

RESEARCH INSTRUMENT

Telephone Survey: Caregivers' and Learners' Perspectives on SMS for Education in Kenya

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Notes

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1. About this tool

This document presents the structure and questions used for a telephone survey which was undertaken with a sample of learners who use the M-Shule platform¹ and their caregivers, in Kenya, during July and August 2022.

The tool was developed as part of an EdTech Hub research project.² We are publishing the tool in order to promote openness, reuse, and replicability in research processes.

2. How the tool was developed

First, we collated questions and instruments used in a range of recent studies which also focused on the use of SMS for education and/or gender, particularly in low- and middle-income contexts. A wider range was considered but the most relevant tools included:

- [↑Aurino et al. \(2022\)](#) and linked to [↑Wolf & Aurino \(2021\)](#): This study was conducted in Ghana as part of the EdTech Hub Covid-19 response on the use of SMS messages. The tools used comprised a range of different measures, including parent and caregiver home and school engagement; parents' and caregivers' educational aspirations and expectations; estimated returns on education; gender bias; child schooling outcomes; child time use; parent and caregiver self-efficacy; disciplinary practices; emotional supportiveness; children's academic skills; children's social-emotional skills; and parent and caregiver mental health.
- [↑Beam et al. \(2021\)](#): conducted an RCT-focused study to test the impacts of SMS messages, teacher outreach, and reduction of internet costs in Bangladesh as part of Covid-19 responses.
- [↑Busara Centre \(2022\)](#): guidance on best practice and design of SMS-based surveys.
- [↑Chapman \(2010\)](#): Early Childhood Longitudinal Study — Kindergarten Cohort tool (includes parent and caregiver emotional supportiveness).
- [↑Kizilcec & Goldfarb \(2019\)](#): questions from a short survey to users of a different SMS-based platform in Kenya, Shupavu291. Included questions on growth mindset and self-efficacy.
- [↑Waszak et al. \(2001\)](#): Gender norms and attitudes scale.

Potential questions were arranged according to topic. The team then carried out a co-creation workshop to discuss which questions should be prioritised and to construct novel questions in order to ensure that the research questions for the study were being addressed, while being mindful of the need for the survey to be kept reasonably short. The survey was pilot-tested, and the phrasing of some questions was adapted prior to full data collection.

¹ <https://m-shule.com/>

² <https://edtechhub.org/evidence/edtech-hub-research-portfolio/study-7/>

3. Part 1: Questions for caregivers

1. What is your gender? (Select one)
 1. Male
 2. Female
 3. Other
 4. I prefer not to say
2. Where do you live? (Type the county where you live)
3. Please enter the number of phones in your household (Select one)
 1. 1 phone
 2. 2 phones
 3. 3 or 4 phones
 4. More than 4
4. How many female children under your care do you have? (Enter a number)
5. How many male children under your care do you have? (Enter a number)
6. How often do you use M-Shule with your children at home? (Select one)
 1. Every day
 2. 2 to 3 times per week
 3. Once a week
 4. Rarely
 5. Never
 6. I am not sure
7. How comfortable are you using a phone without any help?
 1. Very comfortable
 2. Comfortable
 3. Neutral
 4. Not comfortable
 5. Not comfortable at all
8. How likely are you to recommend using the M-shule platform to other parents?
 1. Very likely
 2. Likely
 3. Neutral
 4. Not likely
 5. Not likely at all
9. How easy or hard is it to find time to use M-Shule at home with your children ?

(Select one)

1. Very hard
2. Hard
3. Neutral
4. Easy
5. Very easy

10. We know that education is important for all children but in your opinion do you feel that boys or girls could be more interested in using M-Shule? (Select one)

1. Boys are more interested than girls in using M-Shule
2. Girls are more interested than boys in using M-Shule
3. Boys and girls are equally interested in using M-Shule

If 1 (boys are more interested) — Why? (select all that apply, for example, if you have 1, 2 and 3 type 123)

1. The learning content is more useful for boys than for girls
2. Boys have greater access to phones at home than girls
3. Boys have more time to learn at home than girls
4. Boys receive more support to learn at home than girls (from parents/caregivers, siblings, etc.)
5. It's easier to learn for boys than for girls
6. Other

If 2 (girls are more interested) — Why? (select all that apply, for example, if you have 1, 2 and 3 type 123)

1. The learning content is more useful for girls than for boys
2. Girls have greater access to phones at home than boys
3. Girls have more time to learn at home than boys
4. Girls receive more support to learn at home (from parents/caregivers, siblings, etc.) than boys
5. It's easier to learn for girls than for boys
6. Other

4. Part 2: Questions for learners

1. Are you a girl or a boy? (Select one)

1. Girl
2. Boy
3. Other
4. I prefer not to say

2. What year were you born? (Type year, for example, 2006)

3. How often do you go to school? (Select one)

1. More than 5 days a week
2. 5 days a week
3. 3–4 times a week
4. 1–2 times a week
5. I don't go to school

4. How easy / hard is it to find time to use M-Shule at home? (Select one)

1. Very hard
2. Hard
3. Neutral
4. Easy
5. Very easy

If you answered 1 or 2 — Why? (select all that apply, for example, if you have 1, 2 and 3 type 123)

1. You have to do household chores (cleaning and/or cooking)
2. You have to care for others (e.g., younger siblings or the elderly),
3. You have to work on the farm or other family business
4. You have to work for pay
5. You don't have time after finishing your homeworks
6. You don't have time after spending time playing
7. By the time you have free time, you feel tired and need to sleep
8. Other

5. What are some of the other reasons that might prevent you from using M-Shule?

1. You don't have access to the phone/someone else is using the phone
2. Not enough phone credit
3. Poor phone signal
4. Not feeling motivated
5. You don't enjoy using M-Shule

6. How comfortable are you using a phone without any help?

1. Very comfortable
2. Comfortable
3. Neutral
4. Not comfortable
5. Not comfortable at all

7. To what extent do you agree or disagree with the statement: "I know what I need to do to be a successful student?" (Select one)

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree
6. I don't know

8. Do you agree or disagree with the statement: "Your intelligence is something about you that you can't change very much." (Select one)

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree
6. I don't know

9. We know that education is important for all children but in your opinion do you feel that boys or girls could be more interested in using M-Shule? (Select one)

1. Boys are more interested than girls in using M-Shule
2. Girls are more interested than boys in using M-Shule
3. Boys and girls are equally interested in using M-Shule

If 1 (boys are more interested) — Why? (select all that apply, for example, if you have 1, 2 and 3 type 123)

1. The learning content is more useful for boys than for girls
2. Boys have greater access to phones at home than girls
3. Boys have more time to learn at home than girls
4. Boys receive more support to learn at home than girls (from parents/caregivers, siblings, etc.)
5. It's easier to learn for boys than for girls
6. Other

If 2 (girls are more interested) - Why? (select all that apply, for example, if you have 1, 2 and 3 type 123)

1. The learning content is more useful for girls than for boys
2. Girls have greater access to phones at home than boys
3. Girls have more time to learn at home than boys
4. Girls receive more support to learn at home (from parents/caregivers, siblings, etc) than boys
5. It's easier to learn for girls than for boys
6. Other

5. References

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