PREDICTORS OF LEISURE READING AMONG STANDARD FIVE PUPILS IN BUNGOMA COUNTY, KENYA

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APRIL, 2015
DECLARATION

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

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DEDICATION

This thesis is dedicated to my husband Philip and my children Brian, Fiona, Paul and Eugene for their love, encouragement and support. May leisure reading enrich the lives of many.
ACKNOWLEDGEMENTS

First and foremost I thank the Almighty God for making it possible for me to undertake and complete this research.

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I cannot forget my church for their prayers and encouragement, may God extend their boundaries. I would also like to thank my colleagues, among them Grace and Mary for their support.

Finally, I acknowledge the contribution of the late Professor Shashi K. Bali, who until her demise supervised my research proposal writing with notable dedication and also rubbed onto me her interest in reading as a topic. It is not possible to mention everyone who contributed to this work.

To all of them, I say thank you and God bless you abundantly.
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OPERATIONAL DEFINITIONS OF KEY CONCEPTS AND TERMS

This section consists of definition of the following terms: interest, leisure reading, parental encouragement, peer influence, predictors, print material, sex differences and teacher encouragement.

**Interest:** refers to the motivation showed by pupils in reading storybooks for example when pupils borrowed and asked for books and magazines and other interesting materials to read during their free time.

**Leisure reading:** refers to leisure reading done for leisure for enjoyment. The choice of a book is the readers’ choice and it may entail fiction books, magazines, and story books. This study adopts this definition of leisure reading and it can be measured by the number of books a pupil reads and the number of times he does so in two weeks.

**Parental encouragement:** refers to when a parent encouraged pupils to read story books and other leisure materials by buying for them the same, taking them to the local library and setting a particular time for reading story books.

**Peer influence:** refers to when the pupils’ friends exchanged story books from time to time, encouraged each other to read story books and other leisure materials and formed a club for story book reading during their free time.

**Print material:** refers to the availability of story books, newspapers, and magazines. It was considered high if the pupils said they had enough story books and a class library.
**Teacher encouragement:** refers to when a teacher encouraged pupils to read story books and other leisure reading materials and asked pupils to bring story books to school. It also referred to instances when the teacher ensured that the pupils had a class library.
ABSTRACT

This study examined the relationship between selected predictors and leisure reading amongst standard five pupils in Bungoma County Kenya. These predictors were: availability of print materials, pupils’ interest, peer influence, teacher encouragement, and parental encouragement and sex differences. The following objectives guided the study: to determine the influence of availability of print material both at home and school on leisure reading among standard five pupils; to find out the influence of pupils’ interest on leisure reading among standard five pupils; to examine the influence of peer influence and leisure reading among standard five pupils; to investigate the influence of teacher encouragement on leisure reading among standard five pupils; to explore the influence between parental encouragement and leisure reading among standard five pupils; to explore the influence of sex differences on leisure reading among standard five pupils. The study was based on the Constructivism Theory. The study adopted an ex-post-facto research design. The target population was 14,384 standard five pupils from 164 public primary schools in Bungoma County. The study sample size was 366 pupils, out of which 300 participated in the study contributing to a response rate of 81.97%. Before data collection, a pilot study was conducted on a sample of 40 pupils. The primary data was collected through questionnaire. The data was analyzed using descriptive statistics, Pearson’s product moment correlation analysis and regression analysis to assess the relationship between the variables. The study found that all the selected predictors significantly influenced leisure reading. The availability of print materials was the most significant while sex differences were the least significant predictor on leisure reading. The study recommends that teachers should establish class libraries and provide library lessons for the pupils. Parents of public primary schools in Bungoma County should invest more in purchasing appropriate leisure reading material. This will help to avert inadequacy of leisure reading materials. Finally the study recommends that the government should formulate policy guiding the implementation of leisure reading activities among public primary school in Kenya.
CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter introduces the study. It entails the background to the study, statement of the problem, purpose of the study, objectives of the study, research hypotheses significance of the study, delimitation and limitation of the study, assumptions of the study, theoretical framework and the operational definitions of terms.

1.2 Background to the Study

The reading habits of children have long been a matter of interest to educators, parents and other stakeholders. According to Majid (2007) it is widely acknowledged that the lifelong habit of reading can best be inculcated and nurtured at an early age. It is however, a general observation that there is an overemphasis on exam-related reading in schools rather than on leisure reading which enhances reading skills among pupils (Majid, 2007). The implication of inadequate basic reading skills is poor academic performance. Mastery of reading skills helps a pupil to research for information, gains more knowledge thereby broadening his or her understanding.

Leisure reading stimulates creativity. Creativity is an important requirement in industrialization. It is therefore important in producing a globally competitive and adaptive individual to meet the requirements of a rapidly industrializing economy. This is essential for the attainment of Vision 2030 (G.O.K, 2007).

Krashen (2004) defines leisure reading as reading that is easily comprehensible and compelling, reading that the reader selects; it is reading that is done with no accountability, no testing, no book reports, but for its own sake, for leisure. It is also
known as free voluntary reading. This suggests that leisure reading is intrinsically motivated. Krashen (1985, 1988) posits that leisure reading occurs in and out of school. Leisure reading happens where there is sustained silent reading and children are encouraged to read whatever they want to read.

Majid (2007) asserts that many predictors influence leisure reading among children. Among them are; availability of print material, peer influence, teacher encouragement, parental encouragement, pupils interest and sex differences. Print material was used to refer to the availability of story books, newspapers and magazines that are of interest to the pupil in ones surrounding at any given time. It also referred to the availability of a library. Peer influence referred to any instance when a pupil reads story books because he or she has seen his age mates reading. When a pupil borrowed a book he or she saw his age mate reading, this was considered peer influence.

Teacher encouragement referred to instances when for example a teacher told a pupil to ask their parents to buy them story books and enquired how the pupil was doing in reading story books. Parental encouragement referred to situations where a parent bought story books for leisure reading. Parents may also encourage pupils by enquiring how the pupil is doing on reading. Teachers and parents may also encourage pupils to read for leisure when the pupils observe them reading for leisure. Interest referred to the intrinsically motivating predictors that either made a pupil want to read for leisure or not. Sex differences referred to the differences that are observed in leisure reading between boys and girls (Moyer, 2010).

May (1994) observes that written materials everywhere can serve as private tutors to pupils. Equally a literate environment (with written materials everywhere) at home may also boost reading. Hill and Holden (1988) observed that children who grow up in
print material and who show more leisure reading in self-selected reading score higher in school free voluntary reading comprehension and in vocabulary development.

Moreover, Kigotho (2008) in an article entitled “why pupils don’t master basic reading skills” observed that more than ninety percent of school children in Kenya who enter primary, two thirds complete the cycle and only half of the same master basic reading skills. This implies that a considerable number of the pupils have not mastered basic reading skills. This may result in poor academic performance and a poor reading culture in the society. Leisure reading when promoted positively influences mastery of reading skills hence improving academic performance. It is therefore important to study the predictors of leisure reading.

Githiora, Kiplagat and Otike (2003) established that most of the schools in Eldoret Municipality, in Kenya, relied on library lessons to promote leisure reading. Due to lack of a firm government policy, many schools had no libraries or adequate, interesting reading materials. The study recommended the need to restructure the current school curriculum to incorporate more reading for leisure.

According to Kigotho (2008) there is poor mastery of reading skills among primary school leavers in Bungoma County. There was therefore need to identify how to improve leisure reading by studying selected predictors. It is against this backdrop that this study sought to find out the relationship between print material, peer influence, teacher encouragement, parental encouragement, interest and sex differences and leisure reading amongst standard five pupils in Bungoma County.
1.3 Statement of the Problem

There have been mounting complaints about the inability of pupils in Kenyan primary schools to read (Maina, 1991). Likewise, complaints have been raised regarding poor reading ability among Kenyan school leavers at the primary level (Nyamasyo; 1992, Kirigia; 1991 and Chege, 1999). A poor reading culture has also been observed among Kenyans in general including Bungoma County (Kubasu, 2001).

There are many predictors that influence leisure reading among children. An international survey (Books Aid International, 2003) revealed that nearly one-half of the United Kingdom (UK) students who took part in the study said that they read for relaxation while a majority of the children from developing countries revealed that they read books for passing examinations. The societal consequences of lack of leisure reading are that pupils will not master basic reading skills. In addition, lack of leisure reading has been found to contribute to poor academic performance among the pupils.

In the Kenyan context, little empirical research has been done on predictors of leisure reading. Arasa (2005) studied the cognitive correlation between English reading and achievement among standard three pupils in the slums of Nairobi and pointed out the need to research on home and school based predictors that affect English reading achievement. Even though this study was not on leisure reading, it highlighted some important areas related to leisure reading and thus had a bearing on the current study. Moreover studies have led to the conclusion that it is vital to introduce leisure reading at an early age (Krashen, 2004; Shefelbine 1998; Majid, 2007). However none of these studies focused on the predictors that affected leisure reading amongst standard five pupils in Bungoma County. Therefore, there exists a knowledge gap.
This study, therefore intended to address the issue of leisure reading by seeking to establish the relationship between school and home based predictors related to leisure reading amongst standard five pupils in Bungoma County in order to address the problem of lack of mastery of basic reading skills. Lack of mastery of reading skills influences academic performance negatively. When pupils are unable to read effectively, they tend to perform poorly in examinations and are unable to broaden their knowledge. In Bungoma County, little empirical research has been done on the predictors of leisure reading by identifying the major predictors and making comparisons to determine their influence on leisure reading. This study therefore sought to fill this gap by examining how (availability of print material, peer influence, teacher encouragement and parental encouragement, pupil interest and sex differences) selected predictors of leisure reading influenced leisure reading amongst standard five pupils in Bungoma County. Thus, the main research question was: what is the relationship between availability of print material, peer influence, teacher encouragement and parental encouragement, pupil interest and sex differences to leisure reading amongst class five pupils in Bungoma County?

1.3.1 Purpose of the Study

The purpose of this study was to examine the predictors of leisure reading amongst standard five pupils in Bungoma County. The predictors investigated were availability of print material, peer influence, teacher and parental encouragement, interest and sex differences.

1.3.2 Justification of the study

Bungoma County was selected as it was characterized by inept basic reading skills which affect performance at the end of primary level (Kigotho 2008). This negatively
influences the ability of pupils to access knowledge on their own which is necessary for academic endeavors. Standard five pupils were selected because it was a transitional class to more demanding literary lessons which require a mastery of reading skills.

1.3.3 Objectives of the Study

i. To determine the influence of availability of print material both at home and school on leisure reading among standard five pupils in Bungoma County, Kenya.

ii. To find out the influence of pupils’ interest on leisure reading among standard five pupils in Bungoma County, Kenya.

iii. To examine relationship between peer influence and leisure reading among standard five pupils in Bungoma County, Kenya.

iv. To investigate the relationship between teacher encouragement and leisure reading among standard five pupils in Bungoma County, Kenya.

v. To explore the relationship between parental encouragement and leisure reading among standard five pupils in Bungoma County, Kenya.

vi. To explore the influence of sex differences on leisure reading among standard five pupils in Bungoma County, Kenya.

1.3.4 Research Questions

i. To what extend does availability of print material influence leisure reading both at home and school among standard five pupils in Bungoma County, Kenya?

ii. To what extend does pupils’ interest influence leisure reading among standard five pupils in Bungoma County, Kenya?
iii. What is the relationship between peer influence and leisure reading among standard five pupils in Bungoma County, Kenya?

iv. To what extend does teacher encouragement influence leisure reading among standard five pupils in Bungoma County, Kenya?

v. To what extend does parental encouragement influence leisure reading among standard five pupils in Bungoma County, Kenya?

vi. To what extend does sex differences influence leisure reading among standard five pupils in Bungoma County, Kenya?

1.4 Significance of the Study

The study made recommendations that may be useful for schools, teachers and parents to realize the importance of their contribution to leisure reading and improve on it. The study will also help teachers know how to encourage leisure reading and provide relevant library resources. Moreover parents will also realize the importance of buying appropriate books for their children. The findings of this study may provide important information database that may be relevant in leisure reading research and provoke research in the area. Finally, the study may help policy makers to come up with a firm policy on leisure reading.

1.5 Limitations and Delimitations of the Study

The scope of the study was limited to selected predictors which influence leisure reading. This study therefore confined itself to availability of print material, peer influence, teacher and parental encouragement, interest and sex differences as the predictors related to leisure reading. Due to money constraints the study was limited to Bungoma County and delimited to public schools in Bungoma County. The study was also limited to leisure materials in the English language and specifically to storybooks,
newspapers and magazines. Another limitation was the scarce studies on leisure reading in the Kenyan context. However, this was overcome through the use of internet based empirical studies from other parts of the world. A limitation on methodology was the possible lack of understanding of the questionnaire by the pupils due to their age. However, this was overcome by the use of a simplified questionnaire.

1.6 Assumptions of the Study

One assumption of the study was that the answers to the questionnaire were a true reflection of the respondents’ reading habits. Moreover it was assumed that the study sample was a true representation of the population.

1.7 Theoretical Framework

This study adopted the reading theory of Constructivism by Piaget and Vygotsky (1978). According to constructivism, students build schemata based upon psychological and social experiences. Knowledge construction is the main focus. The students also relate to the same text in different ways depending on their cultural orientation. It is through discussions and groups that children share their unique perspectives of the text (Calfee and Patrick, 1995). This theory is relevant to the current study as it underscores the importance of early social experiences between care givers and the child as it influences leisure reading habits. When care givers read to the children books that are of interest to them they develop an interest in leisure reading. These children will also develop interest in reading for themselves when they learn how to read. This clearly points out the importance of knowledge on the predictors of leisure reading in the early years. This determines mastery of reading skills in later years which will also be important in scaffolding which is the guiding of the learner from the known to the unknown.
According to Brooks & Brooks (1993) we construct our own understandings of the world and therefore the learning process must challenge us to reflect upon our interactions with objects and ideas and make sense of our world by synthesizing new experiences into what we already know or understand. Leisure reading offers these new experiences therefore contributing to the pupils’ own reality based on their individual perceptions of earlier experiences. Constructivism explains that students read more when they are exposed to story books at an early age which they can identify with in terms of their cultural and social experiences. This necessitates a lot of exposure to print material that they can be interested in and early reading experiences with caregivers.

