

THE EFFECT THAT MATERNAL EMPLOYMENT AND
MATERNAL HOME-STAY HAVE ON CHILDREN'S ACADEMIC
PERFORMANCE IN SELECTED SCHOOLS OF MALE'

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THE MALDIVES NATIONAL UNIVERSITY

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DECLARATION

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I hereby declare that this Project is the result of my own work, except for quotations and summaries which have been duly acknowledged.

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ABSTRACT

The aim of this dissertation is to identify the effect that maternal employment and maternal home-stay have on children's academic performance in selected schools of Male'. Social cognitive theory has been used to conduct the research which explains how mothers obtain and uphold certain behavioral patterns through behavioral, personal and environmental factors. This correlation study has used case-control approach to examine the student's academic performance as there were two survey groups with varied outcomes that would be compared to one another. A sample size of 112 children has been taken to this study from 5th graders of the 4 selected schools in Male'. Structured questionnaire was used to collect data and the response rate of the survey was 98.21%. Findings of the study show that there is significant relationship between maternal working status and children's academic performance with p-value significant at 0.01. The dissertation then identifies the other maternal factors such as mother's education level and time spend with children have influence on the children's educational performance with p-value significant at 0.01. In a detailed discussion section the dissertation delivers mothers with useful practical tips to improve their children's academic performance and have provided other non-maternal factors need to be studied and address in order to improve children's academic performance. In conclusion, the findings witness that there is a relationship between maternal working status and children's academic performance since children of working mothers perform academically better than the children of non-working mothers.

Key words: Maternal Employment, Maternal home-stay, Academic performance.

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LIST OF ABBREVIATIONS

UNESCO: United Nations Educational, Scientific, and Cultural Organization

MOE: Ministry of Education

NGO: Non-Government Organization

SRCD: Society for Research in Child Development

GPA: Grade Point Average

TS: Thaajuddeen School

AMAI: Al-Madharasathul Arabiyyathul Islamiyya

BHEPSIS: Billabong High EPS International School

GIS: Giyassudeen International School

SIRS: Student's Information Registry System

SPSS: Statistical Package for the Social Sciences

CHAPTER 1

INTRODUCTION

1.1 Background to the study

This chapter will present the problem or issues, the research background, the objectives, the research question, significance and scope of the study and definition of major terms used in this chapter. First I will discuss the background to the study and the various issues that this study will focus on. Ideally, academic achievements or any other performances are accompanied with the effort of the person or student. However in the real world, educational achievements highly vary with the family background. Research accentuates this view as can be seen by the results of some of the research done in United States and Western countries. The researches present that parental involvement has a positive effect on children's educational achievements. These researches especially favor that working mothers produce high achieving children when compared to non-working mothers. This view is supported in the National Education Longitudinal Study done in U.S in 1988 which shows the relationship between both children academic achievement and family background to be related. The data in the study shows that children from families where both the mother and father go to work have higher exam's scores than children from families where only father or mother goes to work (National Center for Education Statistics, 1988). Moreover, women play an important role in raising their children in both well-being and educational achievements. According to the United Nations

Development Programme, the parents social and educational backgrounds do play an important role in influencing a child's achievements and this is similar to all countries from around the world (United Nations Development Programme, 1995).

Similarly, as like mothers from developed countries, Asian mothers are also considerably involved in the country's labor force. This leaves them with an extra responsibility of raising children and working. Therefore it is not very clear whether the children are better at school or not after their mothers started working. Parental involvement and improvement in children's academic performance is similar in Western as well as Asian countries. According to (Chua, 2011) in her book "Battle Hymn of the Tiger Mother" it states that the representative Asian mothers who mostly stay at home and raise their children strictly has lower grades compared to children of working western mothers who lets their children have much free time. Moreover Hirao, in her study "Mothers are the best teachers" say that numerous Japanese woman consider that children's educational achievements are highly flexible and is related to the superiority of the care they provide to their children (2001). Most of the studies done in Asia accept that many Asian mothers are dynamically involved with their children's education at home. Whether positive educational achievement by the children is due to working mothers being more engaged in children's studies or non-working mothers being not so engaged in their children's educational achievement is not clear.

Unlike most countries, Maldives has high proportion of women in the workforce comprising more than half of the workforce. According to World Statistics Pocketbook there were 55.7 percent of women in Maldives workforce in the year 2011. (United Nation, 2013). This is a high percentage compared to other similar nations and it is

growing year by year in Maldives. Moreover according to (Rodgers, 2011) proportion of maternal employment in Maldives is also at a satisfactory level. In her book “Maternal employment and child health: Global issues and policy solution” she stated that 13 percent of women in the Maldivian workforce had a child below one year in 2011. She also added that, only 12 percent of women who have children less than one year were not employed in the same year.

1.2 Problem Statement

Traditionally the children of Maldives were educated in Islamic classes at their pre-schooling and primary grades. But now the trends have change and western style schooling has been introduced largely in the whole country over the years. According to the Ministry of Education (MOE), government of Maldives started the education development project in 1976 with the help of UNESCO (2001). This involved the spreading out of primary education, curriculum development, professional teacher training and improvement of community and adult education. At that time literacy rate of Maldives was 70% (Ministry of Education, 2002). However, according to Ministry of education in 2002 worldwide primary education has been almost attained and literacy rate had increased to 98.82%. Yet there are huge gaps between high graders and low graders in Maldives.

Although we do not know if this holds true for the Maldivian school aged children, numerous studies highlight that the maternal employment was the foremost cause of differences in children’s academic performance. As there is no such study done in Maldives, this study is designed to explain the effect of maternal employment on children’s academic performance. Hence this research project will try to identify whether

the children of working mothers do better academically when compared to children of stay at home mothers. Though some researchers have identified other contributing factors to children's excellence in education, this research will mainly highlight on the correlation between mother's employment status and children's educational performance.

1.3 Objectives of the Study

1.3.1 Main Objective:

- Determine the effect that maternal employment and maternal home stay have on children's educational performance in selected schools of Male'.

1.3.2 Other objectives:

1. To determine the relationship between mothers working status and children's grade scores in selected schools of Male.
2. To inaugurate the association between times that mothers spend with their children and children's grade scores in selected schools of Male.
3. To identify the relationship between mothers educational level and children's grade scores in selected schools of Male.

To achieve these objectives, this study will use a case-control approach to examine the two groups of students in regarding their mother's working status. This will use both open and close ended queries with different primary grade student's mothers in Male' City to evaluate the role of mothers with their children's educational performances related to the mothers working status.

1.4 Research Questions

1.4.1 Main Question: Did the children of working mothers do better academically in comparison to children of stay at home mothers in selected schools of Male'?

1.4.2 Sub Questions:

1. Are there any effects on children's academic performance due to the maternal employment in selected schools of Male'?
2. What is the relationship between mothers' occupation and children's grade scores in selected schools of Male'?
3. Is there any association between the time and attention mothers give to their children's studies and the children's grade scores in selected schools of Male'?

1.5 Significance and scope of the study

The importance of the mothers' role in children's upbringing is evident in all cultures and times. It is seen that mostly mothers take the responsibility and the time to educate the children in life skills, and this holds true for our society as well. So to improve children's educational performance it is very important to research the role of working mothers and stay at home mothers in their children's education. This is also highly important as there has been no such study done in Maldives to this effect. Also it is expected that the outcomes of this study would advantage the group of people such as governments, parents, general public of Male' city, islands schools, concerned NGOs, educational plan developers and future investigators in understanding the relationship between maternal employment and children's academic performance in Male' City in the

year 2013. This is in the hopes of providing working women with more flexibility in their jobs so as to help them in their difficult dual role.

1.6 Definitions of terms

Working Mothers: Mothers who engage in a full time job outside their home which is different to that of providing care for their children.

Stay at home mothers: Mothers who only manages the family duties at home including their duties as a childcare provider in the year 2013.

Academic Performance: The degree to which a student has attained their educational objectives in the year 2013.

Children: School children aged between 9-11 years who were studying in primary grade in the year 2013.

Maternal Employment: Motherhood women in the workforce earning wages or a salary apart from duties as a childcare provider in the year 2013.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter examines the educational performance of children who are raised by stay at home mothers and working mothers. This provides details on what other researchers have done in this area and what I propose to do in this study. Generally this part will provides a background for the development of this study and this will brings the reader up to date about research and thinking in this field. Also this review indicates areas of agreement and disagreement in finding existing knowledge. In addition, I have addressed the methodological issues arising from gaps relating to sampling, instrumentation and data collection procedures and data analysis. Moreover to begin this review, I have included a theoretical framework which describes the theoretical basis that I will use to conduct this research. This theoretical framework will give a background for the independent and dependent variables of the study.

