-literacy skills such as story books, picture books and toys hence their children lag behind in acquisition of pre-literacy skills such as letter recognition, sound naming, oral blending and do not have advanced vocabulary. Reviewed Literature has also shown that social support given to teenage

mothers can enhance their involvement in children's education. It has been revealed that teenage mothers who receive social support in form of instrumental support, financial support, informational support or guidance and counseling get more involved in their children's education than those who do not get any form of support.

2.6 Summary of the Gaps that the Study Filled

The current study filled several gaps that were identified in the course of reviewing related literature. First, most of the reviewed studies reviewed on knowledge of parenting skills focused on teenage mothers' knowledge of infant development but did not reveal much on teenage mothers' knowledge on their role in children's education. The current study filled this gap by carrying out an investigation on the influence of teenage mothers' knowledge of their role on involvement in children's acquisition of pre-literacy skills with a sampled drawn from teenage mothers of preschoolers.

Secondly, most studies reviewed on influence of parental education on level on involvement on involvement in education utilized a sample of adult mothers. There was need to conduct a study based on teenage mothers since teenage mothers may face unique challenges not necessarily faced by adult mothers. The current study filled this gap by carrying out an investigation on the influence of teenage mothers' education level on their involvement in children's acquisition of pre-literacy skills. The study focused on teenage mothers as opposed to most of the reviewed studies which focused on adult mothers.

Thirdly, most studies conducted on the effects of parental socio-economic status on involvement in education were based on parents of primary and secondary schools. Studies on parental involvement in pre-primary schools were limited. The current study filled this gap because it focused on acquisition of pre-literacy skills which mainly happens at pre-primary level.

Fourth, most studies reviewed social support given to teenage mothers investigated on effects of social support given to teenage mothers on their ability to provide basic needs such as balanced meals and clothing. Studies on the effects of social support given to teenage mothers on their involvement in children's education were scarce. This study filled this gap by focusing on the effects of social support given to teenage mothers on their involvement in children's acquisition of pre-literacy skills. Acquisition of pre-literacy skills is paramount in development of reading. Finally, most studies conducted on teenage mothers' involvement in their children's education were conducted in the developed world. Studies on teenage mothers' involvement in their children's education in the developing nations are scarce. The researcher filled this gap by conducting a study in selected pre-schools in Kilifi County in Kenya, which is in the Sub-Saharan Africa.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covers the methodology of carrying out the study. It captures research design, variables of the study, research methodology, location of the study, target population, sampling techniques, sample size, research instruments used, pilot study, data collection and analysis and logistical and ethical considerations.

3.2 Research Design

This study employed descriptive survey design. The researcher chose the design because he did not intend to manipulate variables but aimed at describing how they affect each other in their natural form. Descriptive survey is a method of collecting data in order to answer questions concerning the current status of the problem under study without manipulating them (Mugenda and Mugenda, 2003). In this study, the researcher intended to establish the extent of teenage mothers' involvement in their children's acquisition of pre-literacy skills as it is without any form of manipulation. The researcher used ethnographic research methodology. This method studies the population as it is without manipulating it. This was important because the researcher did not intend to manipulate any of the variables but studied them in their natural form.

3.3 Variables

The study investigated the independent and dependent variables as described;

(i) Independent variables

The independent variables were conceptualized as follows:

- a. Parenting knowledge was measured qualitatively by subjecting teenage mothers to an interview where they were required to state ways in which they thought they would promote their children's ability to read, what hindered them from promoting their children's reading ability to read and strategies they had put in place to overcome those challenges. The responses were sorted thematically as per the three questions and some of them recorded in verbatim.
- b. Parents' education level was established by asking parents to indicate their education level, i.e. below class eight, KCPE, Vocational Training or KCSE. Parents' education level was scored out of a 4 point Likert scale which ranged from 1 to 4 points. That is, 1 point for below class eight, 2 for KCPE, 3 for vocational training and 4 for KCSE. Teenage mothers who scored 1 or 2 points were said to be lowly educated while those with 3 or 4 points were said to be highly educated.
- c. Socio-economic status was measured by establishing how high or low a teenage mothers' monthly income was. This is because monthly income determines a mother's ability to provide a quality HLE. A four-point Likert scale was used to categorize parents' income based on Kenya shillings (Kshs). Monthly earnings of 0 – 5000 was taken as very low or level 1, 5001 – 10,000 low or level 2, 10,001 – 15,000 moderate or level 3 and 15,001 and above as high or level 4. Levels 1 and 2 were also referred to as lower SES levels while levels 3 and 4 were taken as higher levels.

- d. Social support given to teenage mothers was measured by stating types of assistance given to teenage mothers by their close associates such as parents, friends, fathers of their children and professionals. Types of assistance included instrumental support, financial support and guidance, counseling and informational support.

(ii) Intervening Variables

The intervening variables of this study were mother-child interactions, teenage mothers' collaborations with the school, efficacy and financial ability. These were the variables seen to be mediating between the independent and the dependent variables. The intervening variables were controlled by the independent variables but they controlled the dependent variables.

(iii) Dependent Variable

The dependent variable was teenage mother's involvement in their pre-primary children's acquisition of pre-literacy skills. It was measured by stating some activities and provisions made by teenage mothers to promote their children's acquisition of pre-literacy skills. Activities included; parents reading for pleasure as models, shared book reading, creating a stimulating HLE and assisting children to do homework. Provisions included story/picture books, buying toys, innovate play materials and buying writing materials. Parents were required to state how often they performed each of the activities. The responses expected were; always, rarely and never. A 3 point Likert scale was used to rate each of the responses, that is 3 points for always, 2 points for rarely and 1 point for

never. Respondents with 1 point were also referred to as least involved respondents, those with 2 points moderately involved and those with 3 points highly involved.

3.4 Location of the Study

This study was carried out in Magarini Sub-County of Kilifi County. The major town of the Sub-County is Marafa town which is about 50 kilometers from Malindi town. The major economic activities in the area are salt mining and palm wine tapping. Agriculture is also practiced but the rains are unreliable. Due to this, poverty levels are very high. It is common to see young school girls being involved in sexual affairs with the palm wine tappers and motorbike operators so as to get food and other basic requirements that their parents are unable to provide. Studies carried out in the Sub-County (Njeru 2016; Lwanga 2018) have revealed that there is a high prevalence of teenage motherhood. Very little is known about the education of children born to teenage mothers in the sub-county.

3.5 Target Population

The target population of this study included all teenage mothers who had children in pre-primary 2 in Magarini sub-county. According to the Department of Education in Kilifi County, there were 180 public pre-primary schools and 30 private pre-primary schools in the sub-county in 2019. A preliminary investigation by the researcher revealed that there were 1150 teenage mothers who had children in pre-primary 2 in public and private pre-primary schools in Magarini Sub-County.

3.6 Sampling Techniques and Sample Size

This section discusses the sampling techniques that were used in this study to get the sample. It also discusses the size of the sample that was selected for the study and the selection made.

3.6.1 Sampling Techniques

This study employed purposive and stratified random sampling techniques. Kilifi County was purposively selected due to its high cases of teenage motherhood (Kenya Demographic Health Survey, 2014; Lwanga, 2018). Magarini Sub-County was also purposively selected because of its high prevalence of teenage motherhood (Njeru, 2016; Aseda, 2014). The Sub-county is vast and its population has different characteristics undertaking different economic activities. In areas bordering Malindi sub-county such as Sabaki, Gongoni and Magarini educational zones, a variety of economic activities such as tourism, palm wine tapping and salt mining are practiced. These zones are viewed as more economically stable than the interior zones such as Adu, Marafa and Garashi. Residents of the latter zones totally depend on agriculture for survival and the rains are not reliable. This is the reason as to why the researcher used stratified sampling.

According to Mugenda and Mugenda (2008) stratified sampling is ideal when dealing with populations that are not uniform. In the current study, there were discrepancies in terms of availability of resources. Consequently, the sub-county was sub-divided into six strata, each representing an education zone as sub-divided by the county's Department of Education. 10% of the teenage mothers who had children in Pre-primary 2 in each zone

formed the study sample. The reason for selecting teenage mothers is because they were likely to give the most accurate information since the study concerned them.

3.6.2 Sample Size

The current study is a descriptive study. According to Gay (1981), a sample size of 10% - 30% of the total population is adequate for study in descriptive research. Therefore, in this study, 10% of teenage mothers with children in pre-primary 2 in each of the educational zones were selected as respondents of the study. Since there were 1150 teenage mothers who had children in pre-primary schools, a total of 115 teenage mothers were selected as summarized on table 3.1;

Table 3.1 Sampling Frame

Zone	Number of teenage mothers identified	Number of teenage mothers sampled
GARASHI	120	12
MARAFI	180	18
GONGONI	300	30
SABAKI	100	10
ADU	280	28
MAGARINI	170	17
TOTAL	1150	115

3.7 Research Instruments

In this study a questionnaire and an interview schedule were used to obtain information from teenage mothers. A questionnaire was used because the number of the respondents

was relatively high and the researcher also wanted to save time. According to Orodho (2009) a questionnaire has the ability to collect large amount of information in a short period of time. The questionnaire consisted of 20 questions and parents were required to put a tick as appropriate. In order to get more revelations and details pertaining the problem under study, the researcher used a second tool, an interview schedule. According to Mugenda and Mugenda (2003) an interview schedule enables the researcher to get rich and detailed information pertaining the problem under study. The interview schedule was anticipated to give more information, some of which may not have been covered in the questionnaire. It consisted of 8 questions.

3.7.1 Questionnaire for Teenage Mothers

The questionnaire for teenage mothers consisted of sections A and B (see appendix III). Section A captured demographic information of the respondents such as age at first birth, marital status, education level, occupation and monthly income. Section B captured information on parental involvement in practices and provisions that promote acquisition of pre-literacy skills among children such as parents reading for pleasure as models, shared book reading, creating a stimulating HLE and assisting children to do homework. Age was measured in terms of the chronological age (in years) of the teenage mother at the time she gave her first birth. For marital status the teenage mothers were required to state whether single or married and education level was measured in terms of the highest level of formal learning attained by a teenage mother. Monthly earnings were measured in Kenya Shillings (Ksh). Parental involvement was measured in terms of how frequently a teenage mother involved herself in practices and provisions that promote acquisition of pre-literacy skills among pre-primary pupils. Practices included; parents reading for

pleasure as models, shared book reading, providing a stimulating HLE and assisting children to do homework. Provisions included; provision of story/picture books, buying toys, innovating play materials and buying writing materials.

