RELATIONSHIP BETWEEN SCHOOL AND FAMILY RELATED DYNAMICS ON READING ABILITIES AMONG GRADE ONE PUPILS IN KINANGO, KWALE COUNTY, KENYA

OKEYO EVERLYNE ACHIENG
E55/OL/26653/2013

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (EARLY CHILDHOOD EDUCATION) IN THE SCHOOL OF EDUCATION, KENYATTA UNIVERSITY

OCTOBER, 2021

DECLARATION

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

Signature_____ **Date:** _____

Okeyo Everlyne Achieng

E55/OL/26653/2013

Supervisor's Declaration:

This research project has been submitted for appraisal with my approval as University Supervisor.

Signature_____ **Date:** _____

Dr. Wanjohi Githinji

Department of Early Childhood Studies

Kenyatta University

DEDICATION

This study is dedicated to my daughters Akinyi Ida and Akello Katerina for their patience and for providing me with the needed motivation to undertake this work.

ACKNOWLEDGEMENT

I hereby acknowledge the following individuals for their support. First and foremost, I am grateful to my Supervisor, Dr. Wanjohi Githinji for his guidance in undertaking this study. Secondly, I acknowledge all the selected respondents in Kinango sub-county for being positive and giving information willingly.

In addition, I am grateful to my family for their support and understanding during the long hours of carrying out this study to ensure completion of my research report. Last but not least, I would like to acknowledge Angela for her immense support throughout this study, may God bless you.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

APHRC	**:**	African Population and Health Resource Centre
ASER	**:**	Annual Status of Education Report
ATL	**:**	Association of Teachers and Lecturers
COAG	**:**	Council of Australian Government
EAQEL	**:**	East Africa Quality in Early Learning
ECOWAS	**:**	Socio-economic Community of West African States
NAEP	**:**	National Assessment of Educational Progress
NALS	**:**	National Adult Literacy Study
NASMLA	:	National Assessment System for Monitoring Learner Achievement
PEDP	**:**	Primary Education Development Programme
PISA	**:**	Programme for International Student Assessment
SACMEQ	**:**	South African Consortium for Monitoring Educational Quality
STAR	**:**	Student Teacher Achievement Ratio
USA	**:**	United States of America

ABSTRACT

Reading ability is fundamental for academic and social progress. It even becomes more important for schooling since it determines learning in all other subjects. However, reports have indicated that majority of learners in Kinango Sub-County, Kwale County lack basic reading skills. This affects their understanding of concepts in other subjects, leading to poor learning outcomes. While pupils' acquisition of reading abilities is largely dependent on teachers' guidance, one cannot downplay school and family related dynamics such as enrolment, attendance and pupils' family socio-economic status, factors which researchers have not paid much attention to. Therefore, this study purposed to investigate the influence of school and family related dynamics on reading abilities among grade one pupils in Kinango Sub-County, Kwale County. The study was guided by the following objectives; to establish the reading abilities of grade one pupils, to establish the relationship between pupils age during school enrolment and reading abilities among grade one pupils, to find out the relationship between pupils' school attendance and reading abilities among grade one pupils and to find out the relationship between family socio-economic status and pupils' reading abilities among grade one pupils in Kinango sub-county. The study was anchored on the Constructivist Learning theory by Jerome Bruner, which proposes that learning is an engaging process in which children create ideas, depending on the their past or existing knowledge. The study utilized a correlational research design. The target population of the study was 5,610 participants comprising of 3,740 parents and 1,870 grade one pupils. Stratified, purposive and simple random sampling techniques were employed to select respondents for the study. The sample size for this study was 374 respondents which constituted 10% of the total population. The sample comprised of 187 parents and 187 learners. Pilot study was conducted in two schools in Kinango Sub-County. Validity of the instruments was determined through content analysis by experts whereas reliability was ascertained through split-half method and Cronbach's Alpha coefficient of 0.802 was obtained. Reading assessment tool, interview schedule and document analysis guide were used to collect the data. Descriptive statistics which included frequencies and percentages were used to summarize data while inferential statistics which involved Pearson Product Moment of correlation was used to establish the relationship between the independent variables and the dependent variable whereas regression analysis was used to establish the extent to which the dynamics influenced pupils' reading abilities. Data was presented in graphs, pie charts and tables. The study established that there is a positive and significant relationship between pupils' time of enrolment in school, school attendance, parents' educational background, family social economic status and their reading abilities. Therefore, the study concluded that pupils' school enrolment, school attendance and family socio-economic status are significant predictors of their reading abilities. As such, the study recommend that one way of improving learners' reading abilities would be through ensuring timely enrolment and regular school attendance.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter is an introduction and background to the study. More specifically it addresses the purpose and objectives of the study, research hypotheses and significance of the study. Further, it presents the limitations and delimitations, assumptions, theoretical and conceptual framework as well as operational definition of key terms.

1.2 Background to the Study

The school related dynamics entail school attendance, age of school enrolment whereas family related dynamics entail family socio-economic status and parents' educational background. School and family related dynamics entail pupil-related factors that influence their ability to participate fully in learning. Research demonstrates that these dynamics determine many aspects of development among children including education. For instance, the United Nations Children's Fund (UNICEF, 2014) poised that early enrollment of learners in schools is likely to enhance children's ability to read and write. In addition, policy makers feel that in order to improve education outcomes for children in Australia, enhancing school attendance as well as school enrolment is critical (Daraganova et al., 2014). Further, Mwoma (2017) elucidated that children's reading abilities are influenced by socio-economic factors such as parental support provided to learners. It is therefore, evident that these pupils related dynamics have an impact on learners' participation in education.

Reading abilities refer to pupils' capability to recognize sounds and letters including reading words and sentences with understanding (Barton & Hamilton, 2012). On the other hand, Baird (2011) describes reading as a process of making meaning from text which entails word recognition, vocabulary, fluency and comprehension. Authors have over emphasized the crucial role of reading in learning, for instance, Anderson and Matthews (2010) describes reading as a vital basic academic skill which has a major influence in learning and performance in other subjects. In addition, Kane and Wooten (2011) assert that children's reading ability has a major influence on their academic performance. Those who acquire good reading skills in early grades lay a stable foundation for future success in reading and other subjects which are linked to better school performance. Therefore, children should be helped to acquire readings skills for them to be able to understand concepts in other subjects and enhance their learning outcomes.