2.2 Theoretical Framework

This study will use a social cognitive theory to conduct the research. This theory explains how people obtain and uphold certain behavioral or social patterns, as well as providing the foundation for intervention approaches (Bandura, 1989). According to this theory assessing behavioral change depends on factors such as environmental, personal and

behavioral. When applying this theory to this study, behavioral factors such as mother's working status, time spent with children and ability to educate children, are dependent to environmental factors and personal factors such as knowledge, expectation and attitudes of mothers. At the same time personal factors also influence the behavioral factors and environmental factors too. Environmental factors include school that child goes to study and peer pressure. Similarly environment factors influence on both behavioral and personal factors. (Figure 2.1) shows detail the application of social cognitive theory to this study.

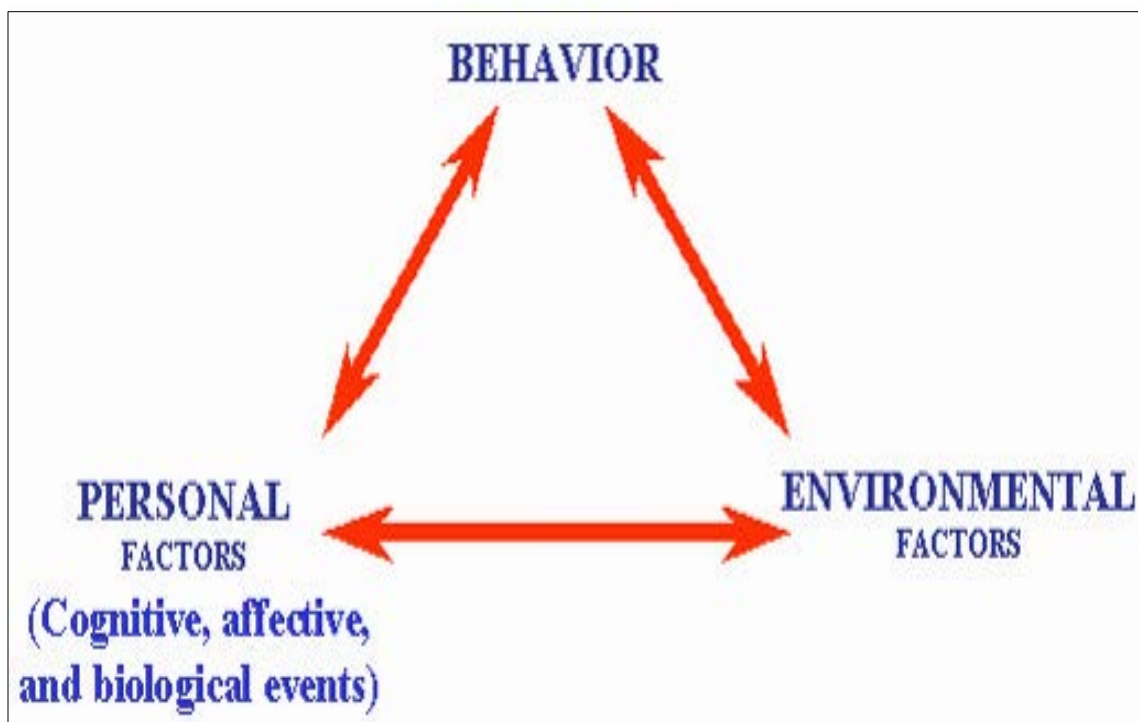


Figure 2.1: Social cognitive theory

Source: Bandura (1989)



Figure 2.2: Theoretical framework of the study.

2.3 Previous Studies

This part will review the previous studies done in the area of educational performance of children who are raised by working mothers and children who are raised by stay at home mothers. This review will revise both positive and negative relationship between mothers working status and their children academic performance. Moreover, this review will examine some of the independent factors that are advantageous for children's academic performance. Also it includes parent involvement and children's personal characteristics on academic performance of children.

2.3.1 Maternal Employment

The lead author professor Rachel Dunifon from the United States' Cornell University and his team has done a research about "The Effect of Maternal Employment on Children's Academic Performance" to study the relationship between children's academic performance and their mother's working or non-working status (2013). This was the most famous and satisfactory study done in this area in past few years. They have included only mothers with more than two children who were born between 1987 and 1992 to this study. On their investigation, the research team found that the mothers working or non-working status impacts on children's academic performance. Also they have found out that the best academic performing children are from part-time working mothers than non-working mothers (Rachel, Hansen, Nicholson, & Nielsen, 2013). Furthermore, the mother's working status has greater positive effect on their children's educational performance. When children perform better in their academics, it helps them in their social conduct and the greater competence skills such as try to get better marks than other

children (Hoffman, Emerita, & Arbor, 1998). Hoffman, Emerita, & Arbor, says that most of the children perform academically better if their mothers are employed as part-time (1998). But in the Maldives there are very few or no part time working mothers. Therefore only full time working mothers will be considered for this dissertation.

Conferring to a 50 years follow-up research about the “Working Moms’ Kids Turn out Fine” say that children’s mothers who goes to work before the child age were 3 years had good academic and behavioral performance than children of mothers who stayed at home (Luscombe, 2010). The research team found that mothers who are employed as part-time or full-time lead to create fewer problems in later life of some children. Also they found that children whose mothers worked when their child was less than 3 year old, has achieved better result on their studies and had fewer problems such as depression and uneasiness (Luscombe, 2010). Although Luscombe’s study has examined maternal employment of mother’s whose child was 3 years old. My research will be focused in studying the academic performance of children going to primary school, standard 5.

Likewise, an 11 years follow-up study done by Williams & Radin (1993) is also in favor with the statement that children of working mothers do better at school. Although they do favor maternal employment, they find part-time employment to be more favorable to full time employment. The part-time employment of parents is highly linked to the academic performance of their children as the parents are more concerned about their children while they are more socialized (Williams & Radin, 1993). They have started this follow up study with 59 families of white middle class adolescent whereas only 32 families from this participated in the final follow-up.

Following that, a 10 year longitudinal study done by Ara (2012) says that working mothers are better in taking care of children's education at home than non-working mothers. According to them child motivation to learn is linked to parent or mothers' eagerness. They found that stay at home mothers have more social pressure than working mothers who are more independent as they manage their expenses on their own. This might be because at home mothers are mostly dependent on husband or other family members to provide financially, whereas working mothers' are more independent and enabled (Ara, 2012). They also found that academic performance of children is highly related to mother's child-caring style. Study says that working mothers seem to be in a good health and more active than stay at home mothers. So the academic performance of children is highly associated with mothers' working status and parenting style. (Ara, 2012). This study is highly linked to the variables that are going to be examined in this dissertation.

Moreover according to (Bayraktar, 2008) mother's working status has considerably a positive effect on children's reading and learning skills. The study found that those mothers who go to work are highly connected to child educational performances. This finding proves that children are profited from maternal employment, and the impact on child's education is positively linked. They say that mothers' tensions are very low if they go to work unlike man. When men go to work their tension level increases. But it is opposite in women as when they are at home they have to think a lot about the household work. Therefore it is easy for working mothers to take care of their children at home. As a result mothers can provide adequate and fruitful time with children's education and can help on school works (Bayraktar, 2008). So the maternal employment have greater

influence on child education performance as much of the studies reviewed are in favor with effect that maternal employment and maternal home stay have on children's academic performance.

2.3.2 Maternal home-stay

Some researchers argue that maternal home stay is more beneficial for children and that children show greater academic performance when mother's stay at home According to Pelcovits (2013), if mothers goes to work, the child is 20 percent less likely to achieve A-grade in his/her exams. Also they found that the children between 1 to 5 years whose mothers go to work tend to have lower educational performance than mothers who stay at home and raise children. Pelcovitz's research stated that 64 percent of children who gets A-grade are from non-working mothers (2013). To encourage mothers to stay at home, they say that children benefit when mothers spend more time with them (Pelcovitz, 2013). It is important to spend productive time with children rather than just spending time (Ruhm, 2008). According to a periodic survey done by American academy of Pediatrics, mothers should not go to work especially in their children's early stages of life such as pre-schooling period. They say that relation between the mother and child are very important to form a strong bond and to strengthen the connection. This would in turn help the child to develop learning skills more easily. This relation will help children's academic performance in later life especially during the primary and secondary period of schooling. The attention, norms, believes and care from mother at this stage of child's life can lead the child in to positive direction due to the well guidance of mothers. Mothers' relation with children is a variable that will be examined in this study to identify how much the involvement of mother's effect on children's academic performance.