3.7.2 Interview Schedule for Teenage Mothers

The interview schedule was used to collect information on teenage mothers' knowledge on their role in children's acquisition of pre-literacy skills (See appendix IV). The reason for using an interview schedule was because it enables both the researcher and the respondent to clarify information which may not be clear. McLead (2014) asserts that the advantage of using an interview schedule is because it allows clarifying of issues between the researcher and the respondent. The interview schedule consisted of eight questions which were read to the respondents by the researcher and pre-primary teachers. The respondents were required to outline what they thought were their role in promoting their children's acquisition of pre-literacy skills, whether/how they had modified their houses/rooms to ensure that their children had a favorable HLE, challenges they faced in providing a healthy HLE for their children and strategies they had put in place to overcome the challenges. They were also required to state whether they received any kind of social support, the source and nature of support and whether the social support influence their involvement in children's acquisition of pre-literacy skills.

3.8 Piloting Study

The pilot study was conducted to test whether the research instruments were clearly stated, whether they were meaningful to the respondents and to establish how consistent they were. The research tools were piloted in two public pre-primary schools and one

private pre-primary school in Magarini Sub-County, Kilifi County. The pre-primary schools and parents involved in the pilot study did not take part in the actual study. Piloting was done within a span of one month. During piloting the researcher checked the responses given by the respondents to establish whether there was a common understanding of the questions. In the questionnaire, some questions appeared to be ambiguous and the respondents understood them in different ways. These questions were modified so as to give a common understanding. The interview schedule was found to have many questions which consumed a lot of time and made the respondents impatient. Questions that were seen as less relevant were removed from the interview schedule to make it less demanding.

3.8.1 Validity of Research Instruments

Validity was tested during the piloting stage. Orodho (2005) asserts that validity is the degree to which the results obtained actually represents the phenomenon under study. Both face and content validity were tested in this study. To ascertain face validity, the questions and answers given to and by respondents were scrutinized by the researcher to ascertain that they gave a common understanding and if not, the researcher made improvements where necessary and fine-tuned any questions that seemed ambiguous. Face validity minimized the likelihood that a question might be misunderstood or misinterpreted by the respondents. According to Gay (1997), content validity is established by an expert. The researcher therefore consulted his supervisors to improve the content of the instruments. The supervisors scrutinized the instruments to ensure that they covered all the objectives and variables of the study.

3.8.2 Reliability of Research Instruments

The researcher ensured the reliability of the research instruments before using them to collect data. According to Mugenda (2008) reliability is a measure of degree to which an instrument gives similar results over a number of repeated trials. Test–retest technique was used to measure the degree to which the research instruments yielded consistent results. The research instruments were administered to the pilot group twice within a span of three weeks. The pilot group consisted of pre-primary parents from 2 public pre-primary schools and one private pre-primary school and was not included in the mother study. The findings were compared using Pearson’s Product Moment Correlation coefficient to establish whether the results were consistent. A correlation coefficient of 0.78 was realized. According to Creswell (2005) reliability of 0.7 and above is recommended. Therefore, 0.78 is acceptable.

3.9 Data Collection Techniques

The researcher made a visit to the sampled schools in order to introduce himself to the pre-primary school teachers. The pre-primary school teachers were also used to contact the selected parents. Data was collected within a span of three months. The first month involved piloting of data collection tools. During the second month, the researcher visited teachers and parents of the selected pre-schools so that they familiarize with the nature of the study and sees the importance of giving true and accurate information. The parents were also briefed on the questionnaires. During the third month, questionnaires were distributed to parents. They were filled within a span of one week. The researcher was always within reach to clarify any issues and he was assisted by respective pre-primary

teachers. The questionnaires were collected immediately after being filled. Interviews were also conducted on some participants.

3.10 Data Analysis

Data analysis involved summarizing large quantities of raw data, categorizing, rearranging and ordering data. Data was analyzed both quantitatively and qualitatively. The quantitative data from the questionnaire was coded and analyzed using statistical package for social sciences (SPSS version 22) to generate descriptive statistics in terms of frequency and percentage. The analyzed quantitative data for objectives of the study including demographic were presented in tables for clarity. Influence of mother's education level was based on 3-point Likert scale (where highly involved=3points, moderately involved=2 points and least involved=1 point). A 5-Point Likert scale (strongly agree=5 points, Agree=4 points, Not Sure=3 points, Disagree=2 points and Strongly Disagree=1 point). Qualitative data from the interview schedule was transcribed and then coded as per the objectives. Thematic and narrative methods were used to analyze the qualitative data. In thematic analysis, deductive approach was used. Qualitative data generated from interview schedule was put into themes for easier interpretation discussed as per the objectives of the study. However, verbatim quotations were also used in order to maintain the message as given Deductive approach involves having a pre-determined frame work of the analysis and testing it against the collected data.

3.11 Logistical and Ethical Considerations

This section describes the steps followed before and during the study. Ethical Considerations are also discussed.

3.11.1 Logistical Considerations

Before conducting the study, the researcher sought approval from his supervisors and then got permission from Kenyatta University Graduate School (See appendix V). He then presented the research authorization letter to the NACOST. NACOST responded by granting a research permit to the researcher (See appendix IX). Further, the researcher got letters of introduction from the Sub-County Director of education and Deputy County Commissioner, Magarini Sub-County (See appendices VII and VIII). With the help of pre-primary teachers, the respondents were contacted and informed about the study. Once the participants had understood the nature of the study, they were involved in filling the questionnaires and engaged in interview.

3.11.2 Ethical Considerations

The researcher did not collect any personal information such as names, telephone numbers or any other contacts from the respondents. The respondents were given a chance to choose whether they would participate in the study or not and those who agreed to participate in the study were asked to sign a consent form. Informed consent was obtained from the respondents by assuring them that the participation in the study was fully voluntary (See Appendix II). They were also informed that all their responses would be used for the purposes of the study only. All participants were treated with due respect, dignity and decorum.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretations and discussions. The chapter presents both qualitative and quantitative analysis of the data collected. The findings are organized as per the objectives of the study. The researcher intended to establish the extent of teenage mothers' involvement in their children's acquisition of pre-literacy in Magarini Sub-County, Kilifi County. Therefore, the objectives of the study were;

- i) To establish whether teenage mothers' knowledge on parenting skills influences their involvement in children's acquisition of pre-literacy skills in selected pre-primary schools in Kilifi County, Kenya.
- ii) To determine whether teenage mothers' level of education influences their involvement in children's acquisition of pre-literacy skills in selected pre-primary schools in Kilifi County, Kenya.
- iii) To establish whether teenage mothers' socio – economic status influences their involvement in children's development of pre-literacy skills in selected pre-primary schools in Kilifi County, Kenya.
- iv) To determine whether social support given to teenage mothers influences their involvement in children's acquisition of pre-literacy skills in selected pre-primary schools in Kilifi County, Kenya.

4.2 General Information

A total of 115 questionnaires and 30 interview schedules were administered to teenage mothers from 18 public pre-primary schools and 6 private pre-primary schools in

Magarini Sub-County, Kilifi County. There were more public pre-primary schools sampled than private ones because there are more public pre-primary schools than private ones in the study area. The researcher was always within reach during administration of the tools and this ensured a 100% return rate.

4.3 Demographic Characteristics of the Respondents

The demographic characteristics of the respondents included education level, marital status and monthly income as shown on table 4.1 below,

Table 4.1 Demographic Characteristics of the Respondents

Characteristic	Categories	Number	Percentage
Education Level	Below class eight	43	37.4%
	KCPE	37	32.2%
	Vocational Training	25	21.7%
	KCSE	10	8.7%
	TOTAL	115	100
Monthly Income (in Kshs)	0-5000	69	60.0%
	5001-10000	23	20.0%
	10001-15000	15	13.0%
	Above 15000	8	7.0%
	Total	115	100

Table 4.1 above shows that out of the 115 teenage mothers sampled, 43 (37.4%) of them had not completed class eight while only 37 (32.2%) had completed their primary school education. Only 25 (21.7 %) of the respondents had a vocational course while 10 of them (8.7%) had a KCPE certificate.

It can also be seen that 60% (69) of the respondents earned less than five thousand shillings a month while 20% (23) of them had had a monthly income of between Ksh5001 and Ksh10000. Only 13% (15) of the respondents had a monthly income of between Ksh10001 and Ksh15000 and even a smaller number 7.0 % (8) had a total monthly income above Ksh15000.

4.4 Findings on the influence of Teenage Mothers' Knowledge on their Role and involvement in Children's Acquisition of Pre-Literacy Skills

Objective one sought to establish whether teenage mothers' knowledge on their role in children's education influence their involvement in children's acquisition of pre-literacy skills. An interview schedule was administered to teenage mothers to establish how far they understood their role in promoting their children's acquisition of pre-literacy skills and whether their understanding of their roles influenced their involvement in children's acquisition of pre-literacy skills. The interview schedule also aimed at capturing any new information concerning teenage motherhood. The teenage mothers were required to explain what they thought was their role in promoting their children's ability to acquire pre-literacy skills; modifications they had made to their houses/rooms to ensure comfort of their children when reading/doing homework; to identify challenges they faced in providing a friendlier HLE for their children and to outline strategies they had put in place to overcome the challenges. The current study established that teenage mothers have little knowledge on their role in promoting their children's ability to acquire pre-literacy skills. It was also established that teenage mothers' knowledge on their role in children's education influenced their involvement in children's acquisition of pre-literacy skills. Teenage mothers who had some knowledge on their role in their children's

education were more involved in their children's acquisition of pre-literacy skills than teenage mothers who did not understand their role in children's education.