Furthermore constructivism underscores the importance of real-world experiences which is provided by leisure reading materials. The experiences provide the natural complexity of the real world. The pupils who are exposed to leisure materials will therefore build on the knowledge they have and hence construct their own reality based on their perception which has been influenced by the materials they have read.
1.8 Conceptual Framework

![Conceptual Framework Diagram]

Figure 1.1: Conceptual Framework on predictors of leisure reading among standard five pupils in Bungoma County, Kenya

Source: (Author, 2014)

The dependent variable in this study was leisure reading. The leisure reading is influenced by several factors that will constitute the independent variables. Based on the literature review, the independent variables likely to influence leisure reading include: child’s gender, child’s reading interest, teachers’ encouragement, parents’ encouragement, peer influence and availability of print materials.

The intervening variables, which according to Kothari (2004) are independent variables that are not related to the purpose of the study but can have an effect on the dependent variable, will include household chores and social economic status of the
child. The intervening variables were controlled through randomization to ensure that they did not influence the dependent variable.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section will review literature related to the study. The review was done in line with the research objectives, under the following subheadings: Overview of reading, leisure reading, print material, peer influence, teacher and parental encouragement.

2.2 Print Material and Leisure Reading

McKool (2007) in his study found that pupils who were in schools where they were given opportunities to read self-selected materials and were given access to materials that they were personally interested in reading, were more likely to engage in leisure reading than those in classrooms where these practices were not evident. This is further corroborated by Pachtman & Wilson, (2006) who posits that such pupils appreciated being able to find books immediately, when they needed and wanted them. This study found that pupils who have more access to books they are interested in, do more leisure reading.

Hill and Holden (1981) observe that research shows that children who grow up in ‘print-rich’ environment and who show more leisure reading in self-selected reading score higher in school free voluntary reading comprehension and vocabulary development than those who have undergone the ‘traditional’ instruction.

Many articles, surveys and case studies from different countries indicate that both a large volume and range of interesting reading materials are key predictors for reading program success (Elley, 1996; Guth and Krashen, 2004; Rodriguez-Trujillo, 1996).
This study in Bungoma County found that an increase in availability of print material both at home and school was the greatest factor in realizing an increase in leisure reading.

According to Majid 1994, there is no substitute for having a newspaper available for both the teacher and children. It is a window to the world outside the classroom. The importance of their being an integral part of classroom instruction cannot be overstated. Furthermore, Beker and Scher (2010) observe that children’s storybook knowledge mediated the relationship between home literacy environment and literacy skills.

Von Sprecken and Krashen (1998) also reported that more reading tended to take place in those classes in which more books were available, and in which teachers read at the same time students read. Furthermore, it is not the actual time of reading during leisure reading that counts, it is the desire to read more than counts.

Ramos and Krashen (1998) found that the relationship between access and print exposure was particularly strong among those language minority students who were the most socio-economically disadvantaged. The researchers found that even a single opportunity at greater access to print (a trip to the public library) led to increased interest in reading and print exposure among language minority students.

Ogunrombi and Adio (2000) conducted a survey in Nigeria on predictors affecting reading habits of secondary school students in Ogbomoso state. They found the following inhibiting predictors: Lack of reading materials; lack of functional libraries in most schools surveyed displayed the failure to provide library periods in schools,
and a heavy reliance on school texts. Despite this, students showed willingness to read more broadly for example newspapers and novels.

Githiora, Kiplagat and Otike (2003) sampled fifteen schools in Eldoret municipality and collected data through questionnaires and analyzed data through descriptive statistics. Their study however did not compare the predictability of the predictors of leisure reading. This study in Bungoma County used regression analysis and found out that availability of print material is the greatest predictor of leisure reading. The current study also in addition to questionnaires used Focus Group Discussion to collect data.

Hughes -Hassell and Rodge (2007) found that most learners get the material they read in their leisure time from their homes, classes, school and public libraries. Additionally, Moje, Overby, Tysvaer and Morris (2008) in their study on complex world of adolescent literacy found out that majority of the learners get the leisure reading material from their peers and parents.

Krashen (1993) concluded that when classrooms are rich in print materials, when libraries are well stocked and accessible, and when homes are filled with reading materials, more reading happens. Alubisia (2013) contend that inadequate print materials can negatively influence learners’ interest towards leisure reading and therefore make them engage in other activities such as fighting and noise making during their free time.

to young people who do not use the school library, school library users were more likely to say that they enjoy reading and to rate themselves as good readers. Young people who use the school library also tended to hold more positive attitudes towards reading than young people who do not use it. This study also found out that many schools which did not have functional libraries hampered children’s access to storybooks.

There is a general tendency that indicates that the higher the socio-economic level, the more books are read and the longer the time spent on books in leisure hours (Johnsson-Smaragdi, 2006). This is maybe due to the fact that families that are well-off are able to provide more reading materials at home for the leisure reading of their children. McKool (2007) in his study discovered through interviews that students who were in schools where they were given opportunities to read self-selected materials and were given access to materials that they were personally interested in reading were more likely to engage in voluntary reading than those in classrooms where these practices were not evident. The students indeed appreciated being able to find books immediately, when they needed them (Pachtman & Wilson, 2006). The current study found that there is more leisure reading when teachers and parents provide leisure reading materials.

2.3 Peer Influence and its Effects on Leisure Reading

Adolescents choose books that their peers have enjoyed, and which validate reading as a peer group cultural experience (Hopper, 2005). Peer influence in leisure choice was most evident in relation to involvement in hobbies, sports and clubs (Gordon and Caltabianco, 1996). Zeijl et al (2000) suggest that intensive participation in peer groups is more important than interaction with parents for adolescents to try out their
various social roles. The study in Bungoma County found that peer influence can positively influence leisure reading. Children exchange storybooks and encourage each other to read storybooks.

Boruett (2006) in a study done in Nairobi, had a sample size of 400 and used questionnaires to collect data. Her findings revealed that peers influence one another. This is due to their emerging individuality by identifying with a different, though numerically smaller group of peers. These observations affirm that children are influenced by their peers. This implies that pupils are also influenced by their peers to read storybooks. This study was done on secondary school students. The present study was done on primary students and found that peers influence each other positively to read storybooks.

Zeijl, te Poel, du Bois-Reymond, Ravesloot and Meulman (2000) suggested that intensive participation in peer groups is more important than interaction with parents for adolescents to try out their various social roles. Certainly adolescents have been shown to have definite beliefs about the kinds of activities that would be chosen by peers in the “in” social group and the “outgroup” (Tarrant, North, Edridge, Kirk, Smith and Turner, 2001). Studies have particularly emphasized the importance of social support from non-deviant peers (Mahoney and Stattin, 2000).

Peer influence in leisure choice was most evident in relation to involvement in hobbies, sports and clubs (Gordon and Caltabianco, 1996). Zeijl et al suggest that intensive participation in peer groups is more important than interaction with parents for adolescents to try out their various social roles. Certainly adolescents have been shown to have definite beliefs about the kinds of activities that would be chosen by peers in the “in” social group and the “outgroup” (Tarrant, North, Edridge, Kirk, Smith
Studies have particularly emphasized the importance of social support from non-deviant peers (Mahoney and Stattin, 2000). This study on Bungoma County found that most students disagree that they form clubs for storybook reading with their friends.

2.4 Teacher and Parental Encouragement and Leisure Reading

Kimondiu (2007) in his study on predictors hindering high performance in Kenya Certificate of Primary Education (KCPE) in special schools for the physically handicapped in Kenya study, established that when a pupil realizes that his parents and teachers are working together, and that they share the same objectives, it helps to improve the performance of that pupil. Similarly when both parents and teachers encourage leisure reading, the pupil may read more story books. His sample size was 166 class 8 pupils and teachers and data was collected through questionnaires. The findings of the current study found out that this applies to leisure reading and specifically class 5 pupils.

2.4.1 Teacher encouragement and leisure reading

Sanacore (2006) observes that teachers who promote the lifelong reading habit increase the chances that children will not only become effective readers but also engage in reading for the rest of their lives. He further notes that teachers can provide space within their classrooms for free voluntary reading. This ensures that students recognize that reading is encouraged by all the school staff and is not merely something that is confined to the library. The foregoing studies highlight the importance of teachers in encouraging leisure reading amongst pupils which the current study in Bungoma County found to positively affect leisure reading.
Moreover, Mugambi (2006) carried out a study on a sample of 226 to find out the predictors influencing student performance in the Kenya Certificate of Secondary Education (KCSE) examination in Meru. Only questionnaires were used to collect data. Her findings revealed that teachers play an important role in facilitating self-concept which positively influences academic performance. Higher self-concept was observed where pupils’ appropriate responses were acknowledged by positive comments such as ‘very good’. Similarly positive comments by a teacher who observes a pupil reading for leisure are likely to result in increased leisure reading. Ulper (2011) emphasizes the need for teachers to be good models to pupils as far as leisure reading is concerned. He further asserts that teachers need to give the pupils reading books as presents.

Even though peers begin competing for one’s leisure time as students move into the adolescent stage of his or her development, parents still remain a great influence on an adolescents’ reading habits, as well as their leisure reading interests (Abeyrantha & Zainab, 2004; Nippold et al., 2005). It was found that adolescents were also encouraged to read by their teachers, school librarians, and siblings (Abeyrantha & Zainab, 2004; Hughes-Hassell & Lutz, 2006; Hughes-Hassell & Rodge, 2007). The current study in Bungoma County found that teachers encouraged their students to read for leisure mostly by giving them reading assignments from storybooks and magazines.

2.4.2 Parental encouragement and leisure reading

Baker (2003) established that children with more exposure in leisure reading at home have a more positive attitude towards reading and engage more in leisure reading. Parents should therefore encourage their children to read for leisure and interest to
promote their reading habits. The parents of all children should provide an environment for the fostering of healthy reading habits.

Moreover, Baker (2003) observes that children who experienced reading in a comfortable and supportive social context at age five were more likely to recognize the value of reading, report enjoyment of reading and have positive concepts of themselves as readers in subsequent years. This observation implies that reading should be as natural to a child through parental support from an early age in order to foster later reading habits.

Positive experiences with literacy from an early age and support for reading related activities at home are important predictors for predicting success in reading (Heilman, Blair, and Rupley, 1998).

A recent study of primary school age students in Hong Kong indicated that parental support for reading has a positive correlation with adoption of an active reading habit by children (Lau and Warning, 2007). According to the United States Department of Education, families play a pivotal role in helping young children to learn how to read and the involvement of parents in school reading programs is very important. Such studies had not been done in Bungoma County.

Nyaber (2002) found that parents in Kisii district did not play an active role in encouraging their children to learn. They failed to provide their children the materials they needed for learning. This lack of encouragement from parents has significant implications on leisure reading which the focus of this study is.
Muriithi (2003) studied parental involvement in facilitating the learning process: a case study of standard eight parents in selected schools in Egoji, Meru Kenya. The sample size was 260 and the methodology used was questionnaires. The study revealed that parental involvement improves pupils’ morale. Parental involvement entails showing interest, appreciating when a child does well in school or at home and talking with their children to read storybooks. The study undertaken in Bungoma County found that parents encouraged their children mostly by telling them to read more storybooks as it helps in composition writing. The findings of this study also showed that parental encouragement played a more significant role than peer influence in encouraging standard five pupils to read in Bungoma County.

The results were in tandem with the findings of other researchers who found out that even though peers begin competing for one’s leisure time as learners move into the adolescent stage, parents still remain a great influence on children’s reading habits, as well as their leisure reading interests (Abeyrantha & Zainab, 2004; Nippold, Duthie and Larsen, 2005). Ulper (2011) asserts that the provision of books to pupils as presents by their parents encourages leisure reading. The current study found out that parents mostly encouraged their children to read for leisure by buying for them storybooks and leisure reading materials in Bungoma County.

Baker (2003) in her study unveils that children who experienced reading in a comfortable and supportive social context at age five were more likely to recognize the value of reading, report enjoyment of reading and have positive concepts of themselves as readers in subsequent years.

Reading as a leisure activity occurs most often when children are encouraged by their parents, read to by them, and when reading is modeled by the parents, recommended
by parents, and discussed by parents. It is not enough to just read to children as they
are growing up, but parents must also interact with the text and with their children
(Abeyrantha & Zainab, 2004; Bailey, 2006; McKool, 2007; Strommen & Mates,
2004). The child makes connections to the text because the parent is constantly
communicating with the child about what is being read (Bailey, 2006). If parents place
value on leisure reading, their children are more likely to do the same (Abeyrantha &
Zainab, 2004; McKool, 2007). Parents, who read to and with their children and place
great value on reading, have children who are more likely to read a variety of material.
Also, the child will spend more time reading when there is more material in the home
(Abeyrantha & Zainab, 2004). In addition, Bailey (2006) adds that, if parents value
reading, then there will be better home/school relationships.

Typically parents believe that reading is the most important skill that their child can
have, but this feeling of importance decreases as the child grows into adolescence. It
has also been found that when parents read, their children are more likely to be readers
(Scholastic & Yankelovich, 2008). A child’s home environment and the adults situated
in that environment, such as parents and community members that they have contact
with, help develop the value of literacy in the early years (Strommen & Mates, 2004).

Until 20 years ago, however, the teaching of reading at home was discouraged by
teachers. Now this idea has shifted, and educators have seen that the literacy practices
that take place in the home environment help encourage reading, as the children see it
as a necessary part of their everyday lives. Parents are the child’s first opportunity to
become socialized into literacy; this becomes especially important if the child is at risk
of learning disabilities or other developmental problems. These first interactions prior
to beginning school allow the child to gain messages from text as they are read to and
discuss the text with their parent; it also allows them to pick up letter formations and words as they look though the books and learn to use text (Phillips et al., 2006). One-half of these interactions with reading occur before the child’s first birthday. Parents, however, read less and less to their children, and between ages five and eight, only 38% of parents read to their children; between nine and eleven this number drops to 23%. This is also the age at which children read less for fun (Scholastic & Yankelovich, 2008).

When children are young, before they ever enter school, the scaffolding of pre-reading skills must be built. This happens at home, in daycares, etc., and it allows children to become exposed to reading and literature-rich environments. At this time, children learn about letters, words, and books, and they pretend to read, as modelled by the adults in their lives. As parents and other adults begin to praise children for their reading skills, they develop motivation to continue reading as they begin to see its importance. It also allows them to build connections with those that read to or with them as well as connecting to other texts and the discussions that occur around them. For such pre-reading skills to be developed, it is necessary that children have access to reading materials, and adequate practice reading and decoding as they continue to grow and receive reading instruction (Jacobs, 2008). Students reported that the majority of their leisure reading material was provided by their peers and parents.