Another study done by Carvel (2001), who is also in favor of maternal home stay say that if mothers work full time especially in their child's pre-schooling period, then child will have lower academic performance in higher secondary schooling period. Children of full time working mothers are much likely to be unemployed and suffer from stress more than the children raised by stay at home mothers (Carvel, 2001). Also they state that children of mothers who go to work especially for full-time will lower the development of language and educational performance of children.

Some researchers however state that a mothers employment status does not impact on a child's academic achievements. One such study was done by (Mcintosh & Bauer, 2006) who says that whether the mother is working or stays at home, it does not influence on the academic performance of the child. The study showed that children's academic performance of both the working and non-working mothers did not show any significant changes in on the children's educational performance in the study group. According to the study, children of working and non-working or stay at home mothers' perform at an average or above the average level in their school. Also both the working and non-working mothers believed that their children's educational performance and psychological state are normal. Their findings imply that neither group of mothers has any impact on the school performance. They concluded that this might be because there are other factors such as productive time spent with the child which can influence the children's educational performance. Therefore, it is important to identify the relationship between time that mothers spend with children and academic performances of children. Hence this study will analyze the association of this variable on children's educational performance, together with mother's working status.

2.3.3 Parental involvement in the child's studies and activities

Read, Fan and William also have found that there is positive linkage between parents' involvement (especially employed mothers involvement) and their children's educational performance (2010). In this study they have mostly reflected on children's motivation on the study of English and Mathematics and the mother's involvement. Their findings propose that parental involvement is therapy for their children to perform better at school in the development of English and Mathematics skills (Fan & Williams, 2010). This study found that in addition to the mother's involvement, both the parents of these children were working parents. The study concludes that this is because working parents understand the importance of time and actually make it a point to manage the time they spend with their children as compared to stay at home parents. This study agrees that mothers working status has effect on children's academic performance. However they have selected only English and Mathematics as independent variables rather including whole academic performance. Also they have included both the mother and fathers working status as a dependent variable, whereas my dissertation would focus only on the mothers working status.

According to Hoffman, Emerita & Arbor, children are benefited in many ways if both mother and father together share the household work and family responsibilities (1998). Mothers play a very important role in child development and when both the mother and father pay more attention to their studies, this benefits the child greatly.

Another study done by Society for Research in Child Development (SRCD) about the parental contribution to their children's education also shows that maternal involvement

in children's education helps directly and indirectly to enhance those children's academic and emotional performances (Wang & Sheikh-Khalil, 2013). This study was done among 1056 teenager's aged between 15 to 17 from European, and African American backgrounds who reside in the United States of America. This study explored child development, rather than just limiting it to child educational performance. Also they have not only focused to mothers alone. However to some extent this study also agrees that mothers working status influence the children's academic performance directly and indirectly.

Moreover a study done to identify the effects of parental involvement on academic performance of children at school and home says that parents' involvement is an important factor which helps development of child's educational performance at both home and school. Moreover parent involvement at home is much greater connected with academic performance of children, whereas at school teachers are more responsible to the development of children's learning skills (Chowa, Masa, & Tucker, 2013). Also this study found that children whose parents are involved in their learning tend to have lesser childhood development issues and have much better educational performance. Also they are more likely to study in higher secondary level than children whose parents are not involved in their study at home. Moreover their study showed that parental involvement in middle schooling period of the child was more powerfully linked with great academic performance. In addition they found that there are positive effects on the children's education due to parental involvement, if both father and mother are involved equally. Therefore according to above mentioned study children perform academically high if both mothers and fathers are involved. However, this dissertation will assess only the

maternal involvement on children academic performance with regards to mothers' working status.

2.3.4 Mother's Education level

Ara says that highly educated working Mothers (especially university educated Mothers) are more worried about their children than home stay mothers without such an education (2012). Educated working mothers concentrate on their children by spending at least an hour a day helping their children with studies. Working combined with high education level on the mother's side acts as a positive factor towards helping their children develop their study skills (Ara, 2012). However since working mothers are representative of differing levels of education, this dissertation includes working mothers irrespective of their educational attainment.

Study done by, Carneiro, Meghir & Parey to identify the impact of maternal education on children's academic performance and mental development demonstrated that mother's education level have positive impact on the child's educational performance by increasing child's GPA in both mathematics and learning skill at the age of 7 and 8. However this positive impact on the child's education is likely to be less when the child turns 12 years (Carneiro, Meghir, & Parey, 2011). Moreover they found that mothers' education level decreases the occurrence of childhood behavioral issues and help in the development of childhood growth effectively.

On the other hand the study done by Magnuson says that there is no linkage between mother's education level and child's education performance. The study shows that high level of education does not lead to improved academic achievement of children unless

mothers spend adequate time by supporting child to learn at home. Likewise children of mothers who are not well educated also have achieved better results. They state that quality of environment and quality of time with children is highly influential to children's academic performance. It concluded that maternal education is not a factor that influences children's educational development. So by conferring to this study, both maternal employment or home-stay could be a factor that affect children's performance, but this depends heavily on the time that mother's actually spend with the child at home to help them with school work and studies.

2.3.5 Personal characteristics of children

Together with mother's working status, personal characteristics of children also can have great impact on children's educational performance (Ridgell & Lounsbury, 2004). A study done by Ridgell & Lounsbury, indicates that a child's characteristics affect the outcomes of the child's learning and the interest the child takes to learn (2004). According to (Flood, Brensinger, & Cheek, 2008) certain personal characters such as sleeping behavior is highly related to students or children educational achievement and success. According to them college students and school children suffer from sleeping disorders more than adults, because students use their mental capacities more while at school and doing school related work each day. Also sleeping disorder is highly related to students' academic performance. Meanwhile inadequate amount of sleep will disturb the daily life activity of the children leading to loss of concentration at school (Flood, Brensinger, & Cheek, 2008).

Similarly poverty is also an important character which affects their academic performance (Jensen, 2009). Jensen in his book says that children from poor families perform lower at school in comparison to children from middle-income and high-income parents (2009). The reason for this poor performance according to the book is that the parent is unable to provide educational facilities to their children. In addition, due to poverty, the child's physical and mental growth does not develop properly. Moreover most of the children from poor families do not have access to educational tools and sometimes the family is unable to gain admission to education system in some countries.

However the situation of Maldives is a little different from other countries or other similar countries. In Maldives education is free in government schools and the government provides books and stationary free to all school children. Therefore, personal characteristics of the child and their family are also a highly influential in determining their educational performance. Although this dissertation would take into account some of the personal factors such as income and such, the focus of this study is maternal employment status and the effect on child's educational achievement.

2.4 Methodological issues

The most common methodological issues facing researchers is the nature of the sample selected, confidentiality of participants and response rate. In this part I will look in to the methodological issues that I have identified from three studies that I have discussed in the above literature review.

Firstly, when look in to the study done by society for research among 1056 teenagers aged between 15 to 17 years in United States of America have taken high percentage of

African-American and European-American to their study (Child development about the parental contribution in children education) than other ethnicities. So these selected races could pose a problem in generalizing the results to other races of people who are living in United States of America (USA). As the study was targeted to whole USA, there is no mean to select only 2 separate races to study.

Secondly a cohort study done by Magnuson to identify the “linkage between mothers education level with child’s education performance” has faced problems in collection of data from third grade students (2007). They have prepared the survey in English and Spanish, but there was significant number of students in the third grade who did not understand any of above mentioned languages. Therefore they have excluded sample from this grade and as a result this has led to important measurement error in the variables used to identify the effects. Also longitudinal analysis which was used in their study was not an appropriate criterion for sample selection. However, applying these weights did not significantly change the results reported in their study.