Globally, reading abilities have been found to be poor. According to the report from World Bank, an estimated 10% of the youth globally complete their education with no basic reading skills (World Bank, 2013). A study by Sanford (2015) reported that about 30 million Americans adults are illiterate due to below-grade level reading at the elementary school levels. In Europe, it was established that 20% of children aged between 4-11 years are not confident in reading activities (Davis & Braun, 2011). The low reading abilities have been largely skewed towards pupils from low socio-economic status families. It was important to establish the scenario for Kenya and specifically for grade one pupils.

In England, a fifth of all children and nearly 33% of the most disadvantaged children are not able to read well by the time they complete the primary school cycle (Jenkins, 2015). This has exacerbated the wide educational divide in England, with learners from poor families largely performing below average at school yearly. Particularly, one out of five 11-year-olds in England are unable to read well, of these, 1 out of 3 is underprivileged children. The findings from Jenkins' study informed the current study, however, the findings are from a developed country and therefore there was need to establish the scenario in Kenya.

In India, reading has been improving although not as rapidly as expected. For instance, in 2011 national statistics, literacy rate was reported as 74.04% with a 14% increase from that of 2001. Whereas this may look good at face value, it depicts an illiterate proportion of about 26% which is about 300 million of India's population (Mospi, 2011). The 2013 Annual Education Survey Report (ASER) and the 2010 National Achievement Survey (NAS) found that 47.3% of children were unable to identify letters, 32.3% were able to identify letters but could not use them to form words, and 12.6% could identify words however, found it difficult to string them together to create sentences or paragraphs. The biggest cause of poor reading abilities among pupils in India was found to be enrolment of children who are over age in schools (Report, 2014). Therefore, there was need to establish the situation in Kenya, precisely Kinango sub-county.

In Africa, reading abilities are even more worrying. Data from the demographic and health survey from 31 African countries indicate that there are numerous cases in which individuals have had several years of primary schooling but are unable to read. According

to Smith-Greenaway (2015), educational achievement is usually a poor proxy for reading, stressing the need to empirically measure and study reading distinctively from education. Women are more disadvantaged when it comes to achieving reading abilities in Africa(Smith-Greenaway, 2015). In Ghana, Nigeria, and Sierra Leone, the percentage of women who can read is especially low; two-thirds of women who completed the 2015 primary education cannot read in these countries (Smith-Greenaway, 2015). This arouses concern of why they have such low levels of reading yet they attended school.

In West Africa, official figures indicate that more than 65 million of their adult population is non-literate; of these 40 million are women. This constitutes more than 40% of the region's adult population, and more than 50% of the female adult population. The Socio-economic Community of West African States (ECOWAS) that is made up of 15 countries, three – Ghana, Nigeria and Cape Verde – have one-third population which cannot read. Liberia has recorded literacy rates of over 50%, whilst in the other four – Mali, Burkina Faso, Guinea and Niger – less than 30% of all adults, and less than 20% of women, can read and write (Oxfam, Action Aid & Education, 2009). The studies concentrated on adult literacy specifically for women. This study focused on grade one pupils both boys and girls.

In Ghana, Stoffelsma (2015) carried out a study where a reading assessment was compiled from two tests recognized internationally: the Pearson Test of English Academic (PTE-Academic) and the Programme for International Student Assessment (PISA). The outcomes of the test indicated that about 52% of the students did not exhibit a reading ability. The National Education Assessment Report by the Ministry of

Education in Ghana indicates that 74% of pupils who reached the sixth and final year of primary school in 2007 were non-literate in English (Ministry of Education Ghana, 2008). The study is relevant however it did not research on the causes of the poor reading abilities. This study sought to establish the influence of school and family related dynamics on reading abilities of grade one pupils in Kinango, Kenya.

According to Spaull (2013), South Africa is not any better. In the most recent round of Southern Africa Consortium for Monitoring Educational Quality, 14 education systems on reading pupils in South African were ranked 10th. This is behind much poorer countries such as Tanzania, Kenya and Swaziland. The study found that 27 % of South African sixth grade pupils were not able to read a simple and short text and derive meaning, with the percentage varying considerably by province: in Limpopo, half (49 %) of all grade six pupils could not read compared to only 5 % of pupils in the Western Cape (Spaull, 2013). Two national systemic evaluations were conducted by the department of education to establish literacy levels in primary schools in 2001 and 2004. These surveys showed that reading ability was at shockingly low levels across the country. "Large numbers of our children simply do not read"(Spaull, 2013). Poor school attendance by pupils was largely found to contribute to this state. The study is relevant; however it focused generally on literacy levels. The current study sought to establish the influence of school attendance on reading abilities.

The problem is similar in East African countries. In Tanzania, the UWEZO (2011) study found that only three (3) in 10 Standard three pupils were capable of reading a Standard two- level story in Kiswahili, and that only 1 in 10 were capable of reading Standard 2-

level story in English. 28% of students had no Kiswahili literacy skills, only 33% were able to read syllables, 15% able to read words, 9% were able to read a paragraph, and 14% were able to read a story. In Uganda, at least 9 out of every 10 (92%) of all pupils in P3 could not read a P2 level English story text. On the other hand, 9 out of every 10 children in P7 were capable of reading a P2 level English story text. Of all pupils in P3 who managed to read a P2 level story text in English, about 9 out of every 10 were able to understand the story meaning that at least 1 out of every 10 pupils could not decipher the story. These results indicate that many learners are not attaining basic competencies as expected in the national curricula during their early years of primary schooling. However, the Uwezo study did not address the influence of school and family related dynamics on reading abilities, which was the focus of this study.

In Kenya, 25% of Grade 3 pupils passed the reading test (Uwezo, 2016). This means a 75% failed. The study by Uwezo- Kenya highlighted that in Kwale, reading abilities are lower than the national average. For example, only 1 out of 10 children in standard 3 could read a standard 2 level story. Further, the report indicated that in Kinango, the pass rate for reading was 21.07%, lower than the national average pass rate. In addition, the East Africa Quality in Early Learning (EAQEL) (2011) indicated that lower primary pupils in Kinango, Kwale County performed worse in literacy activities than numeracy. Based on these reports we can conclude that majority of learners in Kinango Sub-County have low reading abilities. However, it is not known how school and family related dynamics influence learners' reading abilities in the Sub-County, a gap which the study focused to address.