On knowledge of parenting skills one of the teenage mothers interviewed had this to say,

It is the role of the teachers to ensure that pupils are well taught. My role as parent is to provide basic needs such as food, clothing and shelter. The government should provide books and other learning materials. Teachers should not tire parents with endless meetings and demanding that parents should do what teachers are paid to do. (Soni, a teenage mother and parent at Jiwa pre-primary school, Kilifi, October 2019)

On modification of houses to provide a space for the children to read picture/story books, one of the teenage mothers had this to say,

In our home there only two mud-walled houses and a make-shift structure that we use as a kitchen. One of the houses is for my parents and my siblings and I share the other one. Each of the houses has only one room and they are congested, therefore my daughter together with my siblings who are still in school do their studies outside before the sun sets. (Vero, a teenage mother and parent Mama Watoto pre-school, Kilifi, October 2019)

Financial constraints were sighted as the major challenge in providing a friendlier HLE.

One of the teenage mothers said:

All those things that you mention-table, chair, books and lantern lamp-have to be purchased using money. My boyfriend, who had promised to marry me ran away when I disclosed to him that I was pregnant. I am the sole breadwinner not only for my son but also for my siblings. My dad passed away two years ago and my mother is terminally ill. I do casual work which include washing clothes for people at a fee, weeding and babysitting. My earnings are so little that there is barely anything left after I've bought food. Recently, one of my siblings was given a solar

powered lamp by World Vision which I believe will help them with their studies. (Nina, a teenage mother and parent at Mrefuni pre-primary school, Kilifi, October 2019)

Another teenage mother said,

It's is hard for me to help my son in his studies since I don't have enough time. I work in a restaurant at the trading center where I am supposed to report for work at six o'clock in the morning and we usually close late at night. When I reach home I find my son already asleep. (NEMBO, a teenage mother and parent at Elimu pre-school, Kilifi, October 2019)

One of the strategies teenage mothers have for addressing their financial challenges include taking up vocational courses. One of them said,

The father of my daughter is a married man and he has never given any financial support to me. I save a small amount of money every month and after a few years I will be able to join a tailoring course. Equipped with that course, I will be able to meet my daughter's needs in a more effective way. Though it will be late, better late than never. (Chana, a teenage mother and parent at Mavuno Pre-Primary School, Kilifi, October, 2019)

The interview showed clearly that the respondents did not fully understand their role in promoting their children's acquisition of pre-literacy skills. It is also evident that financial constraint is the major challenge facing teenage mothers in providing learning resources for their children. Some teenage mothers are also much engrossed in casual labor that they do not have much time to attend to their children's developmental needs. Some respondents also stated that the fathers of their children are either former school mates or married men who have never contacted them since they became pregnant. Due to financial constraints teenage mothers are unable to provide resources that promote acquisition of pre-literacy skills among their children such as story/picture books. They

also do not get enough time to engage their children in literary rich interactions since they are busy doing casual work to enable them meet their financial needs and those of their children.

The findings of the current study concur with those of Kristtensen et al (2018). In their study, Kristettensen et al (208) sought to establish how first time mothers react to different issues regarding parenting. They employed a sample of 513 first time mothers and used descriptive survey research design while data was collected through self-reported questionnaires. The study established that parenthood is a complicated period for first time mothers. It was also established that first time mothers lack knowledge on how to approach different issues regarding parenting.

The findings of this study are also in line with those of Twinto et al (2021). In their study, Twinto et al (2021) sought to establish whether teenage mothers have adequate skills in child care practices. They used a sample of 30 teenage mothers and collected data through in-depth interviews. Twinto et al (2021) found that teenage mothers have limited knowledge in childcare practices and this further limited their involvement in children's development and education.

Similar findings to those of the current study were got by Oyewole, Todowede and Dipeoli (2020). In their study, Oyewole, Todowede and Dipeoli (2020) used a sample of 382 adolescent mothers and collected data using semi-structured questionnaires. They found that adolescent mothers had poor knowledge of child care practices. The study

further revealed that poor knowledge of child care practices among adolescent mothers negatively influenced their involvement in children's education and development.

4.5 Findings on the influence of Teenage Mothers' Education Level on their Involvement in their Children's Acquisition of Pre-Literacy Skills

Objective two sought to establish whether teenage mothers' education level influence their involvement in their children's acquisition of pre-literacy skills. To establish this, the researcher first captured a general overview of the education levels attained by the respondents (Below class 8, KCPE certificate, vocational training and KCSE certificate) and then did a comparison between teenage mothers' education level and their involvement in their children's acquisition of pre-literacy skills.

4.5.1 Education Level of Teenage Mothers

The researcher sought to establish the education level of teenage mothers. This was an important aspect since the researcher intended to establish how the education level of teenage mothers influence their involvement in their children's acquisition of pre-literacy skills. The respondents were asked to state their level of education as either below class eight, KCPE, Vocational Training or KCSE. Education level was scored on a 4 point Likert scale. Teenage mothers whose education level was below class eight scored 1 point, those who had a KCPE certificate 2 points, those with a vocational course 3 points and 4 points for the respondents with a KCSE certificate. Responses and scoring were as in table 4.2

Table 4.2 Education Level of Teenage Mothers

Education Level	Score	Number of Parents (n=115)	Percentage
Below class eight	1	43	37.4%
KCPE	2	37	32.2%
Vocational Training	3	25	21.7%
KCSE	4	10	8.7%
Total		115	100

Table 4.2 above shows that 43 (37.4%) teenage mothers have the lowest education level (below class eight) and scored only one point on their level of education. This means that they are likely to have been impregnated before they completed their primary school education and may not have gone back to school after childbirth. It can also be seen that out of the 115 respondents, 37 of them (32.2%) sat for their Kenya Certificate of Primary Education (KCPE) but had no secondary education therefore they scored 2 points. The study also revealed that 25 teenage mothers (21.7%) had attained vocational skills such as hairdressing, tailoring and dress making either from vocational institutions or being trained by a friend (but none of them had a KCSE certificate) and they scored 3 points. It was also established that only 10 respondents (8.7%) had a KCSE certificate, which earned them 4 points. It can therefore be concluded that most teenage mothers are of low education levels. Low education level among teenage mothers is a disadvantage to their children since low parental education level has been associated with poor acquisition of pre-literacy skills among children (Eshetu 2015). Therefore, children born to teenage mothers are likely to lag behind their peers in acquisition of pre-literacy skills and this may delay their reading skills and hamper their academic progress.

The findings of the current study are in line with Kagawa (2013) who found out that most teenage mothers are of low education. The current findings are also similar to those of Smith (2012) who established that teenage mothers give birth before completing core education and are therefore of low education levels. Findings of the current study also concur with those of Karra and Lee (2012) who revealed that teenage mothers are likely to drop out of school after childbirth.

4.5.2 Involving Children in Activities around Print

The researcher intended to establish the extent to which teenage mothers involve their children in activities around print. Activities around print were relevant to the study since they promote acquisition of pre-literacy skills. These activities around print included parents reading for pleasure, reading stories to children, creating a stimulating home learning environment and assisting children to do homework. The respondents were asked how often they involved their children in these activities and the responses that they were required to give were; always, rarely or never. These were scored on a 3 point Likert scale, that is, 3 points for always, 2 for rarely and 1 for never. Respondents who scored 3 points were said to be highly involved, those with 2 points moderately involved and those with 1-point least involved. The responses were recorded as shown on table 4.3;

Table 4.3 Involving Children in Activities around Print

ACTIVITIES	FREQUENCY					
	HIGHLY INVOLVED (3 points)		MODERATELY INVOLVED (2 points)		LEAST INVOLVED (1 point)	
	Tally	%	Tally	%	Tally	%
Read for pleasure	17	14.8%	32	27.8%	66	57.4%
Shared Book Reading	20	17.4%	38	33.0%	57	49.6%
Create a stimulating HLE	67	58.3%	40	34.8%	8	7.0%
Assist the child to do school work	43	37.4%	56	48.7%	16	13.9%

Table 4.3 shows that only 17 (14.8%) of the respondents were highly involved in reading for pleasure as models for their children to imitate. It also shows that 32 (27.8%) of the respondents were moderately involved in reading for pleasure and 66 respondents (57.4%) confessed that they were least involved in reading for pleasure. It can also be seen that only 20 (17.4%) of the respondents were highly involved in shared book reading with their children whereas 33.0% (38) were moderately involved. The study also established that almost half (49.6%) of the respondents were least involved in engaging their children in shared book reading. On creating a stimulating home learning environment (HLE) for children to acquire pre-literacy skills while at home it was established that 58.3% of the respondents were highly involved while (40) 34.8% of them were moderately involved. Only 8 (7.0%) respondents confessed that they were least involved in creating a rich HLE for their children. It is clear that 43 (37.4%) respondents were highly involved in assisting their children do homework while 48.7% (56) of them were moderately involved. It was also established that 13.9% (16) of the respondents

were least involved in assisting their children to do homework. Therefore, it can be concluded that the majority of teenage mothers do not adequately engage their children in activities around print. Due to inadequate engagement in activities around print, children born to teenage mothers may acquire pre-literacy skills such as letter identification, sound naming and oral blending at a slower pace than other children. This may in turn delay their reading development and make them have a negative attitude towards reading and education in general.

The findings of this study are in agreement with those of Wambiri and Ndani (2015). In their study, Wambiri and Ndani (2015) established that the number of years a caregiver spent in school had significant effects on caregivers' direct and indirect behavior and strategies with children around print. Having spent a considerably few years in school, teenage mothers seemed to have little interest in involving their children in activities around print. The findings of the current study are also similar to those of Edzisani and Tholene (2012) who established that teenage mothers may not adequately get involved in their children's development since they are socially and emotionally affected during pregnancy and even after childbirth. The findings of the current study also concur with Kennedy et al (2012) who asserted that teenage mothers may be much engrossed in fending for their children or going back to school that they may not get adequate time to attend to their children's developmental needs.