2.5 Conclusion

To sum up, this review has provided details on what other researchers have done in this area with the help of theoretical framework which have been used in this study to describe the theoretical basis of the study. Majority of the studies reviewed in this part were in favor of the view that children of working mothers do better at school than children raised by stay at home mothers. However, some studies have found that there is no weighty relationship between mothers working status and children’s academic performance. In addition, this part has reviewed other independent factors which have

impact on children's educational performance. Those factors include parent's involvement in the child's studies, maternal education level and children's personal characteristics. Also this review has addressed the methodological issues arising from gaps relating to sampling, instrumentation, data collection and data analysis. Most common methodological issues facing researchers was the nature of the sample selected, confidentiality of participants and response rate.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter describes the methodology used to conduct this research with justification for choosing this particular method. The chapter will explain the research design, population size and sampling techniques, instrumentation, and the procedure used for data collection. Finally there will be a framework of data analysis which elaborates the techniques used in the data analysis to obtain the information required to answer the questions in this study.

3.2 Research Design

This correlation study has used case-control approach to examine the student's academic performance, because there were two survey groups with varied outcomes that would be compared to one another. Mothers who work outside the home is classified as case group and mothers who stay at home is categorized as control group. The study used survey method to collect data to gain a representative sample from the study population. Both open and close ended answers were obtained. Those who were studying in the 5th standard in the year 2013 in selected schools in Male' were chosen for this study population. This is because the time period that this data is being collected is the mid-term of the first semester. Therefore, there were no recorded GPA scores of school

students in current year (2014). Also it would be best and accurate to calculate the full year performance of children rather than performance of single term. So I have used the score of students who studied in 5th grade in the full academic year 2013.

3.3 Population and Sample

3.3.1 Target Population

There were a total of 1481 (730 Male and 751 female) students in 5th grade in the year 2013 in Male city. Among this, there were 433 5th standard students in the selected 4 Schools of Male'. Mainly there are Government Schools and Private Schools in Male. Therefore I have randomly selected two Government schools (Thaajuddeen School (TS), Al-Madhrasathul Arabiyyathul Islamiyya (AMAI)) and two private schools (Billabong High EPS International School (BHEPSIS) and Ghiyasuddeen International School (GIS)). Therefore, the targeted population for the study is 433 5th standard students from the selected 4 schools of Male'.

3.3.2 Sample Size

A sample size of 112 children has been taken to this study from 433, 5th grade students of the 4 selected schools in Male'. Out of the 112 students, 56 students had mothers who worked full time and the remaining 56 children had stay at home mothers. Sample size was calculated by keeping 95% as a confidential level and 5% as an error interval. Therefore the sample size of 112 is the 11% of targeted population.

3.3.3 Sampling procedure

According to Dempsey & Sandler, parents choose to take part in primary grades children's homework because they believe that their involvement in their children's work will make a positive impacts on their children's learning (1997). Therefore 5th graders were selected as they are primary level students who learn and do school work equally with the help of their parents and their own efforts. Most of the 5th graders in 2013 are now in 6th standard. However there are few students who repeated and are still in 5th standard in 2014. Therefore student's mothers were selected randomly equal to both case and control group from 5th grade student register of 2013. And the questionnaire was given to mothers of present 6th standard students and 5th standard students who were in 2013 registry. Therefore, the above mentioned 4 schools could be representative of the whole Male'. Below is the sampling procedure of the selected 4 schools of Male'.

Table 3.1: Sampling procedure for the selected 4 schools of Male'.

Selected Schools	Grade	No of students		Total
		Working Mothers	Stay at home Mothers	
Thaajuddeen School	5	1	4	5
	6	13	10	23
Al-Madhrasathul Arabiyyathul Islamiyya	5	1	3	4
	6	13	11	24
Billabong High EPS International School	5	0	1	1
	6	14	13	27
Ghiyasuddeen International School	5	1	2	3
	6	13	12	25
Total		56	56	112

3.4 Instrumentation

I have used a survey questionnaire to collect the data for this study. The questionnaire was prepared in English language and translated to Dhivehi language, because the first language or mother-tongue of targeted population was Dhivehi. To check the validity of this instrument (questionnaire), I have pre-tested the questionnaire with a small group of targeted population (10 working mothers and 10 stay at home mothers) before finalizing it. And afterward using SPSS, the consistency of this questionnaire was identified and finalized. There are five main parts in the questionnaire. Part one will ask about the general information of the participants, part two will question about the child's information and part three will examine the mother and child relation. Moreover part four will test the mother and child's school relation and part five will ask about the mother's or participant's employment history.

3.5 Data collection Procedures

I have used a structured Questionnaire and delivered them to class teachers to distribute it to each student on a Thursday. I chose Thursday because Thursday is the last day of the school week and therefore mothers will get enough time to fill the questionnaire over the weekend. This I hoped, would provide enough time for the mothers, especially the working mothers to complete and return the questionnaire. Students were asked to handover the questionnaire to their mothers and bring it back to class after the weekend. Students were selected equally from both working and stay at home mothers. Students mothers who are working and not working was identified using each school's Student's Information Registry System (SIRS) with the help of schools' management.

3.6 Framework of Data Analysis

The collected data was analyzed and managed using SPSS software. After cleaning the data, quantitative methods such as assembled table and bar graph were used to analyze and manage the data. The assembled tables were used to compare the data of different classes whereas bar graphs were used to demonstrate scopes of the several social factors. (Table 2) shows the summary of analytical framework for the study which describes the techniques, types of data, source of data and questions to analyze and attain the objectives of this study.

Table 3.2: Summary of Data Analytical framework

Objectives	Questions	Source of Data	Types of data	Technique of Analysis
Determine the mothers' involvement in their children academic performance with regards to their working status	Do the children of working mothers do better academic performance than children of stay at home mothers in selected schools of Male'?	Primary	Qualitative	Regression using SPSS
To determine the relationship between mothers working status and children	What is the relationship between mothers' occupation level and	Primary	Quantitative	Regression using SPSS

grade scores	children's grade scores in selected schools of Male'?			
To inaugurate the association between times that mothers spend with their children and children's grade scores	Is there are any association between times that mothers spend with their children and children's grade scores in selected schools of Male'?	Primary	Quantitative	Regression using SPSS
To identify the relationship between mothers occupation level and children's grade scores.	What is the relationship between mothers' occupation level and children's grade scores in selected schools of Male'?	Primary	Qualitative	Regression using SPSS

3.7 Conclusion

To sum up, this chapter has described the overall methodology used to conduct this research. I have used case-control approach to examine the student's academic performance as there are two different groups to compare. Student's mothers were selected randomly equal to both case and control group from 5th grade student register of 2013. The sample size of this study was 112, 5th standard children and their mothers from among 433 5th graders of TS, MA, BHEPSIS and GIS of Male'. I have used a survey questionnaire to collect the data for this study. The questionnaire was prepared in English language and translated to Dhivehi language. I have delivered these questionnaires to class teachers to distribute it to each student. This collected data was analyzed and managed using SPSS software. After cleaning the data, assembled table and bar graph were used to analyze and manage the data.

CHAPTER 4

DATA ANALYSIS AND RESULT

4.1 Introduction

This chapter will present and analyze the major findings from the survey questionnaire used in this research by addressing the research questions of this study. These findings include results of descriptive statistics and inferential statistical analysis. Descriptive statistical analysis will give the background of the participants by analyzing their socio-demographic characteristics, child's characteristics, mother and child relation, mother and school relation and employment details of working mothers. To analyze the inferential statistics, the Pearson chi-Square test was used to determine the relationship of independent and dependent variables. Mostly tables and some figures have been used to present the data.

4.2 Response rate

A total of 112 survey questionnaires were sent to selected students and their mothers from four schools in Male'. From the 112 survey forms, 56 questionnaires were sent to working mothers and another 56 questionnaires were sent to non-working mothers. Out of these, 110 completed survey questionnaires were returned. 2 remaining questionnaires were not included in the analysis as the questionnaires were either blank or partly filled out. Therefore the response rate for this survey was 98.21%. However, additional 2

questionnaires were filled again from the targeted population to keep the sample size as calculated in the chapter three. Therefore the findings from a total of 112 survey questionnaire were analyzed and will be presented in this chapter.

4.3 Survey result

4.3.1 Descriptive Statistical Analysis

Firstly, this part will interpret the frequency of socio-demographic characteristics of the respondents which is shown in the (Table 4.1). Socio-demographic characteristics include age, level of education and occupation of the participants. The respondent mothers' age was divided into two main categories (25 to 34 years and 35 to 44 years). Among the 112 mothers, 59 mothers are between the ages of 35 to 44 years, which is also the maximum age category and 52.7% of the sample population. Remaining 53 mothers are aged between 25 to 34 years, which is also the minimum age group and 47.3% of the total participants.