1.3 Statement of the Problem

Studies across the globe have shown that ability to read is a strong precursor to success in learning, but learners in most countries lack basic reading skills which affects their understanding of concepts in other subjects, leading to poor learning outcomes. However, most of these studies have been conducted in developed countries and therefore, the findings may not be applicable in the local context. Moreover, most of the existing empirical literature on reading have focused on upper primary classes with very few studies in early childhood education, yet this is the level at which foundation is laid in formal reading. Despite the fact that the report by Uwezo revealed poor reading abilities among learners in Kinango, Kwale County, it did not delve to establish how school and family related dynamics influenced learners' reading abilities. It was therefore imperative that a study be carried out to establish the role of school and family related dynamics on reading abilities among grade one pupils in Kinango sub-county, Kwale County, Kenya. If this is not established the educational and social progress of children will be negatively affected.

1.3.1 Purpose of the Study

The purpose of this study was to establish the relationship between pupils' time of enrollment, school attendance and family's socio-economic status on the development of reading abilities among grade one pupils.

1.3.2 Objectives of the Study

The study was guided by the following specific objectives;

1. To establish the reading abilities of grade one pupils in Kinango Sub-County

2. To establish the relationship between pupils' age at enrolment in school and reading abilities among grade one pupils in Kinango sub-county.
3. To find out the relationship between pupils' mode of attendance in school and reading abilities among grade one pupils in Kinango sub-county.
4. To find out the relationship between family socio-economic status and reading abilities among grade one pupils in Kinango sub-county.

1.3.3 Research Question

What are the reading abilities of grade one pupils in Kinango Sub-County?

1.3.4 Research Hypotheses

The following null hypotheses were tested:

H_{01} There is no significant relationship between pupils' age at enrolment in school and their reading abilities.

H_{02} There is no significant relationship between pupils' mode of attendance in school and their reading abilities.

H_{03} There is no significant relationship between family socio-economic background and their reading abilities.

1.4 Significance of the Study

The findings of this study may be useful to the Ministry of Education. They may use the results of this study to advice on effective teaching approaches which will enhance acquisition of reading skills among learners. Further, the Ministry may use the findings to develop policies which will enhance timely school enrolment and regular school

attendance by pupils. In the long run, this will help the Ministry to achieve its objective of 100 percent enrollment and transitioning of learners in the Country.

The results may also be useful to the school management. They may adopt and or adapt the findings from this study in their schools management so that they advise parents on the need for timely school enrolment of pupils and the importance of consistent school attendance in pupils' learning. This will enhance learners' learning outcomes which will translate to high school performance.

In addition, the results may be utilized by the non-governmental organizations in championing for accelerated curriculum for over-age learners as well as influencing policy review on school enrolment, school attendance and promotion of pupils. This will reduce school dropouts as a result class repetition and over-age learners.

1.5 Limitations and Delimitations

The following were the delimitations and limitations of the proposed study.

1.5.1 Limitations

The study covered a wide area given that Kinango is expansive and the schools are sparsely distributed. In order to minimize the cost and time to undertake the exercise, the researcher traversed the region using motor bikes and recruited one assistant researcher to support in data collection. Parents were assured of confidentiality to the information that they provided in order to avert the limit to access viable information as a result of self-reporting.

1.5.2 Delimitations

The study was delimited to public and private primary schools in Kinango sub-county specifically focusing on grade one pupils only. There are several factors that influence development of pupils' reading abilities; however, this study was delimited to influence of pupils' enrolment, attendance and family socio-economic background on reading abilities. The findings of the study may not be generalized to the whole country because of the uniqueness of each region. However, the research findings may provide a basis for further research in other parts of the county and the country at large.

1.6 Assumptions

This study was carried out with assumptions that respondents were co-operative and willing to take part in the study. In addition, the researcher assumed that the respondents gave honest responses and that the school learning environment was operating at its optimal.

1.7 Theoretical and Conceptual Framework

This study was guided by the following theoretical and conceptual frameworks:

1.7.1 Theoretical Framework

The study adopted the Constructivist learning theory by Jerome Bruner which proposes that learning is an engaging process in which pupils create new ideas or concepts depending on their existing or past knowledge. For this to happen, the teacher and the pupil should engage in an active dialogue. Bruner (1966) stated that, assistance from adults in form of active support is vital for children as soon as they begin to acquire new

concepts. During these initial stages, children rely on the support of teachers and other adults as they gain new knowledge and skills.

Further, the theory explains that cognitive structures allow learners to push past the given information in constructing their new concepts. The learners will take pieces of their past knowledge and experiences and organize them to make sense of what they know, then base further concepts and solve additional problems based upon a combination of what they already processed and what they think should be processed next.

To achieve this, Bruner poises that teachers should use learning-teaching resources which encourage, aid and allow learners to uncover the main principles on their own. Further, the theory highlights the importance of communication between the learner and teacher. Socratic learning is suggested as the best method of communication in this theoretical framework, as it allows the teacher to actively note any study skills the learner verbalizes, their progression, their frustrations, and form a rubric of their current learning state based on the dialogue. When evaluating study skills of the child, Bruner's theory suggests that the teachers be explicit regarding organization, help the learner to focus on the larger task at hand as well as the goals, instead of getting caught on minor details or frustrations. They are encouraged to praise the efforts put out by the learners while reminding them, helping them focus on relevant items, and encouraging them to practice and rehearse what they have learned.

This theory is applicable to the study because it acknowledges that pupils learn through layering of concepts and ideas. This means that learners have to be enrolled in time and

attend lessons regularly for them to be able to acquire and build on concepts. If pupils do not attend the lessons, then it would be difficult for them to acquire the basic concepts thus creating gaps which will end up negatively influencing learning to read. If the pupils enroll on time, then they are likely to benefit from the learning experiences. Additionally, the assistance provided to learners by parents help the learners to acquire knowledge and experiences on which they can build on when learning schools. This implies that parental participation in children's development and learning is very crucial. However, studies have demonstrated that parents' socio-economic status largely influence how much they support their children in learning. Given the important role played by these variables, i.e. time of enrollment, school attendance and family socio-economic status on learners' reading abilities, this study delved to establish the relationship between these variables and pupils' reading abilities.