Socio-economic status can be determined by considering “family educational expectations, access to quality childcare, access to a computer, and home reading and television habits” and it is found to significantly relate “to children’s cognitive skills” (Phillips et al., 2006, p. 11). Low socioeconomic students are then further delayed as they enter low socioeconomic and low quality schools. One program that has been
developed to alleviate this problem is the implementation of family literacy programs that help young children develop literacy skills prior to entering school, for they are at risk of being illiterate due to their socioeconomic status (Johnson, 1999; Phillips et al., 2006).

Phillips et al. (2006) found that there is significantly less participation in reading when parents have less than a high school education, and students also have a less positive attitude about school reading. The typical American two-year-old knows approximately 320 words, and by age six, the same child will know approximately 10,000 words. These numbers are greatly dependent on the differences in socioeconomic status of these children’s parents (Crain-Thoreson, Dahlin, & Powell, 2001). Many children from low socioeconomic homes have approximately half the vocabulary than that of their middle class counterparts, and this gap continues to expand as the children grow and enter higher grade levels (Temple & MaKinster, 2005). Being able to read fluently is a task that should be addressed among all students, especially low-income students. A positive home environment for children from any income bracket is a large contributor to reading fluency and success. This could also be an argument for reluctant readers as well. They gradually tend to lose academic ground from a lack of consistent reading (McKool, 2007). This is attributed to what Kim calls the “faucet theory.” In this theory Kim notes that at the beginning of the school year the “faucet” is turned on, and the students gain a multitude of new knowledge that is fostered by teachers in an educational environment. When the summer comes, the “faucet” is turned off and the students lose the influx of new knowledge, and the knowledge that they gained through the school years partially evaporates (Kim, 2004).
2.5 Relationship of interest and Leisure Reading

An important factor in leisure reading is the type of books pupils read. Moyer (2010) posits that research across all ages show that mysteries are the most popular books. They are consistently popular with readers of all ages unlike romance or science fiction.

Adjei (2002) carried out a study in Ghana using school reading clinics. The study had a sample of 200 pupils from 5 public schools. It was found that children initially had little or no interest in books. Most of the children also realized these flaws and were eager to overcome the problem. The above study did not specifically focus on predictors that affect the status quo cited (that children initially had little or no interest in books). Webb and Kembo (2000), observe that learners’ level of interest and dedication is critical to foreign language acquisition. This study seeks to find out the specific type of books standard five pupils are interested in.

Muola (1996) using a sample of 235 standard eight pupils established that a significant positive relationship between the pupils academic achievement motivation and their performance. This study did not address younger pupils where the problem began. Hughes, Hassell and Rodge (2007) define leisure reading as the reading learners choose to do on their own, as opposed to reading that is assigned to them. Also referred to as voluntary reading, spare time reading, recreational reading, independent reading, reading outside of school, and self-selected reading, leisure reading involves personal choice, choosing what one wants to read, and reading widely from a variety of sources not just books.” However, a previous study by Nalusiba (2010) found out that there was unplanned frequency of reading by pupils and the only reading that
happened was limited to available reading materials and resources. The current study intended to ascertain if the same applied to Bungoma County.

Clark (2010) posits that majority of young people who use the school library use it because it has books that interest them, it is a friendly space and because they think it will help them do better at school. Most of the 28% of young people who do not use the school library do not use it because it does not have books that interest them, their friends do not go and because they do not think it will make them do better at school. Clark (2010) observes of those who do not have a school library (3.2%), over half said that they would use one if they had. In particular, they would use one if it had books that interested them, if it had computers and if their friends went too.

Reading interest relates to people’s preferences for genres, topics, tasks or contexts (Clark & Rumbold, 2006). According to Clark & Foster’s (2005) study, pupils indicated reading a diverse range of materials outside class, which included texts other than books. When respondents to studies were asked specifically about genre preferences, adventure, comedy and horror/ghost stories were the most frequently chosen types (Clark & Foster, 2005), realistic fiction and fantasy (Creel, 2007; Hopper, 2005), magic (Hopper, 2005); historical fiction, mystery, spy/thriller/adventure (Moyer, 2007). When asked what adolescents read about, celebrities, "people or characters like me," sports figures, and musicians were among the most popular subjects pursued in respondents' leisure reading (Hughes-Hassell, & Rodge, 2007).

The element of choice was important for most of the students because they had interests they wished to pursue. Furthermore, as students became increasingly aware of the various genres and authors’ writing styles, they developed their own preferences
for these, too. The opportunity to choose fostered a sense of ownership. This translated into students reading and enjoying more books (Pachtman, & Wilson, 2006). Studies show time and again that young people read a wide range of materials outside class, incorporating materials not traditionally regarded by schools as acceptable reading matter (Clark & Rumbold, 2006). In Hopper’s (2005) study, 93 percent of school students indicated that they chose to read materials other than books.

Other studies reveal that the most popular reading materials among readers were: books (Creel, 2007; Smith, 2004) particularly general books and religious materials (Smith, 1997), comic books (Knoester, 2009) and novels (Nippold, Duthie, & Larsen, 2005); periodicals (Smith, 1997; Smith, 2004), specifically magazines (Creel, 2007; Nippold, Duthie, & Larsen, 2005; Knoester, 2009; Hughes-Hassell, & Rodge, 2007; Clark, Osborne, & Akerman, 2008); cards, and computer game manuals, (Knoester, 2009); comics (Nippold, Duthie, & Larsen, 2005; Hughes-Hassell, & Rodge, 2007); computer-based reading (Smith, 2004); and the Internet (Nippold, Duthie, & Larsen, 2005; Knoester, 2009). There is evidence of considerable reading of Internet material. These findings indicate that new technologies are significant, but have not replaced traditional forms of reading (Hopper, 2005).

Students seemed to do most of their reading after school or at night (Hughes-Hassell, & Lutz, 2006) and their reading mostly took place at home (Smith, 1997). Students seemed to love to talk about reading material if they enjoyed or found a connection with what they were reading. Students also read in subjects that they could talk about with peers or siblings (Knoester, 2009). It is apparent that, in many cases, the boys are influenced by their fathers’ reading choices (Smith, 2004). Adolescents choose books that their peers have enjoyed, and which validate reading as a peer group cultural
experience (Hopper, 2005). Truly, personal interests play a critical role in the students’ engagement and success with reading (Croston, 2005).

Chua & Kwok (2010) in their study of Sustained Silent Reading Program (SSR), discovered that students who place higher value on reading behaved better during SSR periods and had a more positive attitude toward SSR and leisure book reading than those who place less value on reading. SSR is a period of uninterrupted silent reading. It is based upon a single simple principle: reading is a skill. And like all skills, the more you use it, the better you get at it. Sustained silent reading (SSR) is a form of school-based recreational reading, or free voluntary reading, where students read silently in a designated time period every day in school. An underlying assumption of SSR is that students learn to read by reading constantly.

Clark & Foster (2005) found out that pupils generally held positive attitudes toward reading - agreeing with statements that reading is important and disagreeing with statements that reading is boring, hard, or for girls rather than boys. Reading attitude fulfills a pivotal role in the development of lifelong reading skills (Lazarus & Callahan, 2000).

Currently, there is a decrease in the reading of books because of the surge of electronic media such as internet, video games, and portable digital devices (National Endowment for the Arts, 2004). Online reading is becoming a supplementary source for children and teens to use in addition to the text they read. This is important because more and more children after age eight go online to read, and, as they read, children aged 15-17 tend to drop by 17%, while their online reading grows to 58% of their cumulative reading time (Scholastic & Yankelovich, 2008). Hughes-Hassell and
Rodge (2007) found that most adolescents get the material they read in their leisure time from their homes, classes, and school and public libraries.

In making choices about what they read, Hughes-Hassell and Lutz (2006) found that students enjoy reading periodicals and stories about “people like them;” it is important to foster this enjoyment because periodicals such as magazines are legitimate reading materials. They have many pictures, and this increases one’s ability to read the piece of literature quickly. These types of literature are also more readily available to all students.

Periodicals are also important pieces of literature because they are typically written on a lower reading level. This helps to increase the fluency and comprehension levels of adolescents, and periodicals such as magazines are more socially acceptable among their peer group than traditional books (Hughes-Hassell & Lutz, 2006; Hughes-Hassell & Rodge, 2007). In addition to magazines, Camp (2007) also added that newspapers and websites have much to offer when adolescents choose to read them in their free time.

The internet is a legitimate form of literature. Even people “who claim that they do not read every week might not be thinking of the reading they do through technology through e-mails, MySpace, blogs, online articles, and so forth” (Creel, 2007, p. 48). These readers may consider books boring, but can find something interesting on the internet and research it without this activity seeming like hard work (Ross, 2000). Through the internet, adolescents have the ability to read different websites that meet their individual differences; they can also read e-Books, and participate in chats and discussion boards, all of which require them to read (Hughes-Hassell & Rodge, 2007).
Chen (2007) also added that reading letters and email from friends could also be considered leisure reading.

Adolescents must be able to use and understand multiple literacies of the 21st century. Many times today, children are proficient in reading outside of school, and they struggle in school with reading because they are not motivated or engaged. Today’s adolescents are capable of using the internet, videos and the computer to become literate in their own world, where reading takes on a new form, and its result is “an intricate intersection of learner knowledge and interest, textual factors, and social, cultural, and disciplinary contexts” (Moje et al., 2008, p. 113). More and more households have computers and other technologies, and as they become even more widespread, it is important that computer literacy become a social practice now, and integrated into the education of students where literacy is concerned (Papen, 2005).

Jacobs (2008) agrees and states: Today, educators commonly agree that adolescents come to school with knowledge of multiple discourses or literacies, including those of ethnic, online, and popular culture communities, which they use for social and political purposes as they create meaning and participate in shaping their immediate environments (p. 20).

A problem begins when children enter adolescence and a shift occurs in their leisure reading interests. Although many children are reading, many other factors come into play (Wicks, 1994). There are many competing options and factors that begin to take time away from time spent engaged in leisure reading, such as friends, sports, music, video games, computers, etc. (Abeyrantha & Zainab, 2004; Creel, 2007; Nippold et al., 2005; Strommen & Mates, 2004; Wicks, 1994). Hughes-Hassell and Rodge (2007)
agree with this statement and add that television, the internet, clubbing and flirting also take away the time that students would have used for leisure reading.

Chen (2007) adds that many times boys do not read because it is considered a feminine hobby. Also, many of the young adult collections available to the students are strongly related to females (Wicks, 1994). Extra-curricular activities can also interfere with an adolescent’s time to participate in leisure reading, and in many instances, students go home to an empty house in which they must attend to chores or care for younger siblings instead of participating in leisure reading (McKool, 2007). As adolescents enter both middle and high school, they begin receiving more required reading which also takes away from the time they spend leisure reading (Chen, 2007; Hughes-Hassell & Lutz, 2006). This also causes their positive attitude towards reading that was developed during elementary school to decline (McKool, 2007).

Students many times state that they do not participate in leisure reading because they have too much school work; others state that they get headaches when they read, or that they are just not good at it, and do not do any type of reading unless they have to (Hughes-Hassell & Lutz, 2006). Strommen and Mates (2004) also found that adolescents did not read because they found it tedious, slow, and too detailed. In addition to these excuses, Hughes-Hassell and Rodge (2006) added that a lack of good resources also inhibits their motivation to participate in leisure reading. In the 2008 Kids & Family Reading Report 55% of adolescents stated that there are not enough good materials for them to read, there was not enough time to read, and they could not find books they like (Scholastic & Yankelovich, 2008).
2.6 Sex Differences and Leisure Reading

Reading is a past time which is closely linked to gender. Not only do men and women have different preferences for the types of books they read, but women, on average, read a greater variety of books and spend more time reading than men. In 1929, Gray and Munroe first reported that a reading gap existed when they wrote, "women read almost twice as many books, on the average, and they do this in less time as a rule."

More recent studies confirm that there is still a large gender gap in reading (Lorimer 1983; Zill and Winglee, 1990).

Muola (1996) using a sample of 235 standard eight pupils, found no sex differences in the pupils academic achievement motivation. The current study found out whether sex differences affect leisure reading in Bungoma County. Abilock (2002); Swalander & Taube (2007) found that higher percentage of girls indulges in leisure reading than boys. They further found out that girls show a more positive attitude to reading compared boys. Similarly, a survey by Nestle Family Monitor (2003) reported that girls read more books for pleasure than boys. More specifically, the findings revealed that one in five boys (16%) said that they never read in their spare time compared with 7% of girls.

A survey of 801 young Australians, aged between 10-18 years, concluded that females were more likely to enjoy reading books than males (Woolcott Research, 2001). A similar trend was noted in Denmark where girls reported spending more time on reading than boys (Steffensen and Weinreich, 2000). Table 4.6 shows overall gender difference in leisure reading. Clark (2010) reveals that of the two-thirds of young people (68.7%) who use the school library, girls use the school library more than boys.
Recent research has revealed a gender gap in reading achievement and attitudes. The reading gap between the genders appears to be widening (Howard & Jin, 2004). Broadly speaking, when compared with girls, boys appear to have more difficulty learning to read and perform less well on measures of reading achievement (OCED, 1997). A study on young people’s reading habits revealed substantial gender differences in relation to book reading. There exist a considerably higher proportion of non-readers among the boys than among the girls (Johnsson-Smaragdi & Jönsson’s, 2006). The same held true with Hopper’s (2005), Hughes-Hassel and Lutz’s (2006), Noppold, Duthie and Larsen’s (2005), Dubin and Zorkaia’s (2010), Zvonovskii and Lutseva’s (2004) that said females were reportedly more likely to read for pleasure than males. In line with previous studies, girls reported greater enjoyment of reading than boys and were likely to do so more frequently (Clark & Foster, 2005).

Boys are more likely than girls to be non-readers (Nippold et al., 2005). It is also important to note that in their teens, low frequency readers would prefer to read online, as would most boys, where girls tend to prefer books as a source for their reading (Scholastic & Yankelovich, 2008).

Time spent reading was also very much diversified based on gender. Females are more likely to be avid readers than males (Chen, 2008). Males across the continents are continually not performing as well in reading as their female counterparts. Much of this is blamed on lack of literature that males are interested in, television, video games, and teaching methods (Haupt, 2003; Scieszka, 2003). However, this performance factor begins before they enter school. Males begin school with a lower reading level and their growth in reading occurs at a slower pace than in females (Morgan, Farkas,
& Hibel, 2008). Typically, males read at a level that is a grade and a half lower than females of the same age (Scieszka, 2008).