Following that, education level of the participants comes under the socio-demographic characteristics. 40 participants (35.7%) among 112 participants have completed secondary level of education, which is also the highest number of participants' education level. Primary level of education was the least participants' level of education with 11 mothers, which is also the 9.8% of the total participants. Other levels include no schooling with 24.1%, higher secondary education level with 13.4% and higher education level with 17% of the total participants from both working and non-working mothers.

Finally occupation of the respondents lay on the socio-demographic characteristics. As this study is a case control study, there are 56 employed mothers and 56 unemployed mothers who were equally selected from targeted population. Among 56 employed mothers, 32 mothers were from government sector job, which is shown to be the majority of the participants' employment sector. Also there were 4 mothers who were self-employed, which is also the least participants' employment type. Moreover, there were 20 mothers who were working in private sector among 56 working mothers. Shown in (Table 4.1) below are the details of the frequency with percentage of socio-demographic characteristics of the participants.

Table 4.1: Frequency and percentage of socio-demographic characteristics of the respondents.

Socio-demographic characteristics	Frequency (N=112)	Percentage
Age		
Between 25-34 years	53	47.3
Between 35-44 years	59	52.7
SD=0.502	Min=25-34years	Max=35-44years
Level of education		
No schooling	27	24.1
Primary level	11	9.8
Secondary level	40	35.7
Higher secondary level	15	13.4
Higher education level	19	17.0
Min=Primary level	Max=Secondary level	
Occupation		
Government sector job	32	28.6
Private sector job	20	17.9
Self-employed	4	3.6
Unemployed	56	50.0

Secondly, the frequency and percentage of the child's characteristics are shown in the (Table 4.2). According to the findings, the number of female children in the survey population is more than male children. There are 64 female children which is 57.1% of the total survey population. Out of 112 respondents, 48 children were males, which give a percentage of 42.9%. Moreover, 82.1% of the children were aged at 11years, whereas 8.9% of children were aged at 10.

Table 4.2: Frequency and percentage of Child's characteristics

Child's information	Frequency (N=112)	Percentage
Gender of the child		
Male	48	42.9
Female	64	57.1
Age of the child		
10 Years old	10	8.9
11 Years old	92	82.1
12 Years old	10	8.9
Mean=11years SD=0.424	Min=10 years	Max=12 years

Thirdly the (Table 4.3) also shows the frequency of children's characteristics. According to it 49.1% (55) children got "A" Grade in the final exam of 2013, which is also the highest grade recorded for the children included in this study. "E" was the least grade children in this study group had achieved, which makes 2.7% of the study population (3 children).

Following that 28.6% (32) participants strongly agree and 37.5% (42) participants agree that their child learn by themselves at home. However 22.3% (25) mothers were not sure and 11.6% (13) mothers disagree about their child learning by themselves at home.

Finally Dhivehi is the main language used to speak at home by children. 71.4% (80) children use Dhivehi language and 20.5% (23) children use English language at home. Remaining 8% (9) children use other languages such as Arabic and French commonly at home.

Table 4.3: Frequency and percentage of Child’s characteristics

Child's information	Frequency (N=112)	Percentage
Grade achieved		
“A” Grade	55	49.1
“B” Grade	28	25.0
“C” Grade	15	13.4
“D” Grade	11	9.8
“E” Grade	3	2.7
Min="E" Grade	Max="A" Grade	
Self-learning of the child		
Strongly Agree	32	28.6
Agree	42	37.5
Not sure	25	22.3
Disagree	13	11.6
Language spoken by child		
Dhivehi	80	71.4
English	23	20.5
Other languages	9	8.0

Fourthly (Table 4.4) shows the frequency of child and mother relation from the respondents. According to the findings 20.5% (23) mothers strongly agree and 42.9% (48) mothers agree that they spend enough time with their children. Among 112 respondents, 19.6% (22) mothers were not sure and 17% (19) mothers disagree about spending enough time with their children.

Following that 19.6% (22) participants strongly agree and 40.2% (45) mothers agree that they put adequate work to help their children's education at home. However 28.6% (32) mothers were not sure and 11.6% (13) mothers disagree about the putting adequate work to help their children at home.

Also, 32.1% (36) participants help their children every day or more and 30.4% (34) participants help their children weekly or more to do their homework. Also 11.6% (13) participant mothers help their children monthly and 18.8% (21) participant mothers help their children every few months to do their homework. Moreover 1.8% (20) respondents help their children once or twice a year and 5.4% (6) respondents have never helped their children to do their school homework.

In addition, Dhivehi language was the language used by majority of the participant mothers to speak to their children at home. 72.3% (81) children use Dhivehi language and 19.6% (22) mothers use English language to speak to their children at home. Remaining 8% (9) mothers use other language such as Arabic to speak their children commonly at home. (Table 4.4) shows the detailed frequency with percentage of child and mothers relation.

Table 4.4: Frequency and percentage of child to mother relation.

Child and mother relation	Frequency (N=112)	Percentage
Enough time spend with child each day		
Strongly Agree	23	20.5
Agree	48	42.9
Not sure	22	19.6
Disagree	19	17.0
Adequate work on helping child education		
Strongly Agree	22	19.6
Agree	45	40.2
Not sure	32	28.6
Disagree	13	11.6
Helped to do home work		
Never	6	5.4
Once or twice per year	2	1.8
Every few months	21	18.8
Monthly	13	11.6
Weekly or more	34	30.4
Every day or more	36	32.1
language use with child		
Dhivehi	81	72.3
English	22	19.6
Other	9	8.0

Fifthly, (Figure 4.1) shows the frequency of variables that measures mother and school relation. According to the findings 54.5% (61) mothers visit to child's school every day and 33.9% (38) mothers visit to their child's school weekly or more. In addition, 7.1% (8) mothers visits monthly and 4.5% (5) mothers visit only every few months to the child's school.

Following that, 33 % (37) mothers meet with teachers monthly and 25% (28) mothers meet with teachers weekly or more. In addition, 24.1% (27) mothers meet with teachers every few months and 11.6% (13) mothers meet once or twice a year with teachers. Also 6.3% (7) mothers meets with teachers every day.

Finally, 38.4% (43) respondents have never communicated with child’s school and 25% (28) mothers have communicated with their child’s school in every few months about ways that can help their child’s learning at home. Among 112 respondents, 14.3% (16) respondents have communicated with the school once or twice per year. Also the same percent of respondents communicated with the school monthly. Moreover 8% (9) mothers meet with school weekly or more about ways that can help their child’s learning at home.

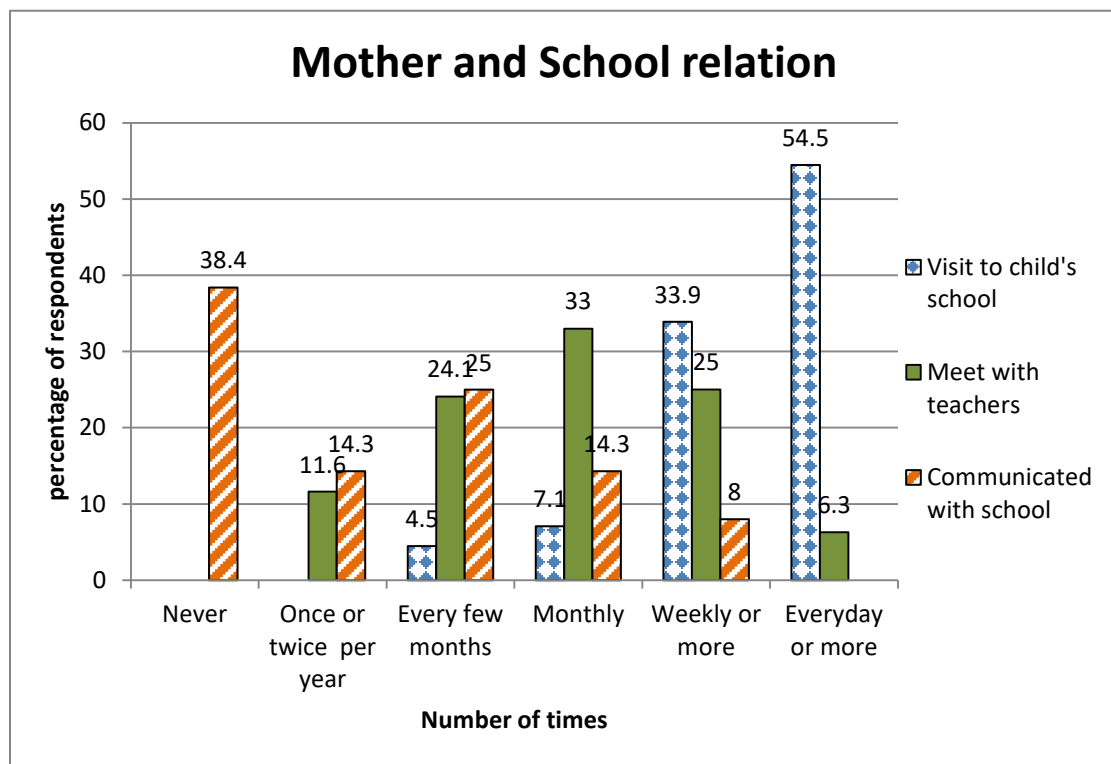


Figure 4.1: Frequency and percentage of Mother and School relation.