4.5.3 Influence of Teenage Mothers' Education Level on their Involvement in Children's Acquisition of Pre-Literacy Skills

To establish whether the education level attained by a teenage mother influences her involvement in her children's acquisition of pre-literacy skills, the number of teenage mothers in each of the involvement levels (highly, moderately, lowly) was listed against their education levels (Below class 8, KCPE, KCSE, Vocational Training and KCSE) under each of the four aspects of involvement (Reading for pleasure, shared book reading, creating a stimulating HLE and assisting children to do homework) as discussed below;

4.5.4 Influence of Teenage Mothers' Education Level on Reading for Pleasure

The researcher intended to establish whether the education level attained by a teenage mother influences her involvement in reading for pleasure so that her child/children can imitate. To establish this, the number of parents from each level of education (Below class 8, KCPE, vocational training and KCSE certificate) was listed against the rates of involvement as shown on table 4.4;

Table 4.4 Influence of Mothers' Education on Reading for Pleasure

Mother's Education level	Score	RATE OF INVOLVEMENT							
		HIGHLY INVOLVED		MODERATELY INVOLVED		LEAST INVOLVED		TOTAL N=115	
		Number	%	Number	%	Number	%	Number	%
Below Class 8	1	4	9.3%	14	32.6%	25	58.1%	43	100
KCPE	2	5	13.5%	7	18.9%	25	37%	37	100
Tertiary/vocational	3	2	8%	9	36%	14	56%	25	100
KCSE	4	6	60%	2	20%	2	20%	10	100
TOTAL		17		32		66		115	

Table 4.4 shows that only a small number 4 (9.3%) of respondents who scored only one point on their education level (teenage mothers who did not reach class eight in their studies) was highly involved in reading for pleasure. It can also be seen that only 32.6% (4) of them were moderately involved in reading for pleasure while 25 (58.1%) were least involved in reading for pleasure. It is also clear that only 5 (13.5%) of respondents who scored 2 points (teenage mothers who left school at class 8) were highly involved in reading for pleasure as models for their children to copy and 18.9% (7) of them were moderately involved. Respondents with a score of 3 points (teenage mothers with a vocational course) posted the least number of those who were highly involved in reading for pleasure as only 8% of them managed to be grouped in this category. The table also shows that 36% (14) of the respondents with a score of 3 points were moderately involved in reading for pleasure while 56% (14) were least involved in reading for pleasure. Among respondents who scored 4 points (teenage mothers who had a KCSE certificate) 60% (6) of them were highly involved in reading for pleasure while 20% (2) of them were moderately involved. Another (20%) (2) were least involved in reading for pleasure for their children to imitate.

Although parental involvement in reading for pleasure was generally low, respondents who scored 4 points (teenage mothers with a KCSE certificate) were far ahead of their counterparts as 60% (6) of them are highly involved in reading for pleasure as models for their children to copy. Only a small number 20% (2) of them are least involved in reading for pleasure. Among respondents who scored only one point (teenage mothers who did not complete their primary education) only 9.3% (4) of them are highly involved in reading for pleasure whereas more than half of them 58.1% (25) are least involved. This

infers that the education level attained by teenage mothers influence their reading culture. Teenage mothers with higher levels of education are likely to read for pleasure more than teenage mothers with lower levels of education. Pre-primary pupils whose mothers read for pleasure are likely to copy what their mothers are doing since children learn by observing and imitating adults around them (Bandura 1977). Such children are likely to acquire pre-literacy competences such as letter identification, oral blending and acquire more vocabulary than their counterparts. On the other hand, teenage mothers with low levels of education are not likely to model their children by reading for pleasure. As a result, children whose mothers are of low levels of education are likely to have a negative attitude towards reading and may lag behind their peers in acquiring pre-literacy competences such as letter identification and they are likely to have a limited vocabulary.

The findings of the current study are in line with those of Encyclopedia on Early Childhood (2014) which documents that teenage mothers are not likely to model their children by reading for pleasure. The current findings also concur with those of Ghanney (2018) who established that parents' low literacy and limited formal education pose a great challenge in their children's education. Similar findings were also posted by Chansa-Kabali (2014) who argued that highly educated parents have a reading culture that their children can copy. He further stated that children whose parents have a reading culture are usually ahead of their peers in acquiring early literacy competences.

4.5.5 Influence of Teenage Mothers' Education Level on Shared Book Reading

The researcher intended to establish whether the level of education attained by a teenage mother influences her rate of involvement in shared book reading. Using data drawn from

tables 4.3 and 4.4, the number of respondents in each category of involvement rate in shared book reading was listed against their education level as shown on table 4.5

Table 4.5 Influence of Education Level on Shared Book Reading

Mother's Education level	Score	RATE OF INVOLVEMENT							
		HIGHLY INVOLVED		MODERATELY INVOLVED		LEAST INVOLVED		TOTAL	
		Number	%	Number	%	Number	%	Number	%
Below Class 8	1	3	7%	15	34.9%	25	58.1%	43	100
KCPE	2	6	16.2%	12	32.4%	19	51.4%	37	100
Vocational Training	3	6	24%	8	32%	11	44%	25	100
KCSE	4	5	50%	3	30%	2	20%	10	100
TOTAL		20		38		57		115	

Table 4.5 shows that only 3 (7%) of the respondents who attained a score of only one point (teenage mothers who dropped out of school before attaining a KCPE certificate) are highly involved in engaging their children in shared book reading while 34.9% (15) of them are moderately involved. The majority (58.1%) of the respondents who scored only one point are least involved in engaging their children in shared book reading. The study also revealed that among teenage mothers who scored two points (teenage mothers with a KCPE certificate only), 16.2% (6) of them were highly involved in shared book reading with their children while 32.4% (12) were moderately involved. However, it was revealed that 51.4% (19) of the respondents who scored 2 points on their education level were least involved in engaging their children in shared book reading. The table also shows that 24 % (6) of the respondents who earned 3 points on their education level (teenage mothers who had a vocational training) are highly involved in engaging their

children in shared book reading while 32% (8) of them are moderately involved in doing so. Table 4.6 also shows that 44% (11) of the respondents with 3 points on their education level are lowly involved in having shared book reading sessions with their children. Respondents who scored 4 points (Teenage mothers with a KSCE certificate) were seen to be highly involved in engaging their children in shared book reading as half of them (5) of them were highly involved in participating in shared book reading with their children while 30% (3) of them were moderately involved. Only 20% (2) of the respondents who scored 4 points were least involved in shared book reading with their children.

It is evident from the table that the group of respondents who scored 4 points (with a KCSE certificate) had the highest percentage (50%) of its members fall under the highly involved category, followed by the one with 3 points, which consisted of teenage mothers with a vocational training (24%) and then the ones with 2 points (KCPE certificate) which had 16.2% (6) of its members being highly involved. The group of parents which scored only 1 point consisted of teenage mothers who did not complete their primary school education and it was the group with the smallest percentage (3 respondents accounting for 7%) of its members fall under the highly involved category. However, the majority of respondents (25, accounting for 58.1%) from the group with one point and the one with 2 points (51.4%) fell in the category of the least involved parents. The table also shows that 44% (11) of the respondents with 3 points and 20% (2) of those with 4 points were in the category of the least involved. Conclusively, most of the highly involved respondents either had a KCPE certificate or a vocational course while most of the least involved respondents did not complete their primary education or only had a KCPE

certificate. This infers that the education level attained by a teenage mother influences her rate of involvement in shared book reading. Teenage mothers with high levels of education are likely to involve their children in shared book reading more than those with low levels of education. Consequently, children whose mothers have higher levels of education are likely to acquire pre-literacy competences such as letter identification sound naming and oral blending easily. On the other hand, teenage mothers with low levels of education (Only a KCPE Certificate or below class8) are likely to be least involved in having shared book reading sessions with their children. Children of these mothers are likely to have difficulties in pre-literacy competences such as letter identification sound naming, oral blending and they are likely to have a limited vocabulary. Such children are also likely to have difficulties in school transition.

The findings of the current study are in agreement with those of Passiri (2017) who revealed that there is a positive relationship between parents' education and level and their involvement in their children's education. Passiri (2017) argued that parents with higher levels of education guide their children in their studies through activities such as shared book reading and discussing with them what they learn in school. The current findings are also in line with those of Wakiuru (2012) who argued that parental education plays an important role in the participation of parents in their children's education. She added that parents with high levels of education are more involved in their children's work than those with low levels of education. The findings of the current study are also similar to those of Wambiri and Ndani (2015). In their study, Wambiri and Ndani (2015) established that the number of years a caregiver spent in school influences her direct and indirect behaviors and strategies with children around print.

4.5.6 Influence of Mother's Education Level on Home Learning Environment

The researcher intended to establish whether the level of education attained by a teenage mother influences the kind of home learning environment (HLE) that she creates for her child/children. Earlier recorded data on tables 4.3 and 4.4 were used to relate parental education level with the rate of involvement as shown on table 4.6;

Table 4.6 Influence of Mother's Education on Creating a rich HLE

Mother's Education level	Score	RATE OF INVOLVEMENT							
		HIGHLY INVOLVED		MODERATELY INVOLVED		LEAST INVOLVED		TOTAL	
		Number (n=115)	%	Number (n=115)	%	Number (n=115)	%	Number	%
Below Class 8	1	19	44.2%	19	44.2%	5	11.6%	43	100
KCPE	2	23	62.2%	12	32.4%	2	5.4%	37	100
Tertiary/vocational	3	17	68%	7	28%	1	4%	25	100
KCSE	4	8	80%	2	20%	0	0%	10	100
TOTAL		67		40		8		115	

Table 4.6 shows that a very high number (8, accounting for 80%) of the teenage mothers who scored 4 points on their education level (those with a KCSE Certificate) were highly involved in creating a stimulating HLE while 20% (2) of them were moderately involved and none of them was least involved. Among respondents with a score of 3 points on

their education level (with a vocational course) 68% (17) of them were highly involved, 28% (7) moderately involved and only 4% were least involved in creating a rich HLE. Table 4.7 also shows that 62.2% (23) of the respondents who scored 2 points (with only a KCPE Certificate) were highly involved while 32.4% (12) of them were moderately involved and 5.4% least involved. Among the respondents who did not complete their primary school education and scored only one point on their level of education, 44.2% (19) of them were highly involved in creating a stimulating HLE for their children while an equal number (44.2%) was moderately involved. It can also be seen that 11.6% (5) of the respondents who scored only 1 point on their level of education were least involved in creating a stimulating HLE for their children to promote acquisition of pre-literacy skills.