One problem that exists due to this lack of reading level at the beginning of one’s educational career is that many times no intervention is sought until a problem is seen later in one’s school career. Many teachers wait until they see a problem, sometimes this is as late as grades four or five (Haupt, 2008). One study agreed with these reports, but also found something interesting in addition to these findings. In Taiwan, it was found that females read more than males at almost every age in school; however, females in college did not read more than males in this same group. Also, this study found that as men grew into older adults, they tended to read more than women (Chen, 2008).

If children are in rich reading environment they will be more likely to be avid readers (Morgan et al., 2008). This includes a rich reading environment in the home; parents of any gender that provide a literacy-rich environment for their children will have children that spend more time reading versus those children that are not in a literacy friendly environment (Chen, 2008). Literacy-rich classrooms and school libraries are also important to the reading habits of both males and females. One issue that is encountered in these spaces is that it does not affect students based on gender. In classroom libraries, students many times are encouraged to read fiction books, but many students, especially males ask for more informational books. Males check out informational books at a rate two-thirds higher than that of their female counterparts. Females are more apt to check out fiction.

However, teachers and librarians many times unknowingly promote the reading of fiction over informational books, sending the message that reading is a more of a
hobby for the female students (Doiron, 2003; Sullivan, 2004). This may be due to the lack of male teachers, especially at the elementary school level, when building a love of reading is so important (Scieszka, 2003). It is interesting to note that the reading selections of males are more evenly distributed with equal halves fiction and informational, whereas females are more likely to just choose fiction, suggesting a balance is also needed for females in encouraging them to read more informational books (Doiron, 2003).

One issue with reading and adolescents, males in particular, is that they are not reading books, yet they begin to read more magazines and newspapers. This is an issue because schools do not consider the reading of these materials as actual reading (Haupt, 2003). Also, males spend more time reading science fiction, nonfiction texts, comic books, and humorous fiction, in comparison to females, and these genres are not always considered to be educational (Haupt, 2003).

To increase the male students' interest in reading, lists need to be provided that help teachers and parents meet the needs of their male students. Typically reading lists are lists of fiction materials, meaning these lists reflect the reading interests of females over males (Scieszka, 2003). One way to assist with this is to search for series of books that relate to male students. This allows for males to find a book he enjoys and the series will allow him to continue reading about this interest (Scieszka, 2003). It has been found in studies that male adolescents tend to gravitate toward reading materials that relate to them. For example, black boys read books by Sharon Flake, Sharon Draper, Walter Dean Myers, Paul Langdon, and others because they can see themselves, their fathers, and their communities in the pages (Flake, 2008). In Taiwan,
it was also found the students who read short texts are primarily male, and females tended to read longer texts (Chen, 2008).

Typically, children and adolescents want to read like their role models, and men do not read as many books as women (Sullivan, 2004). Male students need to see other boys, especially those older than them reading (Haupt, 2003). In general, men want to read information that will help them, such as newspapers, how-to manuals, and other nonfiction texts, but these reading materials do not provide exposure to the “language-rich” environment of novels that females read. Male children and adolescents want to read what is real to them, such as material related to sports and adventure, and they also want to find out how things work, which is why they tend to gravitate to more informational texts (Sullivan, 2004).

2.7 Summary of Reviewed Literature

Children engage in more leisure reading when they can easily find the material (newspapers, story books and magazines) they require, Newspapers are an important source of reading materials. Lack of reading materials and functional libraries in most schools negatively affected leisure reading.

Majority of young people are more likely to read story books if they interest them. Peers have a powerful influence on the achievement of students. Children read more when they see others read and peers who support the development of leisure reading promote leisure reading. Musau (2005) study revealed that peers influence one another; this due to their psychological development.

Teacher encouragement positively influences the amount of leisure reading of pupils as they read more leisure reading materials. When teachers provide reading materials
appropriate for pupils’ age, the pupils develop more interest to read. Moreover positive comments from teachers to students have been found to affect pupils positively.

Positive experiences with literacy from an early age and support for reading related activities at home are important predictors for predicting success in reading. This means that parents who read with their children will encourage their children to read for leisure. Parents who buy reading materials for their children encourage leisure reading.

Moyer (2010) observes that mysteries are the most popular books. Webb and Kembo (2000) posit that learners’ level of interest and dedication is critical to foreign language acquisition. Research studies show that girls on average engage in more leisure reading than boys. They also have different reading preferences. The current study intended to find out whether there were any sex differences in leisure reading habits of standard five pupils in Bungoma County.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section gives a detailed description of the research design, research variables, location of the study, target population, sampling techniques and sample size, research instruments, pilot study, validity and reliability of research instruments, data collection techniques, data analysis, logistical and ethical considerations.

3.2 Research Design

For the purposes of this study, the researcher employed descriptive survey research design. A descriptive study is concerned with determining the frequency with which something occurs or the relationship between variables (Bryman & Bell, 2003). Descriptive research design is a valid method for researching specific subjects and as a precursor to quantitative studies. The design was deemed suitable since it helped to describe the state of affairs as they exist without manipulation of variables which was the aim of the study.

3.2.1 Research Variables

In this study, the following variables were treated as independent variables print material, interest, sex differences, peer influence, teacher encouragement and parental encouragement. The dependent variable was leisure reading. The intervening variables include social economic factors and household chores. The independent variables are the major positive influencers of leisure reading determining the amount of leisure reading that a pupil undertakes while the intervening variables are those that may negatively influence leisure reading. Availability of print materials was measured by
adequacy and availability of materials at school and home and sources of those materials. Sex differences in leisure reading was measured by the extent to which both boys and girls engage in different leisure reading activities such as borrowing of story books from the library and other friends and their interest in reading story books and magazines. Interest in leisure reading was measured by the ways pupils utilized their free time. Peer influence was measured by the extent to which pupils exchanged story books with friends, finally teachers’ and parents’ encouragement was measured by the ways in which teachers and parents encouraged pupils to engage in leisure reading activities for instance whether they provided story books for the pupils.

3.3 Location of the Study

The study was carried out in Bungoma County. The district has 215 public primary schools. Bungoma County was selected for the study because to the best of the researcher’s knowledge no similar study had been carried out in the area and characterized by poor mastery of basic reading skills (Kigotho 2008). In addition, Bungoma County was chosen because it is easily accessible to the researcher. Singleton (1993) noted that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. The researcher therefore had an opportunity to carry out an in depth survey due to easy interaction with the respondents of the study. The major economic activities in this region are small scale farming and trading. This results to low social economic status of most residents. Parents of public schools are usually asked to buy story books for their children, however, these are inadequate, there is one public library however, it is not frequently visited. Schools have libraries but they are non-functional.
3.4 Target Population

Target population is the specific population about which information is desired. According to Ngechu (2004), a population is a well defined set of people, services, elements, events, group of things or households that are being investigated. This definition ensures that population of interest is homogeneous. The target population comprised of 14,384 standard five pupils from 164 public primary schools in Bungoma County (Data taken from the D.E.O’s office Bungoma County as at January, 2014). Standard five pupils were chosen because they were not a transitional class therefore their leisure reading habits can be observed with less interference. Mugenda & Mugenda (2007) explain that the target population should have some observable characteristics, to which the researcher intends to generalize the results of the study.

3.5 Sampling technique and Sample size

According to Orodho and Kombo(2002), sampling is a process of collecting a number of individuals or objects from a sample such that the reselected group contains elements representative of the characteristics found in the entire group.

Table 3.1 Table showing sample size

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>7,290</td>
<td>205</td>
</tr>
<tr>
<td>Girls</td>
<td>7,094</td>
<td>161</td>
</tr>
<tr>
<td>Total</td>
<td><strong>14,384</strong></td>
<td>366</td>
</tr>
</tbody>
</table>

Source: Researcher (2012)
3.5.1 Sampling technique

Stratified random sampling procedure was used to select the study sample. This was because the technique produces estimates of overall population parameters with great precision (Nsubuga, 2006). The study grouped the population into two strata that is; male and female pupils in class 5. From each class, simple random sampling was used to select the 366 study participants. Out of 164 public primary schools in Bungoma County, 25% of the schools were considered for this study. Therefore, 41 schools were involved in the study. The 366 pupils were distributed among the 41 primary schools whereby 27 pupils were sought from each primary school. The 27 students from each school were distributed equally with equal gender consideration through simple random sampling technique.

3.5.2 Sample size

The following formula was used to calculate the sample size, from a given finite population (P) such that the sample will be within plus or minus 0.05 of the population proportion with a 95 percent level of confidence as given by Krejcie & Morgan (1970). This formula is presented below.

\[ s = \frac{X^2NP(1-P)}{d^2(N-1)+X^2P(1-P)} \]

Where:

- \( X^2 \) = table value of Chi-Square for 1 degree of freedom at the desired confidence level (in this case 3.84)
- \( N \) = the population size, in this case 14,384
P = the population proportion (assumed to be 0.5 since this would provide the maximum sample size)

D= the degree of accuracy expressed as a proportion (0.05)

Using this formula, the researcher obtained a sample size of 366 pupils from public primary schools in Bungoma County.

3.6 Research Instruments

According to Ngechu (2004) there are many methods of data collection. The choice of a tool and instrument depends mainly on the attributes of the subjects, research topic, problem question, objectives, design, expected data and results. This is because each tool and instrument collects specific data. Primary data is information gathered directly from respondents. This study used questionnaires to collect data from head teachers, students and teachers. Mugenda and Mugenda (2003) define a questionnaire as a written set of questions to which the subject responds in writing. They further state that questionnaires are cheap to administer to respondents who are scattered over a large area. This definition is however insufficient as the questionnaire also includes statements for which the respondent responds. A questionnaire is convenient for collecting information from a large population within a short span of time. The questionnaire had both open and closed ended questions. The structured questions were used in an effort to conserve time and money as well as to facilitate in easier analysis as they are in immediate usable form; while the unstructured questions were used to encourage the respondent to give an in-depth and felt response without feeling held back in revealing of any information. 366 questionnaires were administered to the standard five pupils.
3.6.1 Questionnaire

This questionnaire was divided into five sections. Section A was used to collect demographic data. Section B was used to collect information related to print material. Section C was used to collect data on pupils’ interest in leisure reading, section D focused on peer influence, while section E collected data on teacher encouragement. Finally, section F collected data on parental encouragement. Section G was used to collect data on sex differences. Pupils’ responses in items 3 - 8 in section B were used to test the first hypothesis, responses from items 9 - 10 section C were used to test the second hypothesis while responses in items 20 - 21 section G were used to test the third hypothesis. Responses in items 10-11 section D were used to test the fourth hypothesis while responses from items 12 -16 section E were used to test the fifth hypothesis. Responses from items 17 - 19 section F were used to test the sixth hypothesis.

To obtain scores for pupils’ interest in leisure reading and peer influence, a five point likert scale was used. The scale ranged from strong agree to strongly disagree with a score of 5 denoting strongly disagree, score of 4 representing agree, score of 3 denoting undecided, score of 2 denoting disagree while score of 1 denoted strongly disagree. The highest possible score one would obtain in all items was 25, whereas the lowest possible score one would get was 5. The midpoint of the scale was a score of 15, therefore any score above 15 denoted that respondent (Pupil) agreed with the statement while scores below 15 denoted that respondent (pupil) disagreed with the statement. Scores for each respondent was summed up and a total mean for all respondents were obtained by adding all the scores. Frequency counts and percentages were calculated to determine the relationship of various factors such as parental and
teachers encouragement across pupils interest in leisure reading and peer influence. A composite score corresponding to respondents’ responses on items measuring pupils’ interest in leisure reading and peer influence on each of the dimensions were calculated to get final score for hypothesis testing.

3.7 Pilot Study

A pilot study was carried out on a random sample of 40 pupils; in Bungoma County in a primary school that was not part of the study sample but with similar characteristics as sampled schools. The pilot study was done in order to pretest the instruments. The main purpose of the pilot study was ensuring clarity of instructions and questionnaire items and determining their validity and reliability.

3.7.1 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Nsubuga, 2000). The reliability of the instrument was estimated using Cronbach’s Alpha Coefficient which is a measure of internal coefficient.

The correlation coefficient obtained, referred to as the coefficient of reliability indicated how reliable the instrument is. A coefficient of reliability of 0.85 and above implies that the research instrument yields data that have a high reliability, that is the research instrument yields consistent results with every use. Internal consistency gives the extent to which items in a model are inter-correlated. Thus, a high inter-item correlation shows that the items have a strong relationship to the latent construct and
are possibly measuring the same thing. The findings of reliability of the instruments used are presented in Table 3.1 below.

Table 3.1: Reliability Results on predictors that affected leisure reading amongst standard five pupils in Bungoma County

<table>
<thead>
<tr>
<th>Study variables</th>
<th>Cronbach’s Alpha</th>
<th>Pearson Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of print material</td>
<td>0.712</td>
<td>0.872**</td>
</tr>
<tr>
<td>Pupils’ interest</td>
<td>0.706</td>
<td>0.878**</td>
</tr>
<tr>
<td>Peer influence</td>
<td>0.604</td>
<td>0.873**</td>
</tr>
<tr>
<td>Parental encouragement</td>
<td>0.542</td>
<td>0.873**</td>
</tr>
<tr>
<td>Teacher encouragement</td>
<td>0.718</td>
<td>0.875**</td>
</tr>
<tr>
<td>Sex differences</td>
<td>0.548</td>
<td>0.876**</td>
</tr>
</tbody>
</table>

Source: Field Data, 2014

From the findings, the Cronbach alpha values were higher above 0.5 for all the study variables which were: availability of print material (CAV=0.712), pupils’ interest (CAV=0.706) peer influence (CAV=0.604), teacher encouragement (CAV=0.71), parental encouragement (CAV=0.542), and sex differences (CAV=0.548), on leisure reading among standard five pupils in Bungoma County, Kenya. This was an indication that there was internal consistency among the items/variables (availability of print material, pupils’ interest, peer influence, teacher encouragement, parental encouragement and sex differences) in measuring the concept of interest (leisure reading among standard five pupils in Bungoma County, Kenya) (Frankell & Wallen, 2000; Mugenda & Mugenda, 2007).
In addition, the Pearson coefficient values obtained were greater than 0.85 for the respective variable as seen in Table 1 above. The instrument was therefore accepted since the reliability coefficient was more than 0.70, but the suggestions made by the nurses on words and phrases that were not clear were incorporated in the final instrument.

3.7.1 Validity of the Research Instruments

Validity of the questionnaire was established by experts from the Department of Educational Psychology at Kenyatta University who established its content and construct validity to ensure that the items were adequately representative of the subject area to be studied.