Lastly, (Figure 4.5) shows the frequency of employment history of the working mothers. It shows that 100% of the working mothers who participated in this study work full time. And there are no mothers who work part-time.

Moreover, working mothers stated that they spend between 6 to 10 hours a day in the job. No mother works less than 6 hours or more than 10 hours a day, whether they are self-employed, in a government job or in a private sector job. (Table 4.5) shows more details about the working mothers' employment history.

Table 4.5: Frequency and percentage of employment history of working mothers

Employment history	Frequency (N=56)	Percentage
Working Type		
Full-time	56	100
Part-time	0	0.0
Working Hours		
1-5 hours	0	0.0
6-10 hours	56	100

4.3.2 Inferential statistics analysis

Pearson Chi-Square test was used to determine the relationship between mothers' working status, time spent with the child's school work and the mother's educational level, with children's academic performance using SPSS analysis. (Table 4.6) shows the relationship between mothers' working status and children's academic performance. According to the findings, 40 (71.40%) children from working mothers scored "A" Grade compared to 15 (26.80%) children from non-working mothers who scored "A" Grade. Chi-square test shows that the P-Value is 0.01, where the result is significant at $p < 0.05$.

Table 4.6: Association between mothers' working status and children's educational performance

Working Status	Academic performance		Total	P-Value
	Good	Bad		
Working Mothers	40 71.40%	16 28.60%	56 100%	*0.01
Stay at Home Mothers	15 26.8%	41 73.20%	56 100%	
Total (n=112)	55	57	112	

(Table 4.7) shows the relationship between mothers' education level and their children's academic performance. The result shows that there is a significant relationship between mothers' education level and children's educational performance. The P-Value was 0.01, which is significant at $p < 0.05$. A significantly large proportion of better academic performance (73.50%) was from highly educated mothers compared with only 26.50%

children of highly educated mothers who did not perform well at school. Only 38.50% of children from less educated mothers performed better in their studies when compared to 61.50% children of the less educated mothers who scored low at school.

Table 4.7: Relationship between mothers' education level and children's educational performance.

Education Level	Academic performance		Total	P-Value
	Good	Bad		
Highly Educated Mothers	25 73.50%	9 26.50%	34 100%	*0.01
Less educated Mothers	30 38.50%	48 61.50%	78 100%	
Total (n=112)	55	57	112	

(Table 4.8) shows the relationship between time spent with child by mother and their educational performance. The finding shows that the result is significant with P-Value of 0.01, which is significant at $p < 0.05$. Considerably large percentage of good academic performance (60.60%) was from mothers who spent adequate time with children at home compared with only 39.40% children not performing well even though the mother gave considerable attention to their school work. Only 12 (29.30%) children from mothers, who spent less time scored better academically compared to 70.70% children who academically performed low from the same group of mothers.

Table 4.8: Relationship between times spends with child and children’s educational performance.

Time Spend	Academic performance		Total	P-Value
	Good	Bad		
Mothers who spend much time	43 60.60%	28 39.40%	71 100%	*0.01
Mothers who spend less time	12 29.30%	29 70.70%	41 100%	
Total (n=112)	55	57	112	

4.4 Conclusion

To sum up, findings show that there is a significant relationship between the mothers’ working status and educational performance of children. Also, the results show that there is a weighty relationship between mothers’ education level and educational performance of children. In addition, results show that there is a significant relationship between time spent with children at home and children’s academic performance. Relationship results of all the variables were significant at $p < 0.05$. The finding specifies that the children of working mothers, highly educated mothers and mothers who spend adequate time with children do better academically in comparison to children of stay at home mothers, less educated mothers and mothers who spend less time with their children in study related matters.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter comprises the discussion and interpretation of methodology and findings of the study based on the theoretical perspective discussed in this study. This chapter will also look into explaining how the findings are similar to or different from findings of previous research. In addition this chapter will provide limitation of the study which is beyond the control of the researcher. Moreover this chapter will provide a conclusion and recommendation in the light of the results.

5.2 Summary of Main findings

The findings show that there is a significant relationship between the maternal working status and educational performance of their children. The result was significant at $p < 0.05$ with p-value of 0.01. The finding indicates that children of working mothers do better academically in comparison to non-working mothers or stay at home mothers.

In addition there was also a positive significant relationship between mother's education level and children's academic performance. The result was significant at $p < 0.05$ with p-value of 0.01. According to the results, children of highly educated mothers score good results in their studies than the children of uneducated or less educated mothers.

Moreover the relationship between time spent with children by mothers and children's academic performance was significant at $p < 0.05$ with p-value of 0.01. The result shows that children from mothers who spend adequate time helping their children with learning at home performed better than the children of mothers who spent less time helping their children with studies.

5.3 Discussion

5.3.1 Effect of maternal employment on children's academic performance

Recent thoughts about maternal employment reviewed in chapter two and data analysis in this study indicate that maternal employment is connected with better educational performance of children as compare to Pelcovits's theory of if mothers goes to work, the child is 20 percent less likely to achieve A-grade in his or her exams. Pelcovitz stated in his study that 64 percent of children who gets A-grades in their exams are from non-working mothers.

This study found a positive and significant relationship between maternal employment and children's academic performance. Finding suggests that taking care of the child while working leads to better educational performance of children. The relationship was significant at $p < 0.05$ with p-value of 0.01. This means that maternal employment influences the educational performance of primary level children in selected schools of Male' than stay at home mothers.

Majority of the students who got A-grade had working mothers who spend about 6 to 10 hours a day at work. As Fan and William stated in their study, working mothers might have a better grasp of time management which will help them to spend time to better their

children's educational performance. (2010). This might be because working parents understands the importance of time and actually make it a point to manage the time they spend with their children as compared to stay at home parents. These parents are also probably more concerned about their children's education.

However, some children of working mothers who spend about 6 to 10 hours a day at work still perform academically low. This would explain that there are some mothers who spent much time at work and as a result of it they have no time to spend with children. Therefore, children of these mothers could benefit by getting extra tuition from others or be friend with other children whose mothers spend time with children to learn from those mothers.

5.3.2 Maternal home-stay on children's academic performance

This study found that the maternal home-stay negatively affects educational performance of primary standard children in selected schools of Male'. Findings from this research project propose that staying at home and taking care of child doesn't necessarily lead to better educational performance of children. This means that even though the maternal home-stay provide lots of time to spend with children, it does not make children's educational performance better. In fact, maternal home-stay makes children academically worse.

Great number of children who got grades below "A" in their 2013th final exam is from stay at home mothers. This shows that mothers who stay at home are not much worried about their children's educational performance. Mostly mothers who does not go to work are tends to be from low educational background. At the same time finding show that

children from private schools has better performance than government schools irrespective of the mothers work status. This could be because private schools style of teaching is different to that of government schools. This point needs to be studied in a different research project to identify its validity.

However some of the 5th standard children from non-working mothers of selected schools also have acquired A-grade in the previous year's final exam. This suggests that some non-working mothers also spend enough time with their children to help them with school work.

5.3.3 Effect of mothers' education level on children's academic performance

This study found a positive correlation between mothers' level of education and children's academic performance with the p-value significantly at 0.01. This result indicates that the high level of mothers' education leads to better educational performance of the children. This means that the education level of the mother effects greatly to the children's educational performance in selected Male' schools' primary standard children.