1.7.2 Conceptual Framework Showing the Relationship between the Independent and the Dependent Variables

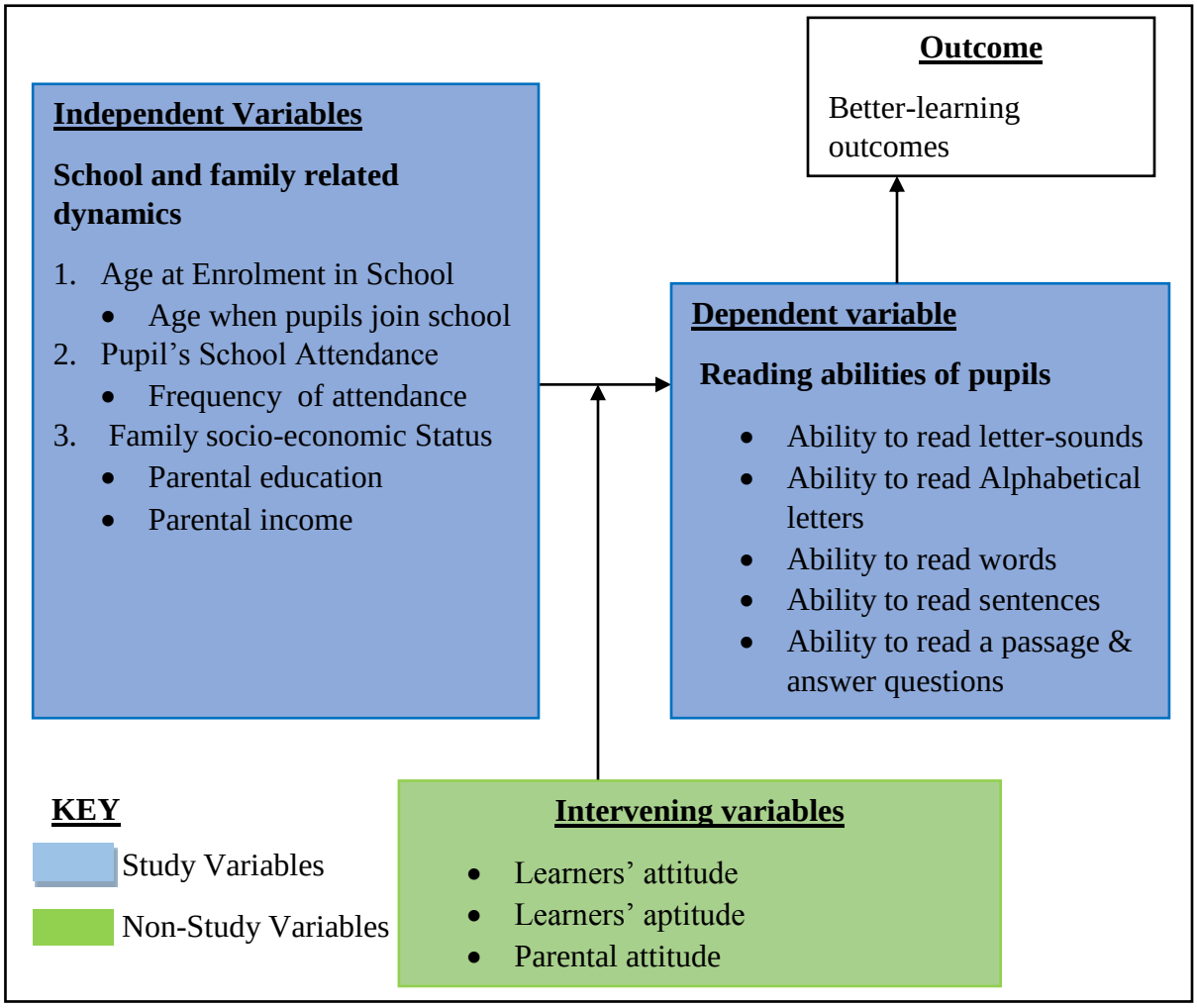


Figure 1.1: The following diagrammatic representation elaborates how the variables under study operate in influencing each other

The independent variables in this study were age of enrollment of pupils, school attendance and family's socio-economic status. The diagram illustrates that the independent variables influence the dependent variable which is reading abilities of pupils. As indicated in the framework the pupils' reading ability will be measured by three indicators which are; ability to read letter-sounds, ability to read sounds, ability to read words, ability to read sentences and ability to read a passage.

Further, the framework illustrates that the relationship between the independent and dependent variables can be affected by intervening variables. The intervening variables include learners' characteristics such as learners' attitudes, aptitude and parental attitude. Evidently, for any learning to be productive and yield good results there must be a dual participation by both teacher and pupils within an enabling learning environment. The teacher participation would be by translating the content in a way that pupils will understand, structure the content to make it meaningful and to present it in a manner that caters for all pupils. Pupils also have to be enrolled on time, attend school regularly and get support from other significant adults beside teachers. If this is done, then learning will be optimized hence the improvement in reading abilities. Certain characteristics of the learner influence reading abilities irrespective of timely enrolment, regular attendance and adequate home support. The learner characteristics that influence achievement of reading abilities include learners' attitude and aptitude.

1.8 Operational Definition of Key Terms

School and Family related dynamics: Refers to grade one pupils' attendance in school, age of enrolment and family socio-economic status in Kinango sub-county, Kwale County, Kenya.

Age at Enrolment: Refers to age when pupils join school in Kinango sub-county, Kwale County, Kenya.

Mode of Attendance: Entails how regular grade one pupils in Kinango sub-county report to school according to the school calendar.

Reading abilities: Refers to grade one pupils' ability to read alphabet sounds, letters, simple words and short sentences.

Grade one Pupils: Refers to learners in the first level of primary school in Kinango sub-county, Kwale County, Kenya.

Socio-economic Status: Refers to parent's level of education and monthly income in Kinango sub-county, Kwale County, Kenya.

.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section entails a review of literature on pupils' school and family related dynamics and pupils' reading abilities. The chapter ends with a summary of literature review focusing on identified gaps.

2.2 Reading Abilities in Early Childhood Education

Reading is a vital basic academic skill which has a major influence in learning and performance in other subjects. According to Baird (2011), reading is a process of making meaning from text which entails word recognition, vocabulary, fluency and comprehension. Barton and Hamilton (2012) state that reading is making knowledge from written text in society to achieve goals. Kail (2016), explains that reading ability is a compound of many skills which include recognition of letter sounds, phonemic awareness, word recognition, fluency and comprehension of text. According to the National Institute of Child Health and Human Development (2013), reading is an intellectual process which involves deducing meaning from written text.

Reading does not happen automatically; children need appropriate instruction and stimulating environment to help them develop good reading skills. Bainbridge (2016) explains that children need to be helped to understand the association between letters and speech sounds, they need to understand how different letter sounds blend together to make words. Cavanaugh (2016) asserts that reading is a complex process which involves

many components which include phonemic awareness, vocabulary, fluency and comprehension. According to Bates (2011), children should be helped to acquire the sub-skills like the ability to listen and speak for them to gain reading and writing skills. Kane and Wooten (2011) asserts that children's reading ability has a major influence on their academic performance. Children who acquire good reading skills at pre-primary grades lay a stable foundation for future success in reading and other subjects which are linked to later achievement in school.