3.7.2 Reliability of the Research Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Nsubuga 2000). This research study used test-retest method which involved administering the same scale or measure to the same group of respondents at two separate times. This was after a time lapse of one week. A pilot study was conducted in 2 schools in the district. was used to test for reliability of the instrument. This was in line with Shuttleworth (2009) who state that the instrument should be administered at two different times and then the correlation between the two sets of scores are computed. The Shuttleworths’ test- retest formula was used to get the coefficient to estimate the reliability.

\[ r_{xx} = \frac{S_x^2}{S_{xx}^2} \]
Where:

\[ x = \text{Performance on the first measurement} \]

\[ x^1 = \text{Performance on the 2nd measurement} \]

\[ r_{xx} = \text{Correlation coefficient between } x \text{ and } x^1 \]

\[ S_1^2 = \text{Estimated variance of the true score} \]

\[ S_x^2 = \text{Calculated variance of the observed scores} \]

\[ r_{xx} = ? \]

A correlation coefficient of above 0.7 was deemed that the instrument was reliable. The reliability coefficient results from the pilot study was 0.75, thus the questionnaire was reliable for data collection.

### 3.8 Data Collection procedures

The researcher administered the questionnaire to the pupils at schools by a drop and pick later method. According to Bryman and Bell (2003), a self-administered questionnaire is the only way to elicit self-report on people’s opinion, attitudes, beliefs and values. The researcher thus personally administered the research tool to the respondents. The support of a trained research assistant was sought to assist in data collection owing to the expansiveness of the area to be covered. The researcher made subsequent visits and paid courtesy calls to the respondents’ institution to remind them to fill in the questionnaires to enhance the response rate. Administering them took one week while filling each questionnaire by respective pupils took 30 to 45 minutes.
3.9 Research Hypotheses

The following hypotheses were tested:

H0₁: There is no significant relationship between availability of print material and leisure reading among standard five pupils in Bungoma County, Kenya.

H0₂: There is no significant relationship between pupils’ interest and leisure reading among standard five pupils in Bungoma County, Kenya.

H0₃: There is no significant relationship between sex differences and leisure reading among standard five pupils in Bungoma County, Kenya.

H0₄: There is no significant relationship between peer influences and leisure reading among standard five pupils in Bungoma County, Kenya.

H0₅: There is no significant relationship between parental encouragement and leisure reading among standard five pupils in Bungoma County, Kenya.

3.10 Data Analysis techniques

In analysing the quantitative data, the study will use descriptive statistics using Statistical Package for Social Sciences (Version 21). Measures of central tendency (mean), measures of dispersion (standard deviation), frequencies and percentage will be applied for the quantitative variables (Kothari, 2004). Tables and other graphs will be used as appropriate to present the data findings.

To test the hypotheses, the study will use chi-test. The study also used Pearson’s product moment correlation analysis and regression analysis to assess the relationship between the variables.
3.11 Logistical and Ethical Considerations

In terms of ethical considerations, the study ensured that participants’ rights to privacy and confidentiality were maintained. This was achieved by providing the respondents with full information about the study in order for them to give their consent or allow free and voluntary participation. Confidentiality of the information provided was assured and the respondents were not required to write their names or use admission numbers anywhere in the questionnaire. Clearance to carry out the study was sought from the Ministry of Higher Education. A research permit was obtained to secure permission from the County Education Officer This Bungoma County to secure access to relevant respondents.

3.12 Summary of research design and methodology

This chapter detailed the use of test-retest method to ascertain the reliability of the instruments. To collect data the questionnaire was used. Data analysis was carried out by use of descriptive statistics.
4.1 Introduction

This chapter presents the findings, interpretations and discussion according to the objectives, and/or hypotheses. The results were presented on predictors of leisure reading among standard five pupils in Bungoma County, Kenya. The study sought answers to the following specific objectives: To determine the impact of availability of print material both at home and school on leisure reading among standard five pupils in Bungoma County, Kenya; To find out the influence of pupils’ interest on leisure reading among standard five pupils in Bungoma County, Kenya; To explore the influence of sex differences on leisure reading among standard five pupils in Bungoma County, Kenya; To examine the relationship between peer influence and leisure reading among standard five pupils in Bungoma County, Kenya; To investigate the relationship between teacher encouragement and leisure reading among standard five pupils in Bungoma County, Kenya; To explore the relationship between parental encouragement and leisure reading among standard five pupils in Bungoma County, Kenya.

4.1.1 Response Rate

The study targeted 366 pupils from public primary schools in Bungoma County out of which 300 pupils responded and each returned a copy of questionnaire duly filled in contributing to a response rate of 81.9%. This response rate was sufficient and representative and conforms to Mugenda and Mugenda (2007) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good while a response rate of 70% and over is excellent. This commendable response rate
was due to extra efforts that were made via follow-up visits to remind the respondents to fill-in and return copies of questionnaire. The chapter covers the demographic information, and the findings based on the objectives. The findings were then presented in tables, graphs and charts as appropriate with explanations being given in prose thereafter.

4.2 Background Information

The study initially sought to ascertain the general information on the respondents involved in the study with regards to the gender and age. The demographic information points to the respondents’ suitability in answering the questions on predictors of leisure reading among standard five pupils in Bungoma County, Kenya.

4.2.1 Gender distribution of the respondents

The study sought to establish the gender of the respondents and the findings are shown in Table 4.2.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>168</td>
<td>56</td>
</tr>
<tr>
<td>Female</td>
<td>132</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 Gender distribution of the respondents
From the findings, majority (56%) of the respondents were male while 44% were female. This implied that there is gender disparity in the enrolment and participation of pupils in Bungoma County.

### 4.2.2 Distribution of the respondents by age bracket

The respondents were asked to indicate their age bracket. The study findings are illustrated in Table 4.3

**Table 4.2 Distribution of the respondents by age bracket**

<table>
<thead>
<tr>
<th>Age range</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9 years</td>
<td>78</td>
<td>26</td>
</tr>
<tr>
<td>10-11 years</td>
<td>162</td>
<td>54</td>
</tr>
<tr>
<td>12-13 years</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the findings, majority of the respondents (54%) were between 10-11 years old, 26% were 8-9 years old while 20% were 12-13 years old. The findings indicate that majority of the pupils in class five in Bungoma County are aged 10-11 years old.

### 4.3 Impact of availability of print material

The first objective of the study was to determine the impact of availability of print material both at home and school on leisure reading among standard five pupils in Bungoma County, Kenya. The findings are as shown in the subsequent sections.

#### 4.3.1 Practice of leisure reading

The respondents were asked to indicate whether they engaged in leisure reading. The study findings are indicated in Table 4.4.
Table 4.3 Practice of leisure reading

<table>
<thead>
<tr>
<th>Engage in Leisure reading</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>156</td>
<td>52</td>
</tr>
<tr>
<td>No</td>
<td>144</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

From the findings, majority (52%) of the respondents engaged in leisure reading while 48% never engaged in leisure reading. This implies that at least half of the population of standard five pupils in Bungoma County, Kenya engaged in leisure reading. The findings are in line with Clark & Foster (2005) who found out that pupils generally held positive attitudes towards leisure reading. This indicates that given the necessary support such as provision of appropriate leisure reading materials, pupils will engage in leisure reading.

4.3.2 Kind of reading material used during leisure reading

The respondents were asked to indicate the kind of reading material that they read during leisure. The study findings are illustrated in Table 4.5.

Table 4.4 Kind of reading material used during leisure reading

<table>
<thead>
<tr>
<th>Type of print material read</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story books</td>
<td>168</td>
<td>56</td>
</tr>
<tr>
<td>Novels</td>
<td>135</td>
<td>45</td>
</tr>
<tr>
<td>Newspaper</td>
<td>123</td>
<td>41</td>
</tr>
<tr>
<td>Magazines</td>
<td>96</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>
From the findings the kind of reading material that the pupils read during leisure included story books (56%), novels (45%), newspapers (41%) and magazines (32%) respectively.

Therefore, pupils utilized different reading materials during their leisure reading session. The reading materials ranged from story books, novels, newspapers and Magazines in newspapers among other. The findings are similar to Guth and Krashen, (2004) who established that there is a large volume and range of interesting reading materials that pupils have to select from.

4.3.3 Sources of the leisure reading material

The study sought to establish the source of the reading material that the pupils used during leisure. The study findings are illustrated in Table 4.6.

<table>
<thead>
<tr>
<th>Source of reading materials</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home</td>
<td>171</td>
<td>57%</td>
</tr>
<tr>
<td>I borrow from other pupils</td>
<td>144</td>
<td>48%</td>
</tr>
<tr>
<td>From the school library</td>
<td>153</td>
<td>51%</td>
</tr>
<tr>
<td>From the local library</td>
<td>69</td>
<td>23%</td>
</tr>
<tr>
<td>Parents/Guardians buy for me</td>
<td>141</td>
<td>47%</td>
</tr>
</tbody>
</table>

Table 4.6 above shows that the source of the reading material that the pupils used during leisure includes; from home (57%), school library (51%), borrowing from other pupils (48%), from parents/guardian (47%) and local library (23%) respectively. Therefore there was a diverse source of leisure reading material that the pupils had access to. According to Rodriguez-Trujillo, (1996) there is a large volume and range
of interesting reading materials that pupils can access during leisure reading. The study findings are also in line with Moje, Overby, Tsyvaer, and Morris (2008) who observe that learners get most of the leisure reading material from their peers and parents.

**4.3.4 Adequacy of the leisure reading material**

The study sought to establish whether there were enough story books in school. The study findings are illustrated in Table 4.7.

**Table 4.6 Adequacy of the leisure reading material**

<table>
<thead>
<tr>
<th>Adequacy of print material</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>132</td>
<td>44</td>
</tr>
<tr>
<td>No</td>
<td>168</td>
<td>56</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the findings, majority of the respondents (56%) indicated that the story books for leisure reading in school were not adequate while 44% indicated that they were adequate. Therefore inadequate leisure reading materials both at home and school affected leisure reading among standard five pupils in Bungoma County, Kenya, to a great extent. The findings concurs with Ogunrombi and Adio (2000) who found that lack of reading materials and lack of functional libraries in most schools impeded leisure reading.

**4.3.5 Availability of print material and leisure reading**

In order to determine the impact of availability of print material both at home and school on leisure reading among standard five pupils in Bungoma County, Kenya, the pupils were requested to indicate their level of agreement on various statements on availability of print material and leisure reading. The responses were rated on a five
point Likert scale where: 5- Strongly Agree, 4- Agree, 3-neutral, 2- Disagree while 1- Strongly Disagree. The study findings are illustrated in Table 4.8.

**Table 4.7 Availability of print material and leisure reading**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The print material for leisure reading are available</td>
<td>3.7143</td>
<td>0.48795</td>
</tr>
<tr>
<td>The reading material are not adequate</td>
<td>4.7023</td>
<td>0.75593</td>
</tr>
<tr>
<td>The available reading material are not interesting</td>
<td>3.5714</td>
<td>0.78680</td>
</tr>
<tr>
<td>I can find a book to read immediately, when I need and wanted them.</td>
<td>3.2857</td>
<td>0.48795</td>
</tr>
<tr>
<td>We are given opportunities to read self-selected materials and are given access to materials</td>
<td>3.0211</td>
<td>0.57735</td>
</tr>
</tbody>
</table>

From the study findings, the majority of the respondents agreed that; the reading material are not adequate (Mean=4.7023), the print material for leisure reading are available (Mean=3.7143), the available reading material are not interesting (Mean=3.5714), they can find a books to read immediately, when they need and wanted them (Mean=3.2857), and that they are given opportunities to read self-selected materials and are given access to materials (Mean=3.0211) respectively.

The above results imply that availability of print material both at home and school significantly affected leisure reading among standard five pupils in Bungoma County, Kenya. The findings concur with McKool (2007) who found that pupils who were in schools where they were given opportunities to read self-selected materials and were given access to materials that they were personally interested in reading were more likely to engage in leisure reading than those in classrooms where these practices were
not evident. This is further corroborated by Pachtman & Wilson, (2006) who posit that such pupils appreciated being able to find books immediately, when they needed and wanted them.

4.3.6 Relationship between availability of print material and leisure reading

The following hypothesis was tested in relation to this objective;

H0: There is no significant relationship between availability of print material and leisure reading among standard five pupils in Bungoma County, Kenya.

Table 4.8 Availability of print material and leisure reading

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>2.340</td>
<td>3</td>
<td>.019</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results as indicated in Table 4.9 depict a chi-squared test statistic is 2.34 with an associated p of 0.019. In this case, since p < 0.05, therefore we reject the null hypothesis that there is no significant relationship between availability of print material and leisure reading among standard five pupils in Bungoma County, Kenya and accept the alternative hypothesis that there is a relationship. Thus, there is a statistically significant relationship between availability of print material and leisure reading among standard five pupils in Bungoma County, Kenya.

4.4 Influence of Pupils’ interest on leisure reading

The second objective of the study was to find out the influence of pupils’ interest on leisure reading among standard five pupils in Bungoma County, Kenya. The findings are as shown in the subsequent sections.
4.4.1 Frequency of leisure reading

The study sought to establish how often the pupils engaged in leisure reading. The study findings are illustrated in Table 4.10.

Table 4.9 Frequency of leisure reading

<table>
<thead>
<tr>
<th>Rate of Leisure Reading</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>81</td>
<td>27</td>
</tr>
<tr>
<td>Weekly</td>
<td>102</td>
<td>34</td>
</tr>
<tr>
<td>Fortnightly</td>
<td>69</td>
<td>23</td>
</tr>
<tr>
<td>Monthly</td>
<td>48</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to the findings 34% of the respondents engaged in leisure reading on weekly basis, 27% in daily basis, 23% in every fortnight while 16% engaged in leisure reading on monthly basis. This implies that majority of the pupils regularly engaged in leisure reading as they engaged in leisure reading on daily to weekly basis. The findings are in line with Webb and Kembo (2000), who observed that learners’ level of interest and dedication is critical to foreign language acquisition as reflected by their frequency of engaging in leisure reading.

4.4.2 Pupils’ interest and leisure reading

In order to find out the influence of pupils’ interest on leisure reading among standard five pupils in Bungoma County, Kenya, the pupils were requested to indicate their level of agreement on various statements on pupils’ interest and leisure reading. The responses were rated on a five point Likert scale where: 5- Strongly Agree, 4- Agree,
3-neutral, 2- Disagree while 1- Strongly Disagree. The study findings are illustrated in Table 4.11.