More than 75% of the children who got A-grade were from highly educated mothers. Most of these mothers have completed higher secondary level of education. This indicates that children of mothers who were highly educated are benefited and more likely to score good result in academic exams than children of less educated or uneducated mothers. However, some of the children with highly educated mothers did show poor academic standards, whereas, mothers with low education levels had children who performed very well at school. A reason for this could be that highly educated

mothers do not have enough time to spend with their children to inspire them to learn and do school work at home. Also it is likely that some mothers are careless about their children since bad academic performances of children among highly educated mothers are very few. The reasons as to why children of lowly educated mothers manage to score well might be because those get help from brothers, sisters or elders to learn. . Also the difficulties that less educated mothers face might motivate their children to be more involved in learning to get good result in order to get a better life than their parent.

5.3.4 Time spent with child by mother and their educational performance

Mothers who spent much time with helping their children to learn at home have performed academically better than the children of mothers who spent less or no time with their children. This study found a positive and significant relationship between time spent with child by mother and their academic performance. The relationship was significant at p-value of 0.01.

Finding shows that more than 60% of the children who got A-grade were from mothers who spent much time in helping their children to learn than the children whose mother spent very few time with them. This means that the child's educational performance depends on how much time the mother spent with their child in his/her education. However the children from mothers who spent more time helping the child at home still have performed academically poorer than mothers who spend less time. As Magnuson theory (2007) states, it is possible that the time spent with children are not productive. Magnuson in his study says that quality of environment and quality of time spent with children is highly influential to children's academic performance.

However the children from mothers who spent less or no time in helping their child at home still have performed academically well. More than 20% of the children from mothers who spend less time with child have scored A-grade in their final exam in the year 2013. As mentioned above this might be because even the less time that these mothers spend with child was quality time.

Therefore the low academic performance of the children is highly related on mothers working status, education level and time spent with children. In addition there would be non-maternal factors such as learning problems in children and children's carelessness that dictates the standard of academic performance children can attain.

5.4 Conclusion

The assumption that the maternal employment and maternal home-stay have on children's academic performance is unquestionable since it was witnessed that children of mothers who goes to work performed academically better than the children of mothers who stayed at home. The maternal working status was the most leading influential factor to the children's academic performance according to this study. However, there are other maternal factors that influence children's educational performance together with working status.

Similarly, this study can also conclude safely that second to a mothers' working status, a mothers' education level affects their children's educational performance quite strongly. Thus, children of highly educated mothers, perform academically well than children of less or uneducated mothers. Time spent with the child by mother was the next most

influential factor for children's academic performance. Hence, children of mothers who spent more time with children performed academically well than the children of mothers who spent less time helping their children with school work at home.

5.5 Limitations of the study

The main limitation of the study was small doubtful sample of convenience. Due to fiscal restrictions, the sample was inadequate and did not fulfill the actual statistical significance. Moreover, the time constrains of the research period also have led to the limitation of sample size which might create false positive findings over-guesstimate the extent of a two variable association. Therefore the size, doubtfulness and significance of the sample limit the generalizability of this study.

5.6 Recommendations and directions for future research

Children's educational performance is an important factor for the physical and mental development of the child. Whether working or not, mothers should manage the time and spend adequate time helping their children's education at home. Likewise, mothers should develop their education level through adult learning programs in-order to help their child's school work at home in every way possible. In addition, non-maternal based intervention need to be studied and implemented to benefit the academically poor performing children.

Areas for future research include:

- Investigation of peer pressures on children's academic performance to determine how much friends influence children's educational performance.
- Further examination is required on the role of father's involvement in the child's educational performance.
- The role of teachers and school environment need to be studied in-order to find the causes as to why some children perform poorly in academics.
- More research needs to be done on the educational effects and effectiveness of children having a single parent.
- This study did not examine alternative factors that have effect on children's education performance. Therefore it is important to find and address how other factors such as children's behaviors and learning problems in the child impact on their educational performance.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

Please consider this information carefully before deciding whether to participate in this study

I am a student of Maldives national university and doing a research on the effect that maternal employment and maternal home-stay have on children's academic performance in selected schools of male'. The main purpose of this study is to determine whether the children of working mothers do better academically in comparison to children of stay at home mothers. There are no expected risks associated with participating in this study. Your participation in this study will remain confidential and it is completely voluntary, you may withdraw at any time without penalty.

Consent

I have read and understand this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Participant's signature _____ Date: _____

**SURVEY ON THE EFFECT THAT MATERNAL EMPLOYEMENT AND
MATERNAL HOME-STAY HAVE ON CHILDREN’S ACADEMIC
PERFORMANCE IN SELECTED SCHOOL OF MALE’**

The following questionnaire has been prepared to identify the effect of maternal employment and maternal home-stay on children’s academic performance. When answering these questions, please consider your child's last year (2013) experience at school and do not put your name on the questionnaire since all answers are confidential.

PART-1 (GENERAL INFORMATION)

1. Age: *Please tick (✓) one:*

- | | |
|--|--|
| <input type="checkbox"/> (1) Between 15-24 years | <input type="checkbox"/> (4) Between 45-54 years |
| <input type="checkbox"/> (2) Between 25-34 years | <input type="checkbox"/> (5) Between 55-64 years |
| <input type="checkbox"/> (3) Between 35-44 years | <input type="checkbox"/> (6) Above 65 years |

2. Level of education: *Please tick (✓) one:*

- | | |
|--|---|
| <input type="checkbox"/> (1) No schooling | <input type="checkbox"/> (4) Higher secondary level |
| <input type="checkbox"/> (2) Primary level | <input type="checkbox"/> (5) Higher education level |
| <input type="checkbox"/> (3) Secondary level | <input type="checkbox"/> (6) Other, specify: ----- |

3. Occupation: *Please tick (✓) one:*

- | | |
|--|--|
| <input type="checkbox"/> (1) Government sector job | <input type="checkbox"/> (3) Self-employed |
| <input type="checkbox"/> (2) Private sector job | <input type="checkbox"/> (4) Unemployed |

PART-2 (BACKGROUND OF THE CHILD)

4. Gender of the child: Please tick (✓) one:

- (1) Male (2) Female

5. Age of your child at the end of the year 2013:

- (1) 10 years old (3) 12 years old
 (2) 11 years old (4) If other, please specify: -----

6. School that your child studied in the year 2013: Please tick (✓) one:

- (1) Thaajuddeen School (3) Billabong High EPS International School
 (2) Madhrasathul Arabiyyaa (4) Ghiyasuddeen International School

7. Which grade did your child achieve in his/her final exam in the year 2013? Please tick (✓) one:

- (1) "A" Grade (5) "E" Grade
 (2) "B" Grade (6) "F" Grade
 (3) "C" Grade (7) If other, please specify: -----
 (4) "D" Grade

8. Do you agree that your child work individually on learning activities at home?

Please tick (✓) one:

(1) Strongly Agree

(4) Disagree

(2) Agree

(5) Strongly Disagree

(3) Not Sure

9. What is the primary language spoken by your child at home? Please tick (✓) one:

(1) Dhivehi

(2) English

(3) Other, specify: -----

PART-3 (MOTHER AND CHILD RELATION)

10. Do you agree that you can spend enough time each day to help your child with his/her school work? Please tick (✓) one

(1) Strongly Agree

(4) Disagree

(2) Agree

(5) Strongly Disagree

(3) Not Sure

11. Do you agree that you have put adequate works to help your child to learn school lessons by himself/herself? Please tick (✓) one:

(1) Strongly Agree

(4) Disagree

(2) Agree

(5) Strongly Disagree

(3) Not Sure

12. How often have you helped child to do home works in the year 2013? Please tick (✓) one:

- | | |
|---|---|
| <input type="checkbox"/> (1) Never | <input type="checkbox"/> (4) Monthly |
| <input type="checkbox"/> (2) Once or twice per year | <input type="checkbox"/> (5) Weekly or more |
| <input type="checkbox"/> (3) Every few months | <input type="checkbox"/> (6) Everyday or more |

13. What is the primary language you speak with your child at home? Please tick (✓) one:

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> (1) Dhivehi | <input type="checkbox"/> (3) Other, specify: |
| <input type="checkbox"/> (2) English | |

PART-4 (MOTHER AND SCHOOL RELATION)

Please tick (✓) only one answer in each row:

#	Questions	(1) Never	(2) Once or twice per year	(3) Every few months	(4) Monthly	(5) Weekly or more	(6) Every day or more
1 4	In the year 2013, how often have you visited your child's school?						
1 5	How often do you meet with teachers at your child's school?						
1 6	In the year 2013, how often have you communicated with the school about ways that you can help your child's learning at home?						