Reading skills are considered to be the most indispensable skill learners attain in early education. Reading skills among children forms the foundation on which all other academic skills are based (Mullis & Drucker 2012). Ehri (2013) asserts that primary grade learners' performance in language and literacy is influenced by reading skills acquired in early grades. Teale (2013) emphasizes that children who did not gain basic reading skills in early grades will have difficulty in catching up in the successive grades. Further, Herbers (2012) asserts that inability to acquire reading skills early has a great effect on learners which leads to poor academic performance and increased dropout rates at high school level.

The ability to read is a strong pre-cursor to success in learning. A study conducted by Calderon and Sanchez (2011) affirmed that pupils who fail to acquire reading skills in early grades record poor academic performance, the findings are consistent with Shapiro (2011) who established that learners with low reading abilities experienced difficulties understanding concepts in other subjects leading to poor academic outcomes.

Low reading achievements in schools is an issue of concern in developed and developing countries across the globe. According to the report from World Bank, an estimated 10% of the youth globally, still finish their education with no basic reading skills (World Bank, 2013). A study by Sanford (2015) revealed that about 30 million Americans adults are illiterate due to below-grade level reading at the elementary school levels. In Europe it was established that 20% of children aged between 4-11 years are not confident in reading the English language (Davis & Braun, 2011).

Poor reading achievement among learners in African countries has raised a lot of concerns of whether children are learning in school. Uwezo assessments across Uganda, Tanzania and Kenya have indicated the learning crisis since 2010, whereby learning outcomes have stagnated. According to Uwezo report, the results on children literacy levels are unpleasant. Learning outcomes are low and extremely inequitably distributed across geographic areas, social-economic strata and types of schools. Further, it was established that a considerable number of children in Grade 3 cannot read a single word (Uwezo, 2016).

In Tanzania, majority of the children's literacy levels are below expectations. It was established that a significant number of pupils in grade 7 were not able to read grade two words and story. Further, it was revealed that 30% of pupils sitting for their final year primary exams still lacked basic reading skills. A significant proportion of children in upper primary did not have grade 2 level reading skills. This was an indication that most of the pupils proceeded to higher grades without acquisition of basic literacy skills which in turn affects their academic performance (Uwezo, 2016).

In Uganda, Uwezo conducted five assessments from 2010 to 2016, to establish learners learning outcomes in literacy and numeracy. The results were not any better than from Tanzania. Learning outcomes were below curriculum expectations; this trend was consistently observed throughout the five years. Majority of the children lacked competencies in literacy for grade 2 level. It is only by P6 that about half can read and understand a short grade 2 level passage. Only 3 out of 10 pupils could read grade 2 words while 2 out of 10 could read and comprehend grade 2 passages. Just like in Tanzania, it was established that 54.2% of the pupils acquired reading competencies of grade 2 level when they are in grade 6. This implied that most of the pupils in primary schools in Uganda acquire reading skills rather late (Uwezo, 2016).

A study carried out in Kenya by National Assessment System for Monitoring Learner Assessment revealed that reading levels in Kenya are below average. It indicates that an estimated 50% of the learners are unable to read grade level texts. The study established that 32% of 3rd grade learners were not able to read a 2nd grade short story (NASMLA, 2010). Further, the Uwezo report established that, learning outcomes in literacy were significantly low, confirming the poor reading achievement among pupils in Kenya. The report revealed that 7 out of 10 learners in Class 3 cannot read Class 2 work and 1 out of 10 learners in primary schools in Kenya are completing Class 8 without having attained the basic literacy competencies expected of a child completing Class 2. Generally, the results from NASMLA and Uwezo are a clear indication that our children are lacking basic reading skills and this may negatively affect their overall academic performance.

2.3 Pupils' Enrolment and Reading Abilities

Reading is one form of literacy that involves the ability to perceive and interpret written symbols and letters. According to Council of Australian Governments (COAG), (2008), reading skills are needed to make sense of the world through language. Enrolment entails age and time at which children join grade one. This is an important period in the development of children's reading abilities. Therefore, the age when pupils join grade one is significant to study so as to establish their contribution to development of reading abilities of children. Besides, there are many children enrolling in grade one at different times and with different chronological ages. According to the theory by Piaget, instructional adaptation to the developmental level of learners has significant implication in pupils' learning (Lefa, 2015). There needs to be consistency between the content of instruction and the learner's developmental level.

Enrolment in particular, has been found to impact on pupils' learning. Late and early enrolments have been linked to course completion too. For instance, a study by psychology students in Texas state of USA found a significant inverse relationship between late registration and course standard – $r(253) = -0.21$, $p < 0.01$ – signifying that the later students enrolled, the lower their course standards. The study found that while the most of late registrants obtained a successful grade (defined as "C" or higher), 88 percent of those who registered on time were, on the other hand, more likely to attain a successful grade than those registered late. A t-test was performed to analyze the two groups in terms of their success and non-success. The findings indicated a statistically significant difference between the two groups ("Impact of Late Registration on," 2014). This study has not disaggregated the key areas of learning that were influenced by the

late and early enrolment; hence, the researcher focused her study on reading abilities. A major age-grade discrepancy in school attendance has been experienced in India, Pakistan and Bangladesh. The problem is attributed to children enrolling at an older age than the grade-appropriate age, grade repetition and school dropout. Pakistan's situation is more severe and is largely attributed to children enrolling for primary school late. In Bangladesh, the main cause of overage attendance is repetition. Studies show that being overage is a risk factor for school dropout. Late enrolment and repetition are indicators of sub-optimal efficiency of the education system and reflects inappropriate use of resources (Lanka, 2015). Lanka's findings are also reflective of what the researcher studied, only that the researcher delimited the study to focus on correlation of age at enrolment on reading abilities.

An assessment was conducted to determine how learners' future academic achievement is affected by enrolment in kindergarten readiness classes (Ashlee 2016). Data from a large suburban school district in Tennessee (N = 910) were used to examine the effects of the kindergarten readiness programs measured by third grade End of Year (EOY) benchmark performance assessments in reading and math. The groups of students studied included kindergarteners with summer birthdays (SK), kindergarteners with fall and spring birthdays (K), students who participated in Kindergarten Readiness Classes (KR), and red shirted students (RS). The KR group had a statistically significant higher mean of reading and math scores when compared to the SK group and a statistically significant higher mean of math scores when compared to the K group. When there are concerns that young children with summer birthdays may not be ready to begin school, this research study supports the need to allow parents to make the decision to redshirt their children, enrol

them in kindergarten readiness classes, or enrol them in regular kindergarten classes. The study by Ashlee informed the current study, although its findings may not apply in early grades in Kenya.