**Table 4.10 Pupils interest and leisure reading**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love reading story books in my free time</td>
<td>4.5714</td>
<td>1.16470</td>
</tr>
<tr>
<td>I love reading newspapers in my free time</td>
<td>3.5274</td>
<td>0.61214</td>
</tr>
<tr>
<td>I always borrow books from the library and from other students to read during my free time</td>
<td>4.2714</td>
<td>1.42384</td>
</tr>
<tr>
<td>I always look for magazines and interesting material to read during my free time</td>
<td>4.0001</td>
<td>0.81650</td>
</tr>
<tr>
<td>I always ask my parents/guardians to buy me story books and children magazines</td>
<td>3.8571</td>
<td>0.69007</td>
</tr>
</tbody>
</table>

From the study findings, the majority of the respondents agreed that; they love reading story books in their free time (Mean=4.5714), they always borrow books from the library and from other students to read during free time (Mean=4.2714), they always look for magazines and interesting material to read during free time (Mean=4.0001), they always ask their parents/guardians to buy them story books and children magazines (Mean=3.8571) and that they love reading newspapers in their free time (Mean=3.5274) respectively.

This infers that pupils’ interest influenced leisure reading among standard five pupils in Bungoma County, Kenya to a great extent. The findings resonates with McKool (2007) who found that pupils who were in schools where they were given opportunities to read self- selected materials and were given access to materials that
they were personally interested in reading, were more likely to engage in leisure
reading than those in classrooms where these practices were not evident.

4.4.3 Relationship between Pupils’ Interest and Leisure Reading

The following hypothesis was tested in relation to this objective;

H0: There is no significant relationship between pupils’ interest and leisure reading
among standard five pupils in Bungoma County, Kenya.

Table 4.11 Pupils’ Interest and Leisure Reading

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>14.271a</td>
<td>12</td>
<td>.002</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results as indicated in Table 4.12 depict a chi-squared test statistic is 14.271 with
an associated p of 0.002. In this case, since p < 0.05, therefore we reject the null
hypothesis that there is no significant relationship between pupils’ interest and leisure
reading among standard five pupils in Bungoma County, Kenya and accept the
alternative hypothesis that there is a relationship. Thus, there is a statistically
significant relationship between pupils’ interest and leisure reading among standard
five pupils in Bungoma County, Kenya.
4.5 Relationship between Peer influence and leisure reading

The third objective of the study was to examine the relationship between peer influence and leisure reading among standard five pupils in Bungoma County, Kenya. The findings are as shown in the subsequent sections.

4.5.1 Peer influence and leisure reading

The respondents were asked to indicate how often they exchanged story books or magazines with their friends. The study findings are illustrated in Table 4.13.

Table 4.12 Exchanging books with peers

<table>
<thead>
<tr>
<th>Rate of exchanging reading materials</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>96</td>
<td>32</td>
</tr>
<tr>
<td>Weekly</td>
<td>129</td>
<td>43</td>
</tr>
<tr>
<td>Fortnightly</td>
<td>39</td>
<td>13</td>
</tr>
<tr>
<td>Monthly</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the findings, 43% of the respondents exchanged story books or magazines with their friends on weekly basis, 32% on daily basis, 13% on fortnight basis while 12% exchanged story books or magazines with their friends on monthly basis.
This illustrates that peers influence affected leisure reading to a great extent among the class five pupils in Bungoma County. The findings are in line with Hopper (2005) who indicated that adolescents choose books that their peers have enjoyed, and which validate reading as a peer group cultural experience. Peer influence in leisure choice was most evident in relation to involvement in hobbies, sports and clubs (Gordon and Caltabianco, 1996).

**4.5.2 Effect of peer influence on leisure reading**

In order to examine the relationship between peer influence and leisure reading among standard five pupils in Bungoma County, Kenya, the pupils were requested to indicate their level of agreement on various statements on peer influence and leisure reading.

The responses were rated on a five point Likert scale where: 5- Strongly Agree, 4- Agree, 3-neutral, 2- Disagree while 1- Strongly Disagree. The study findings are illustrated in Table 4.14.
Table 4.13 Peer influence and leisure reading

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many of my friends like reading story books</td>
<td>3.7143</td>
<td>0.48795</td>
</tr>
<tr>
<td>My friends and I have formed a club for storybook reading during our free time</td>
<td>2.0124</td>
<td>0.01521</td>
</tr>
<tr>
<td>My friends and I exchange story books from time to time</td>
<td>4.0000</td>
<td>0.57735</td>
</tr>
<tr>
<td>My friends and I encourage each other to read story books and other leisure materials</td>
<td>4.1429</td>
<td>0.69007</td>
</tr>
<tr>
<td>Anytime I come across anything interesting I share with my friends</td>
<td>4.0124</td>
<td>0.01521</td>
</tr>
</tbody>
</table>

From the study findings, the majority of the respondents agreed that; their friends and I encourage each other to read story books and other leisure materials (Mean=4.1429), anytime they come across anything interesting they share with my friends (Mean=4.0124), their friends and them exchange story books from time to time (Mean=4.0000) and that many of their friends like reading story books (Mean=3.7143) respectively. However, the majority of the respondents disagreed that their friends and them have formed a club for storybook reading during our free time (Mean=2.0124).

This shows that peer influence was a strategic predictor of leisure reading among standard five pupils in Bungoma County, Kenya. The findings resonate with Hopper (2005) who posited that adolescents choose books that their peers have enjoyed, and which validate reading as a peer group cultural experience. Similarly Gordon and
Caltabiano, (1996) peer influence in leisure choice was most evident in relation to involvement in hobbies, sports and clubs. Zeijl et al (2000) suggest that intensive participation in peer groups is more important than interaction with parents for adolescents to try out their various social roles.

### 4.5.3 Relationship between peer influence and leisure reading

The following hypothesis was tested in relation to this objective;

H0₄: There is no significant relationship between peer influence and leisure reading among standard five pupils in Bungoma County, Kenya.

**Table 4.14 Peer influence and leisure reading**

<table>
<thead>
<tr>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>4.536*</td>
<td>3</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

The results as indicated in Table 4.15 depict a chi-squared test statistic is 4.536 with an associated p of 0.003. In this case, since p < 0.05, therefore we reject the null hypothesis that there is no significant relationship between peer influence and leisure reading among standard five pupils in Bungoma County, Kenya and accept the alternative hypothesis that there is a relationship. Thus, there is a statistically significant relationship between peer influence and leisure reading among standard five pupils in Bungoma County, Kenya.
4.6 Relationship between Teacher encouragement and leisure reading

The fifth objective of the study was to investigate the relationship between teacher encouragement and leisure reading among standard five pupils in Bungoma County, Kenya. The findings are as shown in the subsequent sections.

4.6.1 Teachers’ encouragement in leisure reading

The study sought to establish whether teachers encouraged pupils to read story books and other leisure reading materials. The study findings are illustrated in Table 4.16.

Table 4.15 Teachers’ encouragement in leisure reading

<table>
<thead>
<tr>
<th>Teacher encouragement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>201</td>
<td>67</td>
</tr>
<tr>
<td>No</td>
<td>99</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the findings, the majority of the respondents (67%) attested to being encouraged by their teachers to read story books and other leisure reading materials. Only 33% of the respondents attested to never being encouraged by their teachers to read story books and other leisure reading materials.

Therefore teachers’ encouragement was a key source of motivation towards leisure reading among the class five pupils. The findings are similar to Sanacore (2006) who observes that teachers who promote the lifelong reading habit increase the chances that children will not only become effective readers but also engage in reading for the rest of their lives. He further notes that teachers can provide space within their classrooms for free voluntary reading.
4.6.2 Teachers’ role of supplying story books to school

The study sought to establish whether teacher in Bungoma County asked pupils to bring story books to school. The study findings are illustrated in Table 4.17.

Table 4.16 Teachers’ role of supplying story books to school

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>195</td>
<td>65</td>
</tr>
<tr>
<td>No</td>
<td>105</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.17 shows that majority (65%) of the pupils were asked by their teachers to bring story books to school for leisure reading while 35% had never been asked by their teachers to bring story books to school for leisure reading.

This implies that the teachers were critical in promoting leisure reading as they took it upon themselves to source leisure reading materials from various places such as students’ homes. The findings concurs with Mugambi (2006) who indicated that positive comments by a teacher who observes a pupil reading for leisure are likely to result in increased leisure reading. Ulper (2011) emphasizes the need for teachers to be good models to pupils as far as leisure reading is concerned. He further asserts that teachers need to give the pupils reading books as presents.

4.6.3 Availability of class library

The study sought to establish whether the schools had class library. The study findings are illustrated in Table 4.18.
According to the findings, the majority of the respondents (67%) posited that they did not have a class library in their schools while 33% posited that they had a class library in their schools. This depicts that majority of the public primary schools in Bungoma County lacked the necessary infrastructure to help in implementation of leisure reading as they did not have class libraries where pupils could access materials for leisure reading. According to Abeyrantha & Zainab, (2004) public primary schools lacked key facilities such as libraries that would be key in promoting leisure reading.

### 4.6.4 Teacher encouragement and leisure reading

In order to investigate the relationship between teacher encouragement and leisure reading among standard five pupils in Bungoma County, Kenya, the pupils were requested to indicate their level of agreement on various statements on teacher encouragement and leisure reading. The responses were rated on a five point Likert scale where: 5- Strongly Agree, 4- Agree, 3-neutral, 2- Disagree while 1- Strongly Disagree. The study findings are illustrated in Table 4.19.
Table 4.18 Teacher encouragement and leisure reading

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>teachers provides library lessons</td>
<td>4.0001</td>
<td>0.57735</td>
</tr>
<tr>
<td>teachers give us reading assignments from story books and magazines</td>
<td>4.1539</td>
<td>0.51411</td>
</tr>
<tr>
<td>teachers ask us what stories we have read</td>
<td>4.0124</td>
<td>0.01521</td>
</tr>
<tr>
<td>teachers tell us to read more story books as they help in composition writing</td>
<td>4.1429</td>
<td>0.69007</td>
</tr>
</tbody>
</table>

From the study findings, the majority of the respondents agreed that; teachers give us reading assignments from story books and magazine (Mean=4.1539), teachers tell us to read more story books as they help in composition writing (Mean=4.1429), teachers asks us what stories we have read (Mean=4.0124) and that teachers provides library lessons (Mean=4.0001) respectively.

This shows that teacher encouragement played a major role in enhancing leisure reading among standard five pupils in Bungoma County, Kenya. Similarly Kimondiu (2007) indicated that when a pupil realizes that his parents and teachers are working together, and that they share the same objectives, it helps to improve the performance of that pupil. Similarly when both parents and teachers encourage leisure reading, the pupil may read more story books.

Mugambi (2006) revealed that teachers play an important role in facilitating self-concept which positively influences academic performance. Higher self-concept was observed where pupils’ appropriate responses were acknowledged by positive
comments such as ‘very good’. Similarly positive comments by a teacher who observes a pupil reading for leisure are likely to result in increased leisure reading.

4.7 Relationship between teacher encouragement and leisure reading

The following hypothesis was tested in relation to the fifth objective;

H0₅: There is no significant relationship between teacher encouragement and leisure reading among standard five pupils in Bungoma County, Kenya.

Table 4.19 Teacher encouragement and leisure reading

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>1.712a</td>
<td>45</td>
<td>.001</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results as indicated in Table 4.20 depict a chi-squared test statistic is 1.712 with an associated p of 0.001. In this case, since p < 0.05, therefore we reject the null hypothesis that there is no significant relationship between teacher encouragement and leisure reading among standard five pupils in Bungoma County, Kenya and accept the alternative hypothesis that there is a relationship. Thus, there is a statistically significant relationship between teacher encouragement and leisure reading among standard five pupils in Bungoma County, Kenya.

4.7 Relationship between Parent Encouragement and leisure reading

The sixth objective of the study was to explore the relationship between parental encouragement and leisure reading among standard five pupils in Bungoma County, Kenya. The findings are as shown in the subsequent sections.
4.7.1 Parents/guardians encouraging pupils to read story books

The study sought to establish whether parents/guardians encouraged pupils to read story books. The study findings are illustrated in Table 4.21.

Table 4.20 Parents/guardians encouraging pupils to read story books

<table>
<thead>
<tr>
<th>Parental encouragement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>168</td>
<td>56</td>
</tr>
<tr>
<td>No</td>
<td>132</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the findings, the majority of the respondents (56%) acknowledged being encouraged by their parents/guardians to read story books. Only 44% of the respondents acknowledged not being encouraged by their parents/guardians to read story books. Therefore, parents/guardians played a strategic role in enhancing leisure reading among class five pupils in Bungoma County. The findings are in line with Baker (2003) who established that parents of all children should provide an environment for the fostering of healthy reading habits. According to Heilman, Blair, and Rupley, (1998) positive experiences with literacy from an early age and support for reading related activities at home are important predictors for predicting success in reading.

4.7.2 Ways that the parents/guardians used to promote leisure reading

The study sought to find out the ways that the parents/guardians used to promote leisure reading. The study findings are illustrated in Table 4.22.
Table 4.21 Ways that the parents/guardians used to promote leisure reading

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buys for me story books and leisure reading materials</td>
<td>228</td>
<td>76%</td>
</tr>
<tr>
<td>By encouraging me to read story books and other leisure material</td>
<td>165</td>
<td>55%</td>
</tr>
<tr>
<td>Taking me to the local library</td>
<td>126</td>
<td>42%</td>
</tr>
<tr>
<td>Giving me less house chores so that I can get time to read story books</td>
<td>147</td>
<td>49%</td>
</tr>
<tr>
<td>Telling me to read more as it helps in composition writing</td>
<td>156</td>
<td>52%</td>
</tr>
<tr>
<td>Setting a particular time for reading story books</td>
<td>177</td>
<td>59%</td>
</tr>
</tbody>
</table>

Based on the findings, the ways that the parents/guardians used to promote leisure reading among the pupils included; buying story books and leisure reading materials (76%), encouraging them to read story books and other leisure material (55%), telling them to read more as it helps in composition writing (52%), giving pupils less house chores so that they can get time to read story book (49%), taking them to the local library (42%) respectively.

This depicts that parents/guardians encouragement was a strategic in promoting leisure reading among the pupils as parents were a major source of leisure reading materials. According to Lau and Warning, (2007) parental support for reading has a positive correlation with adoption of an active reading habit by children.
4.7.3 Parent/Guardian Encouragement and leisure reading

In order to investigate the relationship between teacher encouragement and leisure reading among standard five pupils in Bungoma County, Kenya, the pupils were requested to indicate their level of agreement on various statements on teacher encouragement and leisure reading. The responses were rated on a five point Likert scale where: 5- Strongly Agree, 4- Agree, 3-neutral, 2- Disagree while 1- Strongly Disagree. The study findings are illustrated in Table 4.23.