It can be seen clearly that there were higher percentages of respondents who scored 3 or 4 (68% and 80% respectively) points in the category of the highly involved than those of the respondents with 1 or 2 (44.2% and 62.2% respectively) points in their education level. It can also be seen that none of the respondents with 4 points on the education level and only 4% of the respondents with 3 points on the education level fell under the category of least involved parents as opposed to 11.6% (5) of respondents with 1 point and 5.4% (2) of the respondents with 2 points on the education level who fell into this group. This is a clear indication that the level of education attained by teenage mothers influence the kind of HLE they create for their children. Highly educated teenage mothers are likely to create a stimulating HLE through ways such as providing picture/story books, writing materials and a good space for children to carry out their activities. Children who are provided with a stimulating HLE are likely to acquire pre-literacy competences such as letter identification, sound naming and oral blending. They are also

likely to acquire a wide range of vocabulary. On the contrary, teenage mothers with low levels of education are likely to create a HLE that does not stimulate their children to acquire pre-literacy competences. This means that children born to teenage mothers with low levels of education are likely to have difficulties in acquiring pre-literacy competences such as alphabet knowledge, sound naming, oral blending and they are likely to have a limited vocabulary.

The findings of the current study are also in line with those of Egalite (2021). According to Egalite (2021) parents with high level of education are involved in their children's education by participating in parent-teacher conferences volunteering in school work, creating a stimulating home learning environment and using advanced language to improve their children's communication skills. The findings of the current study are also in tandem with those of Encyclopedia on Early Childhood (2015) which documented that teenage mothers are likely to provide a less stimulating HLE which hinders their children's acquisition of pre-literacy competences. The findings of this study also concur with those of Vellymaley (2012) who revealed that highly educated parents dedicate a lot of time, energy and money to create a rich HLE that would help their children to perform well in academic activities.

4.5.7 Influence of Mothers' Education Level on their Involvement in Assisting Children to do Homework

The researcher intended to establish whether the education level attained by a teenage mother influences her involvement in assisting her child/children to do homework. Data were drawn from tables 4.3 and 4.4 and cross tabulated to establish whether the education

level attained by a teenage mother influences her involvement in assisting her children to do homework. The results were as shown on Table 4.7;

Table 4.7 Influence of Mother's Education Level on Assisting Children to do Homework

Mother's Education level	Score	RATE OF INVOLVEMENT							
		HIGH		MEDIUM		LOW		TOTAL	
		Number (n=115)	%	Number (n=115)	%	Number (n=115)	%	Number	%
Below Class 8	1	12	27.9	24	55.8	7	16.3	43	100
KCPE	2	11	29.7	21	56.8	5	13.5	37	100
Vocational Training	3	12	48	10	40	3	12	25	100
KCSE	4	8	80	1	10	1	10	10	100
TOTAL		43		56		16		115	

Table 4.7 shows that 80% (8) of the respondents who scored 4 points on their education level (with a KCSE Certificate) were highly involved in assisting their children in doing homework. It is also clear that only 10% (1) of them were moderately involved and another 10% (1) were least involved in assisting their children to do homework. The table also shows that among the respondents who scored 3 points on their education level (with a vocational course) 48% (12) of them were highly involved while 40% (10) of them were moderately involved in assisting their children do homework. Only 12% (3) of the respondents who scored 3 points were least involved. It can also be clearly seen that 29.7% (11) of the respondents who scored 2 points on their education level (with only a KCPE Certificate) were highly involved in assisting their children to do homework while 56.8% (21) were moderately involved and 13.5% of them least involved. The study also revealed that only 27.9% (12) of the respondents who scored only one point in their

education level (below class 8) were highly involved in assisting their children in doing homework while 55.8% (24) were moderately involved and 16.3% least involved. It is evident that 80% (8) of the respondents with a KCSE certificate fell in the category of the highly involved parents while only 27.9% (24) of the respondents who did not complete their primary education fell in this category. It is also evident that there were more respondents from the group which did not complete their primary school education (16.3%) in the least involved category than those from the group with a KCSE certificate (10%). This implies that the level of education attained by a teenage mother influences her involvement in assisting her children to do homework. Children whose mothers have higher levels of education are likely to be guided to do work given in school and since they have a longer exposure to content learnt, they may perfect on their pre-literacy competences such as letter identification, sound naming and acquire a large vocabulary. On the contrary, teenage mothers with lower levels of education are likely to be less involved in helping their children to do homework. In instances where their children find homework difficult, they may be discouraged and have a negative attitude towards learning. This may in turn lead to difficulties in acquiring pre-literacy skills such as letter identification, sound naming and they may not acquire a wide range of vocabulary.

The findings of the current study concur with those of Baker, Mamat and Ibrahim (2017). After collecting and analyzing data from 200 respondents Baker, Mamat and Ibrahim (2017) established that parental education has a substantial relationship with academic performance. They found out that highly educated parents make a timetable for their children at home, assist children to do homework and help them solve complicated terms related to their studies. Similar findings were also revealed by Kimathi (2014). Kimathi

(2014) argued that less educated parents may find children's homework challenging and they may not be involved in assisting their children in doing homework at all. The findings of the current study are also similar to those of Koech (2010). Koech (2010) established that parents with little or no formal education are less involved in parent-teacher partnerships because their literacy level limits their involvement. These parent-teacher partnerships may include parents guiding their children to do the work that they are given in school.

4.6 Findings of the Influence of Teenage Mothers' Socio-Economic Status on their Involvement in Children's Acquisition of Pre-Literacy Skills

Objective three sought to establish how teenage mothers' socio-economic status influence their involvement in children's acquisition of pre-literacy skills. This objective was presented under different themes which include; Marital status of teenage mothers, occupations of teenage mothers, monthly income of teenage mothers and the influence of socio-economic status of teenage mothers on their involvement in children's acquisition of pre-literacy skills as discussed below;

4.6.1 Occupation of Teenage Mothers

The researcher intended to establish the day to day activities that teenage mothers get involved in so as to earn an income. This was important to the study since the kind of activities that one does may influence their earnings. The researcher aimed at establishing how the earnings of teenage mothers in turn influenced their involvement in children's acquisition of pre-literacy skills. Teenage mothers were asked to state their daily activities and the results were as shown on table 4.8;

Table 4.8 Occupations of Teenage Mothers

Occupation	Number of Parents (n=115)	Percentage
Formal Employment	2	1.7%
Business	6	5.2%
Casual Laborers	43	37.4%
House wife/No job	64	55.7%
Total	115	100

Table 4.8 above shows that a great majority of teenage mothers 55.7% (64) had no jobs and relied on other people such as relatives and spouses for a livelihood and upkeep of their children. It also shows that 37.4% (43) of the respondents relied on casual jobs such as washing clothes at a fee and gardening to earn a living and meet their children's financial needs. The study also revealed that only 5.2% (6) of the respondents were involved in business. The number of teenage mothers in formal employment was almost negligible (2, accounting for only 1.7%). It is clear that most teenage mothers did not have any form of employment (64 or 55.7%) or were casual laborers (43 which is 37.4%). The number of unemployed teenage mothers and those in casual employment being this high (55.7% and 37.4% respectively) means that their earnings are meagre and they may not be able to meet their financial obligations sufficiently and provide materials that are needed for their children's development of pre-literacy skills such as story books and alphabetical toys. As a result, children born to teenage mothers are likely to lag behind their peers in acquisition of pre-literacy skills

The findings of the current study are similar to those of Smith (2012) who established that since teenage mothers have not completed core education and do not have marketable skills, they end up doing casual work. The current findings are also similar to those of Siebert (2016). Siebert (2016) established that most teenage mothers do not have decent jobs and they end up in cocoa plantations as casual laborers to keep themselves and their children fed. The findings of the current study also concur with those of Angeline et al (2014). Angeline et al (2014) found that teenage mothers lack most job qualifications, which means that they are in low paying and often unsatisfying jobs.

4.6.2 Monthly income of Teenage Mothers

The researcher sought to establish the monthly earnings of the teenage mothers. This was important to the study since socio-economic status (SES) of the teenage mothers was measured in terms of their monthly earnings and the researcher intended to establish whether the SES of teenage mothers influence their involvement in children's acquisition of pre-literacy skills. The respondents were asked to state their monthly income as either level 1 (Kshs 0-5000), level 2 (Kshs 5001-10000), level 3 (10001-15000) or level 4 (Kshs above Kshs 15000). Teenage mothers in levels 1 and 2 were termed to as lower SES respondents and those in levels 3 and 4 higher SES respondents. Results were as shown in table 4.9;

Table 4.9 Monthly Income of Teenage Mothers

Monthly Income (in Kshs)	SES LEVEL	Number of Teenage Mothers (n=115)	Percentage
0-5000	1	69	60.0%
5001-10000	2	23	20.0%
10001-15000	3	15	13.0%
Above 15000	4	8	7.0%
Total		115	100

Table 4.9 above shows that the majority (60%) of teenage mothers earned a monthly income of five thousand shillings or below and only 23 (20%) respondents earned between Sh5001 and Sh10000. The study also established that 13% (15) of the respondents earned between Sh10001 and Sh15000. The number of teenage mothers earning Sh15000 and above a month was almost negligible (8 out of 115, making up 7%). It is evident that the majority of the respondents were in the lower SES levels (60% (69) in level 1 and 20% (23) in level 2) while only a small percentage (23 or 20%) of the respondents was in the higher SES levels (13% in level 3 and 7% in level 4). A low income is most likely to have a negative influence into a child's development of pre-literacy skills since it denies the teenage mothers the ability to provide resources that are necessary for development of pre-literacy skills such as alphabetical toys and writing materials. When pre-primary pupils lack materials such as alphabetical toys and writing materials they are likely to have delayed acquisition of pre-literacy skills and they may have problems in reading. The findings of the current study are similar to those of Penman-Aguilar et al (2013) who revealed that teenage motherhood is associated with

low education levels, low income and low SES levels. The findings of the current study also concur with those of Angeline et al (2014) who pointed out that teenage mothers lack most job qualifications which means that they are in low paying jobs. The findings of the current study are also in tandem with Urban Child Institute (2015). According to The Urban Child Institute (2015) families started by young parents from low socio-economic backgrounds lack adequate resources and have housing challenges.