In some countries such as Niger and Burkina Faso in 2006 and 2003 respectively, more than 25% of 14 year old students who began school late dropped out. This result emphasizes the well-known finding that the older the child is, the higher the chances of not finishing the basic primary school cycle. This is because the opportunity cost of schooling for older children increases considerably and with this a pressure to work or to get married. Further, findings in 35 countries from Education Policy and Data Centre imply that there is a strong positive relationship between relative age-in-grade and dropout rates at the end of primary school. The highest dropout rates are of children who are overage by two or more years during the final year of primary school in all 35 countries (Sabates, Akyeampong, Westbrook, & Hunt, 2011). Sebates et al. focused on influence of age on school completion rather than the influence of pupils' age during enrolment on reading abilities which the current study focused on.

In Malawi, Rwanda and Uganda, the issue of overage school children is also a concern, maybe not as much as in Kenya, but completion of primary school remains relatively low as shown by the high dropout rate and non-completion rate for these cohorts (Sabates et al., 2011). These are worrying results and the real picture needed to be established for Kenya specifically how age correlates with reading abilities.

In Kenya, approximately 45% of 16 and 17 year olds are still in primary school, which implies that these children are overage, with an increased possibility of school dropout. Of these cohorts, only 38% complete primary school. Assuming that the educational experiences of these cohorts are a reflection of the system's inefficiencies, then there is a relatively bigger problem of overage children in primary schools in Kenya, but a relatively small problem regarding school access and sustained enrolment rates (Sabates et al., 2011). These revelations informed the current study. However, the present study explored how age of the pupils correlates with reading abilities.

A study was carried out in Imenti Central District to determine the impact of enrolment on the quality of learning in primary schools. The study established that high enrolment trends in primary schools led to inadequate teaching and learning facilities, overworking the members of staff, poor sanitation facilities and inadequate classrooms. The quality of learning in public primary schools has been impacted to a great extent due increased enrolment (Mwirigi & Muthaa 2015). Based on the study findings, it is suggested that the government put in place facilities that match the pupils' enrolment. The study investigated how enrolment numbers influence the quality of learning in primary schools whereas the current study sought to establish how enrolment age of learners influence their reading abilities.

Reading skills forms the basis upon which all other learning and academic skills are based. Binsari & Murungi (2018) posted that despite the realization of increased enrolment at primary school levels as a result of free primary education in Kenya, a large number of pupils stills have low levels of reading skills. Binsari & Murungi assessed the

influence of class size on acquisition of reading skills among grade three pupils in Kenyenya Sub-County. The study outcomes revealed that most public primary schools had large enrolments with over 40 pupils in a class. The results also indicated a significant relationship (p-value=0.000<0.05) between class size and acquisition of reading skills. The study concluded that class size has an influence on how pupils acquire reading skills which greatly affects their overall academic achievement. This study recommended that the government of Kenya, through the ministry of education, should come up with measures to reduce the class sizes by employing more teachers. The study assessed how enrolment numbers influence pupils' acquisition of reading skills whereas the current study investigated how enrolment age of learners influence their reading abilities.

2.4 Pupils' Attendance and Reading Abilities

School attendance involves the level of consistency by which pupils show up for classes according to their schedule. Various researches have shown that school attendance is related to development of reading abilities as it influences the number of contact hours and amount of content acquired by pupils (Daraganova et al. 2014). Policies to encourage school attendance may be far more effective; however, our understanding of how pupils' school attendance correlates with reading abilities of pupils needed to be well documented.

In America, a 2011 California study linked attendance with third-grade reading proficiency, which is considered a significant indicator of success in future academics. According to the survey research, 64% of pupils with good attendance in kindergarten

and first grade attained proficient in the state's third-grade test for English language arts. That compares to 41% of pupils who were constantly absent in one of those years. For pupils constantly absent in both kindergarten and first grade, only 17% scored proficient ("Attendance in the Early Grades : Why it Matters for Reading," 2014). There was therefore need to carry out a study locally for comparative purposes.

In Ghana, Tetteh (2018) investigated the relationship between the students' class attendance and learning outcome. Findings indicated that students' learning strategies and class attendance are as a matter of fact linked. Thus, more than 34.0% of the variance could be explained by class attendance, students' study time and the mid-semester exams. The results showed that class attendance had a significant positive influence on the learning outcome. Although the reviewed study posted that there is a significant relationship between students' class attendance and learning outcomes, the results did not show correlation of class attendance with reading abilities but focused on general learning achievements. The current study sought to establish the specific correlation of school attendance with development of reading abilities.

An explanatory study was carried out to explore the impact of class attendance on learning achievement in international high school in Dubai. According to the schools' attendance policy which is at 80%, attendance performance above 80% is considered 'high' attendance, while attendance lower than 79.99% is grouped under 'low' attendance. The study reported that, there was no statistically significant correlation between attendance and writing scores, $r = .013$, $n = 295$, $p = .819$. Further, the study found out that there is no statistically significant correlation between attendance and

reading scores, r = -.04, p = .491 (Tasneem, 2018). The study focused on high school learners in Dubai and as such, the findings may not have been applicable in Kenyan primary schools which this study addressed.

A study was carried out in Nigeria to find out the influence of attendance on learning outcomes (Humphreys, Macrae and Packer, 2014). The study established that attendance was lower in rural areas rather than urban, in the north than in the south, for girls more than boys, for poorer households than richer in northern states. They argued that absenteeism was often a precursor to dropping out. The findings of Humphrey et al. (2014) are informative to this study only that this study correlated attendance with reading abilities.

Before the start of Primary Education Development Programme (PEDP) in 2001 in Tanzania, some of the obstacles to school attendance were school levies and learning materials. Consequently learners dropped out of school. The data indicates that 76.8% of dropouts are as a result of poor school attendance (Kumburu, 2011). From these findings, there is evidence that attendance influences learning. The researcher sought to establish the case in Kenya by correlating pupils' school attendance with reading abilities of pupils in Kinango.

A report released by the Global Partnership for Education, shows that school attendance is poor in lower primary compared to upper primary classes in Kenya (Learning and Report, 2012). This finding raises the question as to whether education stakeholders get serious with attendance of pupils when they approach examination classes. The status of

school attendance in Kinango, Kwale County, needs to be established. This was useful as the study correlated attendance with reading abilities which will provide useful information to educational planners.