PART-5 (EMPLOYEMENT HISTORY)

(In this part, family is meant for father, mother, husband (if there), child/children and any other person in your responsibility. Also employment is meant for salary paid works.)

If you were not employed in the year 2013, then your questionnaire is completed.

If you were employed, please continue with the question 17.

17. In which way were you employed in the year 2013? Please tick (✓) one:

- | | |
|--|--|
| <input type="checkbox"/> (1) Full-time | <input type="checkbox"/> (3) Part of the year |
| <input type="checkbox"/> (2) Part-time | <input type="checkbox"/> (4) Other, specify: ----- |

18. How much time did you spend at work daily? Please tick (✓) one:

- | | |
|---|---|
| <input type="checkbox"/> (1) Less than one hour | <input type="checkbox"/> (3) 6 to 10 hours |
| <input type="checkbox"/> (2) 1 to 5 hours | <input type="checkbox"/> (4) More than 11 hours |

*****THANK YOU*****

APENDIX B

TRANSLATED QUESTIANNNAIRE

Հրեման հարցաթուղթը և հարցաթուղթի արդյունքների մանրամասնումը:

Անցյալ տարիներին Հայաստանի Հանրապետության տարածքում կատարված հետազոտությունների արդյունքները ցույց են տալիս, որ Հայաստանի Հանրապետության քաղաքացիները կրթության հարցում ակտիվորեն մասնակցում են որոշումների կայացմանը և կրթության որակի բարելավմանը:

2013 թվականին Հայաստանի Հանրապետության կրթության նախարարության կողմից կատարված հետազոտությունների արդյունքները ցույց են տալիս, որ Հայաստանի Հանրապետության քաղաքացիները կրթության հարցում ակտիվորեն մասնակցում են որոշումների կայացմանը և կրթության որակի բարելավմանը:

Այս հարցաթուղթը նախատեսված է Հայաստանի Հանրապետության քաղաքացիներին հարցազրույց կատարելու և կրթության որակի բարելավմանը նպաստելու նպատակով:

Հարցաթուղթը կատարվում է Հայաստանի Հանրապետության կրթության նախարարության կողմից և նպատակ ունի հավաքել կրթության որակի բարելավմանը նպաստող մտայնություններ և առաջարկներ:

Հարցաթուղթը կատարվում է Հայաստանի Հանրապետության կրթության նախարարության կողմից և նպատակ ունի հավաքել կրթության որակի բարելավմանը նպաստող մտայնություններ և առաջարկներ:

Հարցաթուղթը կատարվում է Հայաստանի Հանրապետության կրթության նախարարության կողմից և նպատակ ունի հավաքել կրթության որակի բարելավմանը նպաստող մտայնություններ և առաջարկներ:

Հարցաթուղթը կատարվում է Հայաստանի Հանրապետության կրթության նախարարության կողմից և նպատակ ունի հավաքել կրթության որակի բարելավմանը նպաստող մտայնություններ և առաջարկներ:

Հարցաթուղթի արդյունքների մանրամասնումը:

Հարցաթուղթի արդյունքները ցույց են տալիս, որ Հայաստանի Հանրապետության քաղաքացիները կրթության հարցում ակտիվորեն մասնակցում են որոշումների կայացմանը և կրթության որակի բարելավմանը:

Հարցաթուղթի արդյունքները ցույց են տալիս, որ Հայաստանի Հանրապետության քաղաքացիները կրթության հարցում ակտիվորեն մասնակցում են որոշումների կայացմանը և կրթության որակի բարելավմանը:

.....: Կրթության նախարարության կողմից

8. قېمەتلىك ۋە ھەيۋەتلىك مەنەپىلەر ئارقىلىق ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر () دېيىلىدۇ.

- (ر) ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر
- (س) ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر
- (س) ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر
- (س) ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر

9. قېمەتلىك ۋە ھەيۋەتلىك مەنەپىلەر ئارقىلىق ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر () دېيىلىدۇ.

- (ر) ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر
- (س) ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر
- (س) ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر

مۇستەقىل ھالدا (دەرس ۋە قېمەتلىك مەنەپىلەر)

10. قېمەتلىك ۋە ھەيۋەتلىك مەنەپىلەر ئارقىلىق ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر () دېيىلىدۇ؟

- (ر) ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر
- (س) ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر
- (س) ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر
- (س) ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر

11. قېمەتلىك ۋە ھەيۋەتلىك مەنەپىلەر ئارقىلىق ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر () دېيىلىدۇ؟

- (ر) ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر
- (س) ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر
- (س) ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر
- (س) ئۆزىنىڭ ئىقتىسادىنى ياخشىلاشنى نىيەت قىلىدىغان ئادەملەر

12. 2013 ዓ.ም. የኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ገንዘብ ሚኒስቴር የሚሰጠው የገንዘብ ማጠቃለያ ሰነድ ለምን ዓይነት ገንዘብ ማጠቃለያ ሰነድ ነው? (የትኩረት ስጦታ ይጠቀሙ)

- (ሀ) የገንዘብ ማጠቃለያ ሰነድ
- (ለ) የገንዘብ ማጠቃለያ ሰነድ ማጠቃለያ ሰነድ
- (ሐ) የገንዘብ ማጠቃለያ ሰነድ ማጠቃለያ ሰነድ
- (ኃ) የገንዘብ ማጠቃለያ ሰነድ ማጠቃለያ ሰነድ

13. የኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ገንዘብ ሚኒስቴር የሚሰጠው የገንዘብ ማጠቃለያ ሰነድ ለምን ዓይነት ገንዘብ ማጠቃለያ ሰነድ ነው? (የትኩረት ስጦታ ይጠቀሙ)

- (ሀ) የገንዘብ ማጠቃለያ ሰነድ
- (ለ) የገንዘብ ማጠቃለያ ሰነድ ማጠቃለያ ሰነድ
- (ሐ) የገንዘብ ማጠቃለያ ሰነድ ማጠቃለያ ሰነድ

سۆزۈمۈز ۋە (ۋەزىرە ۋە ئىشلىرى ۋەزىرىسى ۋەزىرىسى)

(سۆزۈمۈز ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى ۋەزىرىسى () چىقىرىش)

#	سۆزۈمۈز	بىر	بىر	بىر	بىر	بىر
1 4	2013 ۋەزىرە ۋەزىرىسى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى؟					
1 5	2013 ۋەزىرە ۋەزىرىسى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى؟					
1 6	2013 ۋەزىرە ۋەزىرىسى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى؟					

سۆزۈمۈز ۋە (ۋەزىرە ۋە ئىشلىرى ۋەزىرىسى ۋەزىرىسى)

(ۋەزىرە ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى، ۋەزىرە ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى
ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى. رەئىس ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى
ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى)

2013 ۋەزىرە ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى، چىقىرىش ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى

ۋەزىرە ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى.

ۋە ئىشلىرى ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى، 17 ۋەزىرە ۋەزىرىسى ۋە ئىشلىرى ۋەزىرىسى.

17. ڇوڪرو رٿر ٿيڻ لاءِ ڪهڙي ڪوشش ڪرڻي؟ (ٽن ڳالهين ۾ ٻه چون)

(س) رٿر ٿيڻ کان بچڻ (ر) رٿر ٿيڻ

(س) رٿر ٿيڻ کان بچڻ، ڪهڙي ڪوشش ڪرڻي:----- (ر) رٿر ٿيڻ کان بچڻ

18. ڇوڪرو ماڻهو ٿيڻ لاءِ ڪهڙي ڪوشش ڪرڻي؟ (ٽن ڳالهين ۾ ٻه چون)

ڇوڪرو () ڇوڪرو.

(س) 1 ڀيرو ڏسڻ

(س) 1 ڀيرو 5 ڀيرو ڏسڻ

(س) 6 ڀيرو 10 ڀيرو ڏسڻ

(س) 11 ڀيرو ڏسڻ

****ڇوڪرو رٿر ٿيڻ لاءِ ڪهڙي ڪوشش ڪرڻي****