4.6.3 Influence of Socio-Economic Status of Teenage Mothers on their Involvement in Children's Acquisition of Pre-Literacy Skills

The researcher intended to establish whether the socio-economic status (which was measured in terms of monthly income) of teenage mothers influence their involvement in children's acquisition of pre-literacy skills. The respondents were asked to state the degree to which they agreed/disagreed that financial constraints limit their involvement in children's acquisition of pre-literacy skills. It was also explained to them that adequate involvement in promotion of acquisition of pre-literacy skills involved provision of adequate story/picture books, purchase/innovation of play materials, providing adequate writing materials, providing a good study area for the child and involving the child in literally rich conversations. The responses expected were; strongly agree, agree, not sure, disagree and strongly disagree. The responses were as on table 4.10.

Table 4.10 Influence of SES level on involvement in Education

Degree of Agreement/Disagreement	Number of Parents (n=115)	Percentage
Strongly Agree	64	55.7%
Agree	32	27.8%
Not Sure	7	6.1%
Disagree	8	7.0%
Strongly Disagree	4	3.5%
Total	115	100%

The picture depicted on table 4.10 is that the majority 55.7% (64) of the respondents strongly agree that their low income inhibits them from being adequately involved in their children's acquisition of pre-literacy skills. A further 27.8% (32) agree that their income impedes them from being adequately involved in promoting their children's acquisition of pre-literacy skills while 6.1% (7) of the respondents said that they were not sure whether their monthly income influenced their involvement in their children's acquisition of pre-literacy skills. Only 7% (8) of the respondents disagreed and 3.5% (4) strongly disagreed that their monthly income inhibits their involvement in their children's acquisition of pre-literacy skills. The fact that the number of respondents who either strongly agreed (64, making 55.7%) or agreed (32, accounting for 27.8%) that their monthly income prevents them from being adequately involved in promoting their children's acquisition of pre-literacy skills was higher than the number of respondents who disagreed (8 or 7%) or strongly disagreed (4 or 3.5%) shows that the monthly income (used to measure SES) of a teenage mother influences her involvement in her child/children's acquisition of pre-literacy skills. Teenage mothers of higher SES levels are likely to be more involved in practices and provisions that promote acquisition of pre-

literacy skills such as provision of story/picture books, writing materials and involve their children in literally rich conversations. Consequently, their children are likely to acquire pre-literacy skills such as increased vocabulary, sound and letter naming earlier and faster than their counterparts. On the other hand, teenage mothers of lower SES status are likely to have difficulties in providing resources that promote their children's acquisition of pre-literacy skills such as story/picture books and play materials. As a result, children of lower SES mothers are likely to lag behind their peers in acquisition of pre-literacy skills such as letter and sound naming.

The findings of the current study are in line with those of Almond and Currie (2011) who established that teenage mothers may be more resource constrained during their early years, a period of critical development to their children. The findings of the current study are also in tandem with Burges (2005) who argued that teenage mothers do not provide adequate experiences and resources for their children's developmental needs. The findings of the current study are in tandem with those of Dixson et al (2017) who established that high SES families have more resources and knowledge about education than low SES families and they do not find financial constraints to be an impediment in providing learning resources to their children. To further ascertain the influence of teenage mothers' SES levels on their children's acquisition of pre-literacy skills, the researcher further classified the responses on the bases of the respondents' SES levels as shown on table 4.11;

Table 4.11 Influence of SES Level on Education (By Each Level)

SES Levels	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total N=115	
	No	%	No	%	No	%	No	%	No	%	No	%
1	47	68.1%	21	30.4%	0	0%	1	1.4%	0	0%	69	60%
2	12	52.2%	8	34.8%	2	8.7%	1	4.3%	0	0%	23	20%
3	5	33.3%	3	20%	4	26.7%	3	20%	0	0%	15	13%
4	0	0%	0	0%	1	12.5%	3	37.5%	4	50%	8	7%
Total	64		32		7		8		4		115	100%

Table 4.11 shows that 68.1% (47) of SES level 1 respondents strongly agreed that their monthly income inhibits them from getting adequately involved in their children’s acquisition of pre-literacy skills. 30.4% (21) of them agreed and none of them is not sure whether their monthly income hinders them from getting adequately involved in their children’s acquisition of pre-literacy skills. Only 1.4 % (1) of the lowest earners (SES level 1) disagreed and none strongly disagreed that their monthly earnings limit their involvement in promoting their children’s acquisition of pre-literacy skills. Among SES level 2 respondents, 52.2% (12) of them strongly agreed while 34.8% (8) agreed that their monthly income limits their involvement in their children’s acquisition of pre-literacy skills. However, 8.7% (2) of SES level 2 respondents were not sure whether their monthly income impedes them from being adequately involved in their children’s acquisition of pre-literacy skills while 4.3% (1) of them disagreed. The table also shows that none of the SES level 2 respondents strongly disagreed that their monthly income limits them from being adequately involved in their children’s acquisition of pre-literacy

skills. Table 4.13 shows that among SES level 3 respondents, 33.3% (5) of them strongly agreed while 20% (3) agreed that their monthly income is a hindrance towards adequate involvement in their children's acquisition of pre-literacy skills. It can also be seen that 4 of level 3 respondents constituting 26.7% were not sure whether their monthly income hinders them from being adequately involved in their children's acquisition of pre-literacy skills. It can also be seen that 20% (3) of SES level 3 respondents disagree while none of them strongly disagree that their monthly income limits them from being actively involved in promoting acquisition of pre-literacy skills by their children. None of SES level 4 respondents either strongly agreed or agreed that their monthly income limits them from being actively involved in their children's acquisition of pre-literacy skills while only 12.5% (1) of the respondents said that she was not sure whether her monthly income limits her from being adequately involved in promoting her child's acquisition of pre-literacy skills. It is also evident that 37.5% (3) of SES level 4 respondents disagree while 50% strongly disagree that their monthly earnings limit them from being actively involved in promoting their children's acquisition of pre-literacy skills.

It can be conclusively said that high SES level respondents do not see their monthly income as a limitation to their involvement in children's acquisition of pre-literacy skills. This is evident where none of the level 4 SES respondents strongly agreed or agreed that their monthly income is a limitation to their involvement in children's acquisition of pre-literacy skills. It can be seen that 50% (8) of them strongly disagreed that their monthly earnings hinder them from being adequately involved in their children's acquisition of pre-literacy skills. On the other hand, the majority of lower SES levels confessed that their monthly income limits them from being actively involved in their children's

acquisition of pre-literacy skills. The majority (68.1%) of SES level 1 and SES level 2 (52.2%) respondents strongly agreed that their monthly income was a limitation to their involvement in their children's acquisition of pre-literacy skills. None of the SES levels 1 and 2 respondents strongly disagreed with the statement that their monthly income limits them from being adequately involved in their children's acquisition of pre-literacy skills. Since lower SES respondents confessed that their monthly income limits them from being adequately involved in their children's acquisition of pre-literacy skills and higher SES respondents strongly disagreed that their monthly income is a limitation to their involvement in children's acquisition of pre-literacy skills, it can be concluded that the monthly income (socio-economic status) of a teenage mother influences her involvement in her children's acquisition of pre-literacy skills. Since teenage mothers from higher SES levels do not see their monthly income as a limitation towards provision of learning resources to their children, they are likely to provide learning materials such as story books and writing materials to their children.

Since the amount of books and other reading materials provided in a family has been associated with a child's reading development (Alivernini 2013), children of higher SES level respondents are likely to acquire pre-literacy skills such as letter identification, sound naming and oral blending earlier and faster than their counterparts. They are also likely to acquire a wide range of vocabulary. On the contrary, low monthly income may limit low SES teenage mothers from being adequately involved in provision of resources that promote acquisition of pre-literacy skills by their children such as story/picture books. As a result, children of lower SES mothers are likely to lag behind their peers in

acquisition of pre-literacy skills such as letter identification, sound naming and oral blending.

The findings of the current study are in tandem with those of Dixson et al (2017) who established that high SES families have more resources and knowledge about education than low SES families and they do not find financial constraints to be an impediment in providing learning resources to their children. The current findings are also in line with those of Kuru and Taskin (2016) who established that parents having a good socio-economic status were more willing and active in participating in education activities. Similar findings were also posted by Vellymalley (2012). In her study, Vellymalley (2012) found that parents' socio-economic status plays an important role in providing education resources. Similarly, Eshetu (2015) postulated that there is a strong relationship between parental socio-economic conditions and their involvement in their children's academic achievement. These findings are also similar to those of Opiyo (2017). In his study, Opiyo (2017) established that low socio-economic households may not be in a position to avail basic literacy resources that support children's reading development such as alphabetical toys, picture books and crayons. The findings of the current study are also similar to those of Mogaka (2012). In his study conducted in Kisii Kenya, Mogaka (2012) established that there is a strong relationship between parental SES and their involvement in education.

4.7 Influence of Support Given to Teenage Mothers on their Involvement in Children's Acquisition of Pre-Literacy Skills

Objective four sought to establish whether the social support given to teenage mothers influence their involvement in their children's acquisition of pre-literacy skills. Types of social support of interest to the researcher included instrumental support, financial support and guidance, counseling and informational support. The respondents were subjected to an interview and were required to state whether they received any social support, where they received support from, types of support they received and if the social support influenced their involvement in their children's acquisition of pre-literacy skills. The responses were captured qualitatively as discussed below;

On source and type of support received, one of the respondents said,

I don't receive any financial support from anyone but what I get from my parents is more than money. They give me accommodation and ensure that my daughter and I are well fed, along with my other siblings. I assist in domestic chores but at times I am engaged in casual labor in my neighbor's farms. Since I don't pay rent or buy food, I am able to buy whatever is needed for my daughter's education such as books and other writing materials. I also support the family's budget. MIMO, a teenage mother and pre-primary parent at Upeponi pre-primary school, Kilifi, 2019)

It was also revealed that some of the respondents received financial support from the fathers of their children. One of the respondents had this to say,

The father of my daughter supports me financially, though he only sends a small amount. However, I supplement with what I get after doing laundry within the neighborhood. This enables me to meet my needs and

those of my daughter. I also buy most of the items needed at school without much stress. (STACY, a teenage mother and a parent at Viuweni pre-primary school, Kilifi, 2019).

It was also noted that some of the respondents who did not receive any form of social support were not adequately involved in their children's acquisition of pre-literacy skills.

One of them said,

I don't receive any kind of social support from anybody. I am a casual laborer in a salt firm. Sometimes I am given work and other times I am not given. I am the sole breadwinner and I have challenges in paying rent, feeding my son and ensuring that he gets all that he needs for his school work. (CONNIE, a teenage mother and parent at Ndanini pre-primary school, Kilifi, 2019)

The study also found out that some of the respondents received guidance, counseling and informational support. Those who receive such support understand their role as parents and have a high parenting efficacy. One of them had this to say,

When my son's father with whom I had been cohabiting decided to abandon us, I thought my world had come to an end. I became the sole breadwinner and making ends meet was almost impossible. I did all sorts of manual work such as washing dishes, washing clothes and working in people's farms to earn a living. I saw my son as a replica of his father and I answered his questions rudely and spanking became a habit. I was contemplating to commit suicide when one of my clients, who was a nurse approached me. She tried talking me into being kind to my son but I was unable to improve. She took me to a professional counsellor who helped me realize how important my son and I were and needed to be treated with dignity. Since then I have really improved. I appreciate, love and adore my son. Though I dropped out of school in class 6, I assist him to do work given at school and sometimes we read stories together. (DONA, a

teenage mother and parent and parent at Kijijini pre-school, Kilifi, October 2019)

From the current study it can be established that a few teenage mothers get social support which is mainly from close social circles such as family members and the fathers of their children. It can also be seen that the social support given to teenage mothers influence their involvement in children's acquisition of pre-literacy skills. Teenage mothers who receive social support such as instrumental support, financial support and guidance, counseling and informational support are likely to be more involved in their children's acquisition of pre-literacy skills by providing a stimulating HLE, involving children in shared book reading and assisting them to do homework. Consequently, children whose mothers receive social support are likely to acquire pre-literacy skills such as letter identification, sound naming and oral blending earlier and faster than their peers whose mothers do not get any form of social support.

The findings of the current study are in agreement with those of Leahy-Warren McCarthy and Concoran (2011). In their study, Leahy-Warren, McCarthy and Concoran (2011) established that social support accorded to teenage mothers by friends, family and professionals provide information that would promote mother-child interactions which would in turn influence children's emergent literacy skills. The current findings are also in line with those of Browman (2013) who established that when teenage mothers receive encouragement from their social support systems they acquire higher levels of self-esteem and self-assurance and therefore can be more involved in meeting children's developmental needs. Similar findings to the current ones were also posted by DeVito (2007) who revealed that teenage mothers who receive emotional and tangible support

from the fathers of their children are less distressed compared to those who do not receive any support. The current findings also concur with those of Edwards et al (2012). Edwards et al (2012) established that adolescent mothers who have positive relationships with their children's fathers and a parental figure such as the children's grandparents are associated with lower depression. The current findings are also similar to those of Leahy, McCarthy and Coreran (2011) who established that teenage mothers can be more involved in their children's development if family and friends provided social support to them in terms of resources.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary and conclusions of the study. It also contains implications that can be drawn from the findings of the current study and suggests recommendations for different stakeholders to improve the rate of teenage mothers' involvement in activities that promote children's acquisition of pre-literacy skills. Suggestions of relevant areas that other scholars can undertake to improve teenage mothers' involvement in children's acquisition of pre-literacy skills are also included in this chapter.

5.2 Summary

The current study sought to explore the extent of teenage mothers' involvement in their children's acquisition of pre-literacy skills and to further establish the influence of parental education level, socio-economic status and social support given to teenage mothers on their involvement in children's acquisition of pre-literacy skills. The findings of the study are summarized here below as per the objectives.

5.2.1 Influence of Parenting Knowledge on Involvement in Children's Acquisition of Pre-Literacy Skills

Objective one sought to establish whether teenage mothers' knowledge on parenting skills influences their involvement in children's acquisition of pre-literacy skills. It was established that teenage mothers' knowledge on parenting skills influences their involvement in children's acquisition of pre-literacy skills. It was established that teenage mothers' who were consciously aware of provisions and practices that are required for

children's acquisition of pre-literacy skills (had parenting knowledge) were more involved in their children's acquisition of pre-literacy skills than teenage mothers who lacked parenting knowledge. Teenage mothers who had parenting knowledge were involved in activities such as providing story and picture books for their children, shared book reading and assisting their children do homework while teenage mothers who did not have parenting knowledge did not involve their children in literary rich activities. Consequently, children of teenage mothers with parenting knowledge are likely to acquire pre-literacy skills such as letter identification, sound knowledge and oral blending earlier and faster than those of teenage mothers who lack parenting knowledge.

5.2.2 Influence of Education Level on Parental Involvement in Acquisition of Pre-Literacy Skills

The second objective sought to establish whether the education level attained by a teenage mother influences her involvement in children's acquisition of pre-literacy skills. The study revealed that a teenage mother's education level influences her involvement in children's acquisition of pre-literacy skills. Teenage mothers who had either a KCSE certificate or a vocational course were more involved in all aspects of involvement (reading as models, creating a stimulating HLE, assisting children to do homework and involving children in shared book reading) than their counterparts who did not complete primary education or had only a KCPE certificate. The study established that 37.4% of the respondents did not complete their primary education, 32.2% had only a KCPE certificate and 8.7% of the teenage mothers interviewed had a KCSE certificate. 21.7% of the respondents had a vocational training.

5.2.3 Effects of Parental Education Level on Involvement in Acquisition of Pre-Literacy Activities

The third objective sought to establish whether the socio-economic status of a teenage mothers influence their involvement in children's acquisition of pre-literacy skills. The results were that the socio-economic status of teenage mother influence their involvement in children's acquisition of pre-literacy skills. Most respondents from higher SES levels said that financial constraints were not a limitation to their involvement in children's acquisition of pre-literacy skills while respondents from lower SES levels confessed that financial constraints were a major impediment towards their involvement in children's acquisition of pre-literacy skills. The current study also established that the majority of teenage mothers interviewed were casual laborers or did not have any job at all. The study established that most teenage mothers earned a very low income.

5.2.4 Influence of Socio-Support on Involvement in Acquisition of Pre-Literacy Skills

The fourth objective sought to establish whether the social support given to teenage mothers influence their involvement in children's acquisition of pre-literacy skills. It was established that social support, which includes instrumental support, financial support, informational support and guidance and counseling influences teenage mothers' involvement in their children's acquisition of pre-literacy skills. Teenage mothers who received social support were more involved in their children's acquisition of pre-literacy skills than those who did not receive any support.

5.3 Conclusion

Several conclusions can be made from the findings of the current study. First, parenting knowledge influences teenage mothers' involvement in their children's acquisition of pre-literacy skills. Teenage mothers who have knowledge on parenting skills are more involved in their children's acquisition of pre-literacy skills than their counterparts who do not have parenting knowledge. Secondly, it can be concluded that the level of education attained by a teenage mother influences their involvement in children's acquisition of pre-literacy skills. Teenage mothers with higher education levels are more involved in their children's acquisition skills than those with low levels of education. Thirdly, it can be concluded that the socio-economic level of a teenage mother influence their involvement in children's acquisition of pre-literacy skills. High SES mothers are more involved in their children's acquisition of pre-literacy skills than low SES teenage mothers. Lastly, it can be concluded that social support given to teenage mothers influence their involvement in children's acquisition of pre-literacy skills. Teenage mothers who get various forms of social support are more involved in children's acquisition of pre-literacy skills than those who do not get any type of support.

5.4 Recommendations

Based on the conclusions of the study, the following recommendations can be suggested.

5.4.1 Policy Recommendations

- i. The national government should strengthen the back to school policy and expand it to ensure that children of teenage –mothers are well taken care of when their mothers go back to school.

- ii. The national government should include children born to teenage mothers in the category of vulnerable children so that they can be given aid where applicable.
- iii. The county governments should come up with policy guidelines on how they can support children born to teenage mothers learn smoothly.

5.4.2 Recommendations Related to Practice

- i. The national government should offer various types of support such as financial and instrumental support to teenage mothers. It should also offer informational support and conduct guidance and counseling to teenage mothers through various departments such as department of social services.
- ii. The county governments should recognize children born to teenage mothers as vulnerable and offer support as it may be needed.
- iii. NGOs, FBOs and CBOs should recognize children born to teenage mothers as vulnerable children and offer assistance such as learning materials to the children. They should also guide and counsel teenage mothers and equip them with necessary information that will help them be more involved in their children's education even as they continue with their own education.
- iv. Pre-primary teachers should adequately sensitize parents on the role they are supposed to play in their children's education.
- v. Parents of teenage mothers should offer support to teenage mothers. This may include advice, financial and material support. They should also offer guide and counsel the teenage mothers appropriately.

5.4.3 Recommendations for Further Research

- i. The current study focused on teenage mothers' involvement in their children's acquisition of pre-literacy skills. There is need to undertake another study that focuses on acquisition of other basic skills that support learning (such as numeracy) by children born to teenage mothers.
- ii. The current study focused on teenage mothers' involvement in their children's acquisition of pre-literacy skills. There is need to carry another study that focuses on teenage mothers' involvement in other aspects of their children's growth and development such as provision of balanced meals.
- iii. The current study was carried out in Magarini Sub-County, which is mainly a rural setting. A different study can be carried in an urban setting to get similarities and differences.

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APPENDICES

APPENDIX I: APPOINTMENT LETTER

TO WHO IT MAY CONCERN

Dear Sir/Madam,

My name is Henry Mugambi Murong'a. I am a student at Kenyatta University, pursuing a masters degree in education. As a partial requirement, I am supposed to conduct a study entitled Teenage Mothers' involvement in their Children's Acquisition of Pre-Literacy Skills in Selected Pre-Schools in Magarini Sub-County, Kilifi County. Your school has been sampled as one of the institutions to take part in the study. Therefore, I kindly request to visit your school on..... . During the visit, I will request to talk to the pre-primary 2 teacher and meet selected teenage mothers with children in PP2 at a later date. I look forward towards your assistance and co-operation.