**Table 4.22 Parent/Guardian Encouragement and leisure reading**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents/guardians buy for me story books and leisure reading materials</td>
<td>4.7143</td>
<td>0.48795</td>
</tr>
<tr>
<td>My parents/guardians encourage me to read story books and other leisure material</td>
<td>4.2857</td>
<td>0.48795</td>
</tr>
<tr>
<td>My parents/guardians take me to the local library</td>
<td>3.5714</td>
<td>0.78680</td>
</tr>
<tr>
<td>My parents/guardians gives me less house chores so that I can get time to read story books</td>
<td>4.0211</td>
<td>0.57735</td>
</tr>
<tr>
<td>My parents/guardians tells me to read more as it helps in composition writing</td>
<td>4.0000</td>
<td>0.81650</td>
</tr>
<tr>
<td>My parents/guardians has set a particular time for reading story books</td>
<td>3.7143</td>
<td>0.75593</td>
</tr>
</tbody>
</table>

From the study findings, the majority of the respondents agreed that; their parents/guardians buy for me story books and leisure reading materials
(Mean=4.7143), their parents/guardians encourage me to read story books and other leisure material (Mean=4.2857), their parents/guardians gives me less house chores so that I can get time to read story books (Mean=4.0211), their parents/guardians tells me to read more as it helps in composition writing (Mean=4.0000), their parents/guardians has set a particular time for reading story books (Mean=3.7143) and that their parents/guardians take me to the local library (Mean=3.5714) respectively.

This shows that parent/guardian’s encouragement played a major role in enhancing leisure reading among standard five pupils in Bungoma County, Kenya. A recent study of primary age students in Hong Kong indicated that parental support for reading is highly correlated to adoption of an active reading habit by children (Lau and Warning, 2007). According to the United States Department of Education, families play a pivotal role in helping young children to learn how to read and the involvement of parents in school reading programs is very important. By reading in front of their children, parents act as exemplars of good reading habits (Partnership for Family Involvement in Education, 2001), demonstrating that reading is enjoyable.

4.7.4 Relationship between parental encouragement and leisure reading

The following hypothesis was tested in relation to this objective;

H01: There is no significant relationship between parental encouragement and leisure reading among standard five pupils in Bungoma County, Kenya.
The results as indicated in Table 4.24 depict a chi-squared test statistic is 5.914 with an associated p of 0.027. In this case, since p < 0.05, therefore we reject the null hypothesis that there is no significant relationship between parental encouragement and leisure reading among standard five pupils in Bungoma County, Kenya and accept the alternative hypothesis that there is a relationship. Thus, there is a statistically significant relationship between parental encouragement and leisure reading among standard five pupils in Bungoma County, Kenya.

4.8 Influence of Sex differences and leisure reading

The sixth objective of the study was to explore the influence of sex differences on leisure reading among standard five pupils in Bungoma County, Kenya. The findings are as shown in the subsequent sections.

4.8.1 Comparing boys and girls involvement in leisure reading

The respondents were requested to indicate whether more girls than boys were involved in leisure reading. The study findings are illustrated in Table 4.25.
Table 4.24 Comparing boys and girls involvement in leisure reading

<table>
<thead>
<tr>
<th>Involvement rate</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>192</td>
<td>64</td>
</tr>
<tr>
<td>No</td>
<td>108</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to the findings, the majority of the respondents (66%) attested that more girls than boys were involved in leisure reading in their schools. However 36% of the respondents refuted that more girls than boys were involved in leisure reading in their school. This shows that there is gender disparity in leisure reading whereby more girls are involved in leisure reading than boys. According to Abilock (2002); Swalander & Taube (2007) a higher percentage of girls indulges in leisure reading than boys. They further found out that girls show a more positive attitude to reading compared boys.

4.8.2 Sex differences and leisure reading

In order to explore the influence of sex differences on leisure reading among standard five pupils in Bungoma County, Kenya, the pupils were requested to indicate their level of agreement on various statements on sex differences and leisure reading. The responses were rated on a five point Likert scale where: 5- Strongly Agree, 4- Agree, 3-neutral, 2- Disagree while 1- Strongly Disagree. The study findings are illustrated in Table 4.26.
Table 4.25 Sex differences and leisure reading

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher percentage of girls indulge in leisure reading than boys</td>
<td>4.0153</td>
<td>0.48795</td>
</tr>
<tr>
<td>Girls show a more positive attitude to leisure reading compared boys</td>
<td>4.2647</td>
<td>0.48795</td>
</tr>
<tr>
<td>Females were more likely to enjoy reading books than males</td>
<td>3.8004</td>
<td>0.78680</td>
</tr>
<tr>
<td>Girls spend more time on reading than boys</td>
<td>4.0561</td>
<td>0.57735</td>
</tr>
<tr>
<td>There exists a considerably higher proportion of non-readers among the boys than among the girls</td>
<td>3.9313</td>
<td>0.75593</td>
</tr>
</tbody>
</table>

From the study findings, the majority of the respondents agreed that: girls show a more positive attitude to leisure reading compared boys (Mean=4.2647), girls spend more time on reading than boys (Mean=4.0561), higher percentage of girls indulge in leisure reading than boys (Mean=4.0153), there exists a considerably higher proportion of non-readers among the boys than among the girls (Mean=3.9313) and that females were more likely to enjoy reading books than males (Mean=3.8004) respectively.

This illustrates that pupils sex was a key predictor towards leisure reading among standard five pupils in Bungoma County, Kenya. This is in line with Abilock (2002); Swalander & Taube (2007 and Clark (2010) findings that a higher percentage of girls indulge in leisure reading than boys. They further found out that girls show a more positive attitude to reading compared boys. Similarly, a survey by Nestle Family Monitor (2003) reported that girls read more books for pleasure than boys. More
specifically, the findings revealed that one in five boys (20%) said that they never read in their spare time compared with 7% of girls. A survey of 801 young Australians, aged between 10-18 years, concluded that females were more likely to enjoy reading books than males (Woolcott Research, 2001).

4.8.3 Relationship between sex differences and leisure reading

The following hypothesis was tested in relation to this objective;

H01: There is no significant relationship between sex differences and leisure reading among standard five pupils in Bungoma County, Kenya.

Table 4.26 Sex differences and leisure reading

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>12.863a</td>
<td>67</td>
<td>.011</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results as indicated in Table 4.27 depict a chi-squared test statistic is 12.863 with an associated p of 0.011. In this case, since p < 0.05, therefore we reject the null hypothesis that there is no significant relationship between sex differences and leisure reading among standard five pupils in Bungoma County, Kenya and accept the alternative hypothesis that there is a relationship. Thus, there is a statistically significant relationship between sex differences and leisure reading among standard five pupils in Bungoma County, Kenya.
4.9 Inferential Statistics

Pearson’s product moment correlation analysis was used to test the relationship between the variables while multiple regressions were used to determine the predictive power of the predictors influencing leisure reading among standard five pupils in Bungoma County, Kenya.

4.9.1 Correlation Analysis

The data presented before on availability of print material, teacher encouragement, parental encouragement, pupils’ interest, peer influence and sex differences were computed into single variables per factor by obtaining the averages of each factor. Pearson’s correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. The table 4.27 indicates the correlation matrix between the predictors (availability of print material, teacher encouragement, parental encouragement, pupils’ interest, peer influence and sex differences) and leisure reading among standard five pupils in Bungoma County, Kenya.
### Table 4.27 Correlation Matrix

<table>
<thead>
<tr>
<th></th>
<th>Leisure reading (r)</th>
<th>Availability of print material (r)</th>
<th>Parental encouragement (p)</th>
<th>Teacher encouragement (p)</th>
<th>Pupils’ interest (p)</th>
<th>Peer influence (p)</th>
<th>Sex differences (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure reading (r)</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(p)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2 tailed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of print material (r)</td>
<td>0.894</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(p) (2 tailed)</td>
<td>0.018</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2 tailed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental encouragement (r)</td>
<td>0.316</td>
<td>0.493</td>
<td>0.031</td>
<td>0.047</td>
<td>0.163</td>
<td>0.024</td>
<td>1.000</td>
</tr>
<tr>
<td>(p)</td>
<td>0.047</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer influence (r)</td>
<td>0.462</td>
<td>0.308</td>
<td>0.233</td>
<td>0.454</td>
<td>0.341</td>
<td>0.046</td>
<td>1.000</td>
</tr>
<tr>
<td>(p)</td>
<td>0.0049</td>
<td></td>
<td>0.046</td>
<td>0.442</td>
<td>0.442</td>
<td>0.021</td>
<td>0.0049</td>
</tr>
<tr>
<td>Sig. (2 tailed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex differences</td>
<td>0.012</td>
<td>0.142</td>
<td>0.213</td>
<td>0.324</td>
<td>0.21</td>
<td>0.012</td>
<td>0.009</td>
</tr>
<tr>
<td></td>
<td>0.0049</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differences</td>
<td>0.012</td>
<td>0.142</td>
<td>0.213</td>
<td>0.324</td>
<td>0.21</td>
<td>0.012</td>
<td>0.009</td>
</tr>
</tbody>
</table>

According to Table 4.28, there is a positive relationship between leisure reading among standard five pupils in Bungoma County, Kenya and availability of print material, teacher encouragement, parental encouragement, pupils’ interest, peer influence and sex differences of magnitude 0.894, 0.661, 0.493, 0.402, 0.308 and 0.112 respectively. The positive relationship indicates that there is a correlation.
between the predictors and the leisure reading with availability of print material having the highest value and sex differences having the lowest correlation value.

This notwithstanding, all the factors had a significant p-value (p<0.05) at 95% confidence level. The significance values for relationship between leisure reading and availability of print material, teacher encouragement, parental encouragement, pupils’ interest, peer influence and sex differences were 0.018, 0.024, 0.031, 0.046, 0.47 and 0.049 respectively. This implies that availability of print material was the most significant predictor, followed by teacher encouragement, parental encouragement, pupils’ interest, peer influence while sex differences was the least significant. These studies concur with Nippold et al.(2005) who found that even though peers begin competing for one’s leisure time, parents still remain a great influence on pupils’ leisure reading habits and interests.

4.9.2 Regression Analysis

In addition, the researcher conducted a multiple regression analysis so as to test relationship among variables (independent) on the leisure reading among standard five pupils in Bungoma County, Kenya. The researcher applied the Statistical Package for Social Sciences (SPSS V 17.0) to code, enter and compute the measurements of the multiple regressions for the study.
4.9.3 Model Summary

Table 4.28 Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.919</td>
<td>0.845</td>
<td>0.789</td>
<td>0.6273</td>
</tr>
</tbody>
</table>

As shown in Table 4.29, the six independent variables that were studied, explain only 84.5% of the leisure reading as represented by the $R^2$. This therefore means that other predictors not studied in this research contribute 15.5% of the leisure reading among standard five pupils in Bungoma County, Kenya. Therefore, further research should be conducted to investigate the other predictors (15.5%) that affect leisure reading among standard five pupils in Bungoma County, Kenya.

4.9.4 ANOVA Results

Table 4.29 ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>2</td>
<td>1.267</td>
<td>9.475</td>
<td>.0179†</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>40</td>
<td>2.327</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3.465</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The significance value is 0.0179 which is less than 0.05 thus the model is statistically significant in predicting how availability of print material, teacher encouragement, parental encouragement, pupils’ interest, peer influence and sex differences affect leisure reading among standard five pupils in Bungoma County, Kenya. The F critical
at 5% level of significance was 3.23. Since F calculated is greater than the F critical (value = 9.475), this shows that the overall model was significant.

4.9.5 Coefficient of Determination
Multiple regression analysis was conducted as to determine the relationship between leisure reading and the six variables. As per the SPSS generated Table 4.31, the equation;

\[ X_1 \text{ Availability of print material, } X_2 \text{ Parental encouragement, } X_3 \text{ Teacher encouragement, } X_4 \text{ Pupils’ interest, } X_5 \text{ Peer influence, } X_6 \text{ Sex differences} \]

\( (Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \epsilon) \) becomes:

\( (Y= 1.147 + 0.752X_1 + 0.487X_2 + 0.545X_3 + 0.439X_4 + 0.416X_5 + 0.324 X_6 + \epsilon) \)
## Table 4.30 Coefficient of determination

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td><strong>1 (Constant)</strong></td>
<td>1.147</td>
<td>1.2235</td>
</tr>
<tr>
<td>Availability of print material</td>
<td>0.752</td>
<td>0.1032</td>
</tr>
<tr>
<td>Parental encouragement</td>
<td>0.487</td>
<td>0.342</td>
</tr>
<tr>
<td>Teacher encouragement</td>
<td>0.545</td>
<td>0.217</td>
</tr>
<tr>
<td>Pupils’ interest</td>
<td>0.439</td>
<td>0.193</td>
</tr>
<tr>
<td>Peer influence</td>
<td>0.416</td>
<td>0.139</td>
</tr>
<tr>
<td>Sex differences</td>
<td>0.324</td>
<td>0.127</td>
</tr>
<tr>
<td></td>
<td>1.615</td>
<td>0.152</td>
</tr>
<tr>
<td></td>
<td>4.223</td>
<td>0.054</td>
</tr>
<tr>
<td></td>
<td>3.724</td>
<td>0.116</td>
</tr>
<tr>
<td></td>
<td>3.936</td>
<td>0.263</td>
</tr>
<tr>
<td></td>
<td>3.247</td>
<td>0.279</td>
</tr>
<tr>
<td></td>
<td>3.056</td>
<td>0.281</td>
</tr>
<tr>
<td></td>
<td>3.056</td>
<td>0.367</td>
</tr>
<tr>
<td></td>
<td>.0192</td>
<td>.0269</td>
</tr>
<tr>
<td></td>
<td>.0251</td>
<td>.0454</td>
</tr>
<tr>
<td></td>
<td>.0494</td>
<td>.0497</td>
</tr>
</tbody>
</table>

According to the Table 4.31 the regression equation established, taking all factors into account (availability of print material, teacher encouragement, parental encouragement, pupils’ interest, peer influence and sex differences) constant at zero, leisure reading will be 1.147. The data findings analyzed also shows that taking all other independent variables at zero, a unit increase in availability of print material will lead to a 0.752 increase in leisure reading; a unit increase in parental encouragement will lead to a 0.487 increase in leisure reading, a unit increase in teacher encouragement will lead to a 0.545 increase in leisure reading, a unit increase in
pupils’ interest will lead to a 0.439 increase in leisure reading while a unit increase in peer influence will lead to a 0.416 increase in leisure reading while a unit increase in sex differences will lead to a 0.324 increase in leisure reading.