2.5 Pupils' Family Socio-economic Status and Reading Abilities

Pupils' family socio-economic status entails level of parents' education and income. From research, socio-economic status of parents is a significant predictor of pupils' reading abilities. For instance, parents with higher levels of education have been found to assist pupils with studies at home hence providing an enabling environment for thriving of reading abilities. Studies postulate that environment at home plays an important role in learners' reading achievement. For instance, Dawkins (2017) focused to establish factors influencing student achievement in reading. According to the data, the teacher believed that there is a need for increased involvement of parents in their children's reading. Involvement of parents and the environment at home were listed as two of the most critical factors in student achievement in reading. Based on the findings of the research, the study recommended sensitization program to support parents with strategies and resources to facilitate at home reading for their children. Therefore, it is empirically evident that, increased parental involvement has the potential to positively influence student achievement in reading.

According to "The Effects of Early Literacy Development on Academic Success," (2013), in America, the overall literacy development of a child depends on the child's environment and level of parental literacy interactions. Socio-economic factors serve as consistent predictors of, not only academic success through a child's entire education, but

also show a strong correlation to early literacy development, or the lack thereof. Many argue that children from families of high economic status have access to more resources and have greater educational support at home. An embrace of a 'scholarly' culture "is related to interest and cognitive ability required for reading activities." The findings informed this study although this study specifically focused on how pupils' family socio-economic background correlates with reading abilities.

A longitudinal study carried out in Britain for children born during the week of March 3-9, 1958 by the National Child Development Survey found out that, parent's social resources directly affected their children's reading habits. This finding supports that, children from single-parent families read as much at home as two-parent children do. However, the amount of social and cultural resources that a student had is strongly affected by parental education and social class (Jæger, 2010). The result from the longitudinal study show that reading that takes place outside the school hours was very important. The longitudinal study is silent on the level of reading abilities of the pupils although the findings inform this study. This study specifically correlated grade one pupils' family socio-economic background with reading abilities.

A survey was carried out in 439 districts of 26 states of India to test hypotheses on the role of socio-economic on primary school enrolment using data for 70,000 students in lower primary schools. From results, majority of the disparities in educational enrolment (around 70%) was explained by household level factors, of which socio-economic factors featured more prominently. In both urban and rural areas, children whose fathers have an upper non-farm job are significantly more in school. In rural areas, girls are also more in

school if their father has a lower non-farm job. Children from well to do families are significantly more in school (Huisman, 2010). From Huisman's study findings, it is clear that, pupils' family socio-economic background correlates with attendance of pupils. This study focused on the correlation of pupils' family socio-economic background with reading abilities.

According to data analysed in China from the Chinese Family Panel Study in 2010(CFPS2010), family influences children's academic performance through two pathways. Firstly, parents compete for better educational opportunities for their children through high-quality education leading to better academic performance. Secondly, parenting behaviour and educational support for their children could cultivate learning habits in children and influence academic performance. Further, the study reported that, compared with rural students, urban students' academic performance are more heavily affected by their families' socioeconomic status (Li & Qiu, 2018). These findings bear significant implications on how to lessen the class difference in students' academic performance and promote equity in education but the results did not show the relationship between learners' socio-economic status and reading abilities but focused on academic performance. As such, the current study sought to establish the specific correlation of family socio-economic status with learners' reading abilities.

Elsewhere, a study conducted to assess the impact of parental socio-economic status (SES) on students' academic achievement in secondary schools in Tanzania, found that majority of the students from the selected secondary schools were from low SES. The study established that there is a close relationship between SES and academic

achievement. The study further found that majority of the parents were not involved in the learning of their children as well as in the school improvement programme (Kapinga, 2014). Kapinga's study focused on secondary school and academic achievement but this study focused on the correlation of grade one pupils' family socio-economic background with reading abilities.

A study conducted in Bahir Dar town, Ethiopia, to investigate the impacts of family educational background and dwelling background respectively on students' overall academic performance focusing on government secondary schools (DarMelaku, 2017). The results with regards to the impact of family educational background and residence upon students' overall academic achievement was found non-significant at $F=0.59$, $df = 3$ and 209, $\alpha=0.05$ and at computed t-value of 1.35, and critical t-value (1.96) respectively. The study informed the current study, however, it was carried out in Ethiopian secondary schools, and therefore, the findings are not applicable to primary schools in Kenya.

In Lusaka, Zambia, a study was carried out to assess socio-economic status' (SES) influence on aspects of literacy by assessing parental level of education and occupation, family possessions, reading materials and literacy activities. Parents specify their highest completed education and occupation in the scale of 1 – 5. Correlations revealed that the socio-economic status and occupation strongly correlated with literacy, r = .64 and r =.52, respectively (Ri & Rph, 2014). The Zambian study focused on the correlation of socio-economic status and literacy but this study looked into the correlation of pupils' family socio-economic background with reading abilities.

In Kenya, a study was conducted to investigate the effect of pupils' family socio-economic background on academic achievement in KCPE in public primary schools. The study found that socio-economic factors influence academic performance of pupils (Muchunku, 2014). Another study by Okioga (2013) looked at the impact of students' family socio-economic background on academic performance in universities. The results revealed that, the students' family social economic background influenced their academic performance. Muchunku and Okioga's studies focused in universities but this study focused on grade one pupils from both private and public primary schools.

Early literacy is an integral part in children's learning as it is critical in a child's education cycle and it is the basic foundation that supports all further learning (Murongai, Mwoma & Ong'ang'a, 2020). Morangai et al carried out a study which investigated the involvement of teenage mothers' in their children's pre-literacy skills acquisition in Kilifi County, Kenya. Findings from this study showed that teenage mothers are not sufficiently involved in promoting their children's acquisition of pre-literacy skills. The study recommended that teachers at pre-primary school level should sensitize parents on their role in promoting pre-literacy skills through involvement in their children's education. The study by Morangai et al centred on involvement of teenage mothers in their children's acquisition of pre-literacy skills while the present study poised to empirically inquire how socio- economic backgrounds of learners influence their reading abilities.

A study was carried out in Nyeri County, Kenya, to assess factors influencing achievement of basic reading literacy outcomes in public primary schools. The study

established various home environment factors which influenced learners' achievements in of basic reading literacy which include; social economic status, parental educational level, educational resources at home and adequate reading literacy activities at home. Further, the study identified challenges influencing achievement of basic reading literacy which include; inadequate teaching and learning resources, lack of parental guidance and support and pupils' lack of motivation (Nyamu, 2016). The study informed the present study by stating that learners' socio economic status influence their basic reading skills but did not show how learners' family socio-economic status correlate with reading abilities of children.