Henry Mugambi Murong'a

APPENDIX II: CONSENT LETTER

Dear parent,

My name is Henry Mugambi Murong'a. I am a student at Kenyatta University pursuing a master of education degree. I am currently conducting a research study on Teenage Mothers' Involvement in Children Acquisition of Pre-literacy skills. I kindly request you to take part in the study as a respondent. Any information you share will be used for the purpose of the study only. Participation in the study is optional and you may withdraw from the study during or before it commences.

Participant's Declaration

I confirm that I have read and understand the information sheet for the above study and have the opportunity to ask questions. I hereby declare that I have been informed of the intention of this research. I understand, that it is educational and I voluntarily accept to participate in the study. I have been informed of the confidentiality and I promise to be genuine and honest throughout the process. I further understand that I can withdraw from the undertaking during or before it commences.

Signature.....Date.....

Researcher's Confirmation

Signature.....Date.....

APPENDIX III: QUESTIONNAIRE FOR PARENTS (TEENAGE MOTHERS)

Kindly read the instructions carefully. Do not write your name anywhere in this questionnaire. Answer all questions as accurately as possible. The information given will be used for the purpose of research only and will be treated as confidentially as possible.

SECTION A: DEMOGRAPHIC INFORMATION

Kindly tick as appropriate.

1. Marital status

Married () Single () Divorced / Separated ()

2. Current age

18 and below () 19 – 25 () 26 – 30 () Above 30 ()

3. Age at which you got the first child.

18 and below () 19 – 25 () 26 – 30 () Above 30 ()

4. Education level

Class 8 and below () Secondary School dropout () Form Four ()

Tertiary (specify) _____S

5. Occupation

Casual Laborer () Business () Formal Employment ()

Farming () House wife () Other (specify) _____

6. Monthly income (in Kshs).

0 – 5,000 () 5,001 – 10,000 () 10,001 – 15,000 () Above 15,000()

SECTION B: PARENTAL PARTICIPATION

7. How often do you tell stories to your son/daughter?

Always () Rarely () Not at all ()

8. How often do you allow your son/daughter to tell stories?

Always () Rarely () Not at all ()

9. How often do you encourage your daughter/son to ask questions?

Always () Rarely () Not at all ()

10. How often do you respond to questions asked by your daughter/son?

Always () Rarely () Not at all ()

11. How often do you take your daughter/son out to learn new things?

Always () Rarely () Not at all ()

12. How often do you read for pleasure?

Always () Rarely () Not at all ()

13. How often do you read stories to your son/daughter?

Always () Rarely () Never ()

14. How often do you create time for your daughter/son to read at home?

Always () Rarely () Not at all ()

15. How often do you assist your daughter/son to do work given in school?

Always () Rarely () Not at all ()

16. How often do you provide picture/story books for your son/daughter?

Always () Rarely () Not at all ()

17. How often do you buy toys for your son/daughter?

Always () Rarely () Not at all ()

18. How often do you innovate play materials to your son/daughter?

Always () Rarely () Not at all ()

19. How often do you buy writing materials to your son/daughter?

Always () Rarely () Not at all ()

20. How strongly do you agree/disagree that your monthly income is a limitation toward creating a stimulating home learning environment for your son/daughter?

Strongly agree () Agree () Not sure () Disagree ()

Strongly disagree ()

APPENDIX IV: INTERVIEW SCHEDULE FOR TEENAGE MOTHERS

1. What do you think is the role as a parent, in promoting your son's/daughter's development of pre-literacy skills?
2. What modifications (if any) have you made to your house/room to make it more suitable for your son/daughter to do homework or read for pleasure?
3. What are the challenges that you face in providing a friendlier home learning environment for your son/daughter?
4. Which strategies have you put in place to overcome these challenges?
5. Do you receive any support towards your son's/ daughters education?
6. If your answer to number 5 is yes, who gives you the support?
7. What type of support do you receive from the person/persons you mentioned?
8. How has the support you get changed your involvement in your son's/daughter's education?

APPENDIX V: RESEARCH AUTHORIZATION



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

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

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Our Ref: E55/OL/MSA/24122/2014

DATE: 6th February, 2019

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

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR MR. MURONG'A HENRY MUGAMBI
– REG. NO. E55/OL/MSA/24122/14**

I write to introduce Mr. Murong'a Henry Mugambi who is a Postgraduate Student of this University. He is registered for M.Ed. degree programme in the Department of Early Childhood & Special Needs Education.

Mr. Murong'a intends to conduct research for a M.Ed. thesis Proposal entitled, "Teenage Mothers Involvement in their Children's Acquisition of Literacy Skills in Kilifi County, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,

A handwritten signature in black ink, appearing to be 'E. Kimani'.

**PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL**

JL/2019

APPENDIX VI: APPROVAL OF RESEARCH PROPOSAL



KENYATTA UNIVERSITY GRADUATE SCHOOL

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

P.O. Box 43844, 00100

NAIROBI, KENYA

Website: www.ku.ac.ke

Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School

DATE: 6th February, 2019

TO: Mr. Murong'a Henry Mugambi
C/o Department of Early Childhood &
Special Needs Education

REF: E55/OL/MSA/24122/14

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

=====
This is to inform you that Graduate School Board, at its meeting on 30th January, 2019, approved your Research Proposal for the M.Ed. Degree entitled, "**Teenage Mothers Involvement in their Children's Acquisition of Literacy Skills in Kilifi County, Kenya.**"

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

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

Thank you,

JACKSON LUVUSI

FOR: DEAN, GRADUATE SCHOOL

CC. Chairman, Early Childhood & Special Needs Education Department

Supervisors:

1. Dr. Hudson Ouko
C/o Early Childhood & Special Needs Education Dept.
Kenyatta University
2. Dr. Teresa Mwoma
C/o Early Childhood & Special Needs Education Dept.
Kenyatta University

JL/oww

APPENDIX VII: AUTHORIZATION FROM THE MINISTRY OF EDUCATION



MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegram: Education - Magarini
Email: magarini@education.go.ke
Tel. No. 07/2860355
When replying, please quote:

MAGARINI SUB-COUNTY
EDUCATION OFFICE,
P. O. BOX 7,
MADINA,

Ref. No. MGN/ED/G.3/VOL.1/

Date 18th MAR. 2019

TO HEADTEACHERS OF PRIMARY SCHOOLS
MAGARINI SUBCOUNTY

Dear Sir/Madam,

RE: **AUTHORITY TO CONDUCT RESEARCH -HENRY MUGAMBI MURONGA -**
KENYATTA UNIVERSITY.

This letter is to introduce to you its holder, whose name and institution appear above, and to authorize him to conduct some research at your ECD Department for his thesis as he accomplishes his Masters in Education.

Kindly accord him the cooperation and assistance to facilitate his study.


SOUD BARO
FOR: SUBCOUNTY DIRECTOR OF EDUCATION
MAGARINI SUBCOUNTY.



C.C **THE COUNTY COMMISSIONER,**
KILIFI COUNTY.

THE DEPUTY COUNTY COMMISSIONER,
MAGARINI SUBCOUNTY

THE COUNTY DIRECTOR OF EDUCATION,
KILIFI COUNTY.

**APPENDIX VIII: LETTER FROM MINISTRY OF INTERIOR AND CO-
ORDINATION OF NATIONAL GOVERNMENT**

REPUBLIC OF KENYA



THE PRESIDENCY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams: "DISTRICTER", Magarini
Telephone:
Fax:
Email: domagarini@gmail.com
When replying please quote

DEPUTY COUNTY COMMISSIONER,
MAGARINI SUB COUNTY,
P.O. BOX 1- 80207,
MADINA - MALINDI.

Ref:ADM/RA/VO1.163

DATE: 18/03/2019

RE: RESEARCH AUTHORIZATION
MR. HENRY MUGAMBI MURONG'A

The above named person is from Kenyatta University, Nairobi is authorized to carry out research on '*Teenage mothers in their children's acquisition of literacy skills in Kilifi County Kenya*' for the period ending 12th, March, 2020.

Kindly accord him the necessary action.

For
ABDULRAHMAN I. AHMED
DEPUTY COUNTY COMMISSIONER,
MAGARINI SUB COUNTY



CC: Kenyatta University

APPENDIX IX: NACOSTI AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-79313471,
2241349, 8510521, 2219120
Fax: +254-20-718245, 218249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote:

NACOSTI Upper Kabete
Off. Garyika Way
P.O. Box 20625/00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/24477/28650**

Date: **13th March, 2019**

Henry Mugambi Muronga
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Teenage mothers in their childrens acquisition of literacy skills in Kilifi County Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Kilifi County** for the period ending **12th March, 2020**.

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

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

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

Copy to:

The County Commissioner
Kilifi County.

The County Director of Education
Kilifi County.

APPENDIX X: RESEARCH PERMIT

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya

TEL: 020 400 7000, 0713 788787, 0735 404245

Email: dg@nacosti.go.ke, registry@nacosti.go.ke

Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation
RESEARCH LICENSE

Serial No.A 23616

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MR. HENRY MUGAMBI MURONGA

of KENYATTA UNIVERSITY, 44-80206

MARAFA, has been permitted to conduct research in Kilifi County

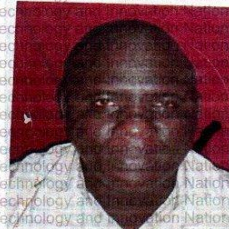
on the topic: TEENAGE MOTHERS IN THEIR CHILDRENS ACQUISITION OF LITERACY SKILLS IN KILIFI COUNTY KENYA

for the period ending: 12th March, 2020

Permit No : NACOSTI/P/19/24477/28650

Date Of Issue : 13th March, 2019

Fee Received :Ksh 1000



[Signature]
Applicant's
Signature

[Signature]
Director General
National Commission for Science,
Technology & Innovation

APPENDIX XI: A MAP OF MAGARINI SUB-COUNTY