At 5% level of significance and 95% level of confidence, availability of print material had a 0.0192 level of significance, parental encouragement showed a 0.0269 level of significance, teacher encouragement showed a 0.0251 level of significance, pupils’ interest showed a 0.0454 level of significance, peer influence showed a 0.0494 level of significance while sex differences showed a .0497 level of significance.

This infers that availability of print material contribute most to the leisure reading followed by teacher encouragement, hence the most significant predictor of leisure reading among standard five pupils in Bungoma County, Kenya is availability of print material.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings, conclusion and recommendations of the study in line with the objectives of the study. The research sought to establish the predictors of leisure reading among standard five pupils in Bungoma County, Kenya.

5.2 Summary

5.2.1 Print Material and leisure reading

The study found out that; the reading material are not adequate (Mean=4.7023), the print material for leisure reading are available (Mean=3.7143), the available reading material are not interesting (Mean=3.5714), they can find a books to read immediately, when they need and wanted them (Mean=3.2857), and that they are given opportunities to read self-selected materials and are given access to materials (Mean=3.0211) respectively. This implies that availability of print material both at home and school significantly affected leisure reading among standard five pupils in Bungoma County, Kenya.

5.2.2 Pupils’ interest and leisure reading

The study revealed that; pupils’ love reading story books in their free time (Mean=4.5714), they always borrow books from the library and from other students to read during free time (Mean=4.2714), they always look for magazines and interesting material to read during free time (Mean=4.0001), they always ask their parents/guardians to buy for them story books and children magazines (Mean=3.8571) and that they love reading newspapers in their free time (Mean=3.5274) respectively.
This confirms that pupils’ interest influenced leisure reading among standard five pupils in Bungoma County, Kenya to a great extent.

5.2.3 Peer influence and leisure reading

The study established that their peers encouraged each other to read story books and other leisure materials (Mean=4.1429), anytime pupils come across anything interesting they share with my friends (Mean=4.0124), pupils exchanged story books with peers from time to time (Mean=4.0000) and that many of their peers like reading story books (Mean=3.7143) respectively. However, the majority of the respondents disagreed that their friends and them have formed a club for storybook reading during their free time (Mean=2.0124). This shows that peer influence was a strategic predictor of leisure reading among standard five pupils in Bungoma County, Kenya.

5.2.4 Teacher encouragement and leisure reading

The study established that; teachers give pupils reading assignments from story books and magazine (Mean=4.1539), teachers tell pupils to read more story books as they help in composition writing (Mean=4.1429), teachers ask pupils what stories we have read (Mean=4.0124) and that teachers provides library lessons (Mean=4.0001) respectively. This shows that teacher encouragement played a major role in enhancing leisure reading among standard five pupils in Bungoma County, Kenya.

5.2.5 Parent/Guardian Encouragement and leisure reading

The study further revealed that; parents/guardians bought for the pupils story books and leisure reading materials (Mean=4.7143), parents/guardians encouraged pupils to read story books and other leisure materials (Mean=4.2857), parents/guardians give pupils less house chores so that they can get time to read story books (Mean=4.0211),
parents/guardians tells pupils to read more as it helps in composition writing (Mean=4.0000), parents/guardians has set a particular time for reading story books (Mean=3.7143) and that parents/guardians take pupils to the local library (Mean=3.5714) respectively. This shows that parent/guardian’s encouragement played a major role in enhancing leisure reading among standard five pupils in Bungoma County, Kenya.

5.2.6 Sex differences and leisure reading

From the study findings, it was established that; girls show a more positive attitude to leisure reading compared to boys (Mean=4.2647), girls spend more time on reading than boys (Mean=4.0561), higher percentage of girls indulge in leisure reading than boys (Mean=4.0153), there exists a considerably higher proportion of non-readers among the boys than among the girls (Mean=3.9313) and that females were more likely to enjoy reading books than males (Mean=3.8004) respectively. This illustrates that pupils’ sex was a key predictor towards leisure reading among standard five pupils in Bungoma County, Kenya.

5.3 Conclusion

The study concludes that availability of print material both at home and school significantly affected leisure reading among standard five pupils in Bungoma County, Kenya. The study concludes that pupils’ interest influenced leisure reading among standard five pupils in Bungoma County, Kenya to a great extent.

The study concludes that peer influence was a strategic predictor of leisure reading among standard five pupils in Bungoma County, Kenya. The study concludes that
teachers’ encouragement played a major role in enhancing leisure reading among standard five pupils in Bungoma County, Kenya.

The study further concludes that parent/guardian’s encouragement played a major role in enhancing leisure reading among standard five pupils in Bungoma County, Kenya. From the study findings, the study concludes that pupils’ sex was a key predictor towards leisure reading among standard five pupils in Bungoma County, Kenya.

5.4 Recommendations

i. The study recommends that the pupils should invest more time in leisure reading and develop innovative approaches to gain access to more leisure reading materials

ii. The study recommends that teachers should establish class libraries and provide library lessons for the pupils.

iii. Parents should buy more leisure reading materials that are appropriate for their children.

iv. The study recommends that the government through the Ministry of Education and in collaboration with K.I.C.D. should also formulate a policy guiding the implementation of leisure reading activities among public primary school in Kenya.

5.5 Areas for further studies

Since this study explored the predictors of leisure reading among standard five pupils in Bungoma County, Kenya, the study recommends that;
i. Similar study should be done in other counties in Kenya for comparison purposes and to allow for generalization of findings on the predictors of leisure reading among standard five pupils in Kenya.

ii. A similar study should be carried out in secondary schools to establish how predictors such as e-learning and peer influence, affect students’ engagement in leisure reading.
REFERENCES


Clark, C. (2010). *Linking School Libraries and Literacy Young people’s reading habits and attitudes to their school library, and an exploration of the relationship between school library use and school attainment:* National Literacy Trust


Greaney, V (2007). *Predictors related to amount and type of leisure Reading.* Educational Research Center, St Patrick’s College; Dublin. Ireland.


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Shin, F. (2004). Should we just tell them to read? The Role of Direct Encouragement in Promoting Recreational Reading”. Knowledge Quest 32(3).


APPENDICES

APPENDIX 1: LETTER REQUESTING PARTICIPATION OF RESPONDENTS

Kenyatta University,

P.O BOX 43844

Nairobi.

Dear Participant,

The attached questionnaire seeks to identify the predictors influencing leisure reading amongst class four pupils in Bungoma County. You are among the few who have been selected to participate in this survey. Your co-operation and assistance in completing the attached questionnaire was highly appreciated. All the information obtained as a result of your response was used only for the purpose of this survey and was kept confidential.

Let me take this opportunity to thank you in advance for taking part in this study.

Yours sincerely,

EDITH J.SIOR
APPENDIX 2: RESEARCH PERMIT

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do so may lead to the cancellation of your permit.

2. Government Officers will not be interviewed with your prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2) bound copies of your final report for Kenyan and non-Kenyan respective.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

[Image of a research permit]

THIS IS TO CERTIFY THAT:

[Name of applicant]

[Address]

[University or Institution]

is hereby permitted to conduct research on the topic: Predictors of leisure reading among standard five pupils in Kilimani County, Kenya.

[Location]

District:

Province:

Applicant’s Signature:

[Signature]

[Date]

[Approval Number]

[Government Authority]

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APPENDIX 3: QUESTIONNAIRE FOR PUPILS

This questionnaire is intended to gather information about the factors that affect your leisure reading. Kindly respond by ticking or filling in the appropriate responses to the questions. All the information you give in this questionnaire was confidential and was used by researchers for the purpose of this study only. For this reason, DO NOT write your name or the name of your school anywhere in this questionnaire.

Section A: Background Information

1. Please indicate your gender

   [ ] Male                              [ ] Female

2. Please indicate your age

   8 – 9 years [ ]
   10 – 11 years [ ]
   12 – 13 years [ ]

Section B: Print Material

3. Do you read for leisure?

   [ ] Yes  [ ] No

4. If yes in question 3 above, what kind of material do you read for leisure?

   Story books [ ]
   Novels [ ]
   Newspapers [ ]
   Magazines in newspapers [ ]

5. Where do you get the material you read for leisure?

   At home [ ]
   I borrow from other pupils [ ]
6. In your opinion, are there enough story books in your school?

[ ] Yes        [ ] No        [ ] I do not know

7. Which kinds of story books do you prefer to read?

- Fairy tales e.g. Cinderella, Snow white and the seven dwarfs
- Story books e.g. peacock and snake
- Newspaper magazines e.g. Young Nation, Shujaa, Generation next

Others (Indicate them)……………………………………………………………………………………………………

8. To what extent do you agree with the following statements on impact of availability of print material both at home and school on leisure reading? Use a scale of 1-5 where 5- Strongly Agree, 4- Agree, 3-neutral, 2- Disagree while 1- Strongly Disagree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The print material for leisure reading are available</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The reading material are not adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The available reading material are not interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can find a books to read immediately, when I need and wanted them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are given opportunities to read self-selected materials and are given access to materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section C: Interest in Leisure reading

9. You are kindly requested to state your degree of agreement or disagreement in relation to each of the given statements. Insert a cross (x) in the most appropriate column. Use the key below when responding.

<table>
<thead>
<tr>
<th>Key:</th>
<th>SA= Strongly Agree</th>
<th>A= Agree</th>
<th>NS = Not Sure</th>
<th>D= Disagree</th>
<th>SD= Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements</td>
<td>SA A D SD NS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I love reading story books in my free time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I love reading newspapers in my free time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I always borrow books from the library and from other students to read during my free time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I always look for magazines and interesting material to read during my free time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I always ask my parents/guardians to buy me story books and children magazines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. How often do you engage in leisure reading?

- Anytime I am not busy with my school work [  ]
- Anytime I feel like [  ]
- During breaks [  ]
- During weekends [  ]
- During reading lessons in class [  ]
- At home [  ]

Section D: Peer influence

10. You are kindly requested to state your degree of agreement or disagreement in relation to each of the given statements. Insert a cross (x) in the most appropriate column. Use the key below when responding.

<table>
<thead>
<tr>
<th>SA = Strongly Agree</th>
<th>A = Agree</th>
<th>NS = Not Sure</th>
<th>D = Disagree</th>
<th>SD = Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements</td>
<td>SA A D SD NS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many of my friends like reading story books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My friends and I have formed a club for storybook reading during our free time

<table>
<thead>
<tr>
<th>My friends and I exchange story books from time to time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My friends and I encourage each other to read storybooks and other leisure materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anytime I come across anything interesting I share with my friends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

11. How often do you exchange story books or magazines with your friends?

- Anytime any of us has a new storybook [   ]
- Once a week [   ]
- Once in every two weeks [   ]
- Once a month [   ]
- Anytime we want to [   ]
- Never [   ]

**Section D: Teacher encouragement**

12. Does your teacher encourage you to read story books and other leisure reading materials?

    [   ] Yes  [   ] No

13. Does your teacher ask you to bring story books to school?

    [   ] Yes  [   ] No
14. Do you have a class library?

[ ] Yes  [ ] No

15. In which ways does your teacher encourage you to read story books?

Providing library lessons
[  ]

Giving us reading assignments from story books and magazines
[  ]

Asking us what stories we have read
[  ]

Telling us to read more story books as they help in composition writing
[  ]

16. To what extent do you agree with the following statements on effect of teachers’ encouragement on leisure reading? Use a scale of 1-5 where 5- Strongly Agree, 4- Agree, 3-neutral, 2- Disagree while 1- Strongly Disagree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>teachers provides library lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teachers give us reading assignments from story books and magazines</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>teachers asks us what stories we have read</td>
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<tr>
<td>teachers tell us to read more story books as they help in composition</td>
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<td>writing</td>
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17. Do your parents/guardians encourage you to read story books?

[ ] Yes  [ ] No

Section E: Parent/Guardian Encouragement

17. Do your parents/guardians encourage you to read story books?
18. How do your parents/guardians encourage you to read story books and other leisure material?

- Buying for me story books and leisure reading materials [   ]
- Taking me to the local library [   ]
- Giving me less house chores so that I can get time to read story books [   ]
- Telling me to read more as it helps in composition writing [   ]
- Setting a particular time for reading story books [   ]

19. To what extent do you agree with the following statements on effect of parents’ encouragement on leisure reading? Use a scale of 1-5 where 5- Strongly Agree, 4- Agree, 3-neutral, 2- Disagree while 1- Strongly Disagree.

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<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>My parents/guardians buy for me story books and leisure reading materials</td>
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<tr>
<td>My parents/guardians encourage me to read story books and other leisure material</td>
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<td>My parents/guardians take me to the local library</td>
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<td>My parents/guardians gives me less house chores so that I can get time to read story books</td>
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<tr>
<td>My parents/guardians tells me to read more as it helps in composition writing</td>
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<tr>
<td>My parents/guardians has set a particular time for reading story books</td>
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</table>
Sex differences and leisure reading

20. Are there more girls than boys involved in leisure reading in your school?
   Yes [ ]   No [ ]

21. To what extent do you agree with the following statements on effect of gender differences on leisure reading? Use a scale of 1-5 where 5- Strongly Agree, 4- Agree, 3-neutral, 2- Disagree while 1- Strongly Disagree.

<table>
<thead>
<tr>
<th>Statement</th>
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<tr>
<td>Higher percentage of girls indulge in leisure reading than boys</td>
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<td>Girls show a more positive attitude to leisure reading compared to boys</td>
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<td>Females were more likely to enjoy reading books than males</td>
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<td>Girls spend more time on reading than boys</td>
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<td>There exists a considerably higher proportion of non-readers among the boys than among the girls</td>
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THANK YOU FOR PARTICIPATING
APPENDIX 4: MAP OF BUNGOMA COUNTY
APPENDIX 5: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
when replying please quote
secretary@ncst.go.ke

P. O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/1267

Date: 13th September 2012

Edith Jepchirchir Siror
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Predictors of leisure reading among standard five pupils in Bungoma County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Bungoma County for a period ending 10th December, 2012.

You are advised to report to the District Commissioners and the District Education Officers, Bungoma County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

[Signature]
DR M.K. RUGUTT, PhD, HSc
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioners
The District Education Officers
Bungoma County.