Elsewhere in Kenya, another study was carried out to establish the level of reading skills among grade three pupils. The study established that 50% of the pupils were below average in reading of letters and letter sound recognition, 57.1% in sentence and paragraph reading, 53.6% in story reading and a mere 60.7% in comprehension skills. According to the study, two factors were found to be critical in promoting children's reading; availability of reading materials both at home and supportive parents (Ngure, Mwoma & Buna, 2019). The study is relevant; however, it focused on grade three pupils while this study investigated the correlation of grade one pupils' family socio-economic background and their reading abilities.

2.6 Summary of Literature Review

It was evident from existing literature that majority of pupils in primary schools in Kenya had poor reading abilities. However, the problem was not only unique to Kenya but spread throughout the world. Most empirical studies reviewed in this literature revealed

that school enrolment has been found to influence the development of literacy. However, the literature was more of Western countries and little is known about Africa especially Kenya. Attendance also has been found to influence academic performance of pupils although majority of the studies were silent on development of reading abilities. Finally, studies elucidated that family socio-economic background influence their academic abilities. However, most of these studies did not highlight how family socio-economic backgrounds influence the reading abilities of grade one pupils.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents an overview of the research methodology. It incorporates research design, study variables, study locale, target population, sampling techniques and sample size. In addition, it discusses the instruments which were used to collect data, piloting, reliability and validity of study instruments. Further, it describes how data was collected and analyzed. Finally, it presents the ethical and logistical considerations.

3.1 Research Design

The research employed correlational study design. Creswell (2015) posted that correlational design allows the researcher to measure variables and assesses the statistical relationship between them without manipulating the variables. This design assisted the researcher to establish the nature of relationship between school and family related dynamics and reading abilities. Therefore, the design was helpful in pointing out the relationship between the variables and state whether the relationship is strong, weak or no relationship exists between the variables.

3.2 Variables

The study entailed both independent and dependent variables. They are described in the subsequent sub-sections:

3.2.1 Independent Variable

The independent variable is school and family related dynamics which includes time of enrolment of pupils, school attendance and family socio-economic background.

(i) Age of Enrolment

Age of Enrolment of pupils was obtained from the admission book. It entailed one measurable indicator that is, the pupils' number of years when they join grade one. The data was coded so as to give a scale and measured using interval scale. For instance, the age of enrolment was indicated as 5 years and below, 6, 7, 8, 9 and above 10.

(ii) School Attendance

The data on school attendance was obtained from the attendance register. The measurable indicator that was studied include; modality of school attendance which was coded as number of days missed in the term, that is, 0-5/60 = very good, 6-10/60 = good, 11-15/60 fair, 16-20/60 = poor and above 21/60 = very poor.

(iii) Family Socio-Economic Status

Aspects of socio-economic status studied were parental education level and parental income. Information on family socio-economic status was obtained from the parents using a short interview. The indicators checked include parental education and parental income which was coded using a 5 item Likert scale to give continuous data. That is, no education = 1, primary =2, secondary =3, college =4 and university = 5. Further, information on parental income was obtained through interviews by asking parents to mention their monthly income. This information was also rated on a 5 item Likert scale as very low (0-20,000)=1, low (21, 000-40,000) =2, middle (41, 000 -60,000) =3, high (61,000-80,000) =4 and very high(over 80,000)=5.

3.2.2 Dependent Variable

The dependent variable is reading abilities among grade one pupils. Measurable indicators that were assessed under this variable include reading of phonemes, reading of alphabetical letters, reading of words, reading of short sentences and reading of short passage.

(i) Alphabetical letters

The 26 letters were later grouped and coded depending on how many of letters the pupils score, that is, if the pupil scores 0-6 letters = below expectation, 7-11 = fair readers, 12-16= good readers, 17-21 = very good readers, 22-26 = excellent readers.

(ii) Letter-sounds

The 26 letters-sounds were later grouped and coded depending on how many of sounds the pupils score, that is, if the pupil scores 0-6 sounds = poor, 7-11 = fair, 12-16= good, 17-21 = very good, 22-26 = excellent readers.

(iii) Words

Further, the pupils were given five words and five sentences which were scored and coded. Those who scored 1=poor, 2= fair, 3=good, 4=very good and 5=excellent.

(iv) Short Paragraph

Finally, the pupils were given a short paragraph and asked to answer questions which were coded as 1=poor, 2=fair, 3=good, 4=very good, 5=excellent.

The data obtained from the independent and dependent variables was analysed and correlated using Pearson Moment Correlation.

3.3 Location of the Study

The study was conducted in Kinango sub-county, Kwale County in Kenya. It is one of the Sub-Counties in Kwale County. The other sub-counties surrounding Kinango Sub-County include Msambweni, Lunga lunga and Matunga sub-counties. The sub-county has five wards which include: Ndavaya Ward, Puma Ward, Mackinon Road Ward, Chengoni/Samburu Ward and Kasemeni Ward. The sub-county depends on tourism, agriculture and fishing for its local economy. Poverty in the area is one of the highest at 74% with the mean temperatures of 24.2°C while rainfall amounts range between 400mm and 1,680mm per annum. The sub-county was purposefully selected because studies conducted by Uwezo (2011) on Annual Learning Assessment report revealed that children in the sub-County recorded an average of 21.07% which is below the national average of 27.2 %. Therefore, the study intended to establish whether there is any significant relationship between age of enrollment of pupils, school attendance and family's socio-economic status and reading abilities of grade one pupils in Kinango Sub-County.

3.4 Target Population

The population of the study consisted of 1, 870 grade one pupils and their 3, 740 parents in both public and private schools in Kinango sub-county. The study focused on grade one pupils because grade one forms the foundation of formal learning for pupils. The target population is illustrated in the table below:

Table 3.1 Distribution of Target Population as Per School Category

School category	Number of primary schools	Number of grade one learners	Number of Parents for grade 1pupils	Total
Public	152	1,706	3,412	5,118
Private	60	164	328	492
Total	**212**	**1, 870**	**3,740**	**5,610**

Source: Ministry of Education (2019)

3.5 Sampling Techniques and Sample Size

The sampling technique and sample size that were used are as follows:

3.5.1 Sampling Techniques

Three sampling techniques were used to sample a representative unit of respondents for the study. First, purposive sampling technique was employed to select Kinango sub-county. The sub-county was purposefully selected because studies conducted by Uwezo (2011) on Annual Learning Assessment report revealed that children in the sub-County recorded an average of 21.07% which is below the national average of 27.2 %.

Secondly, stratified sampling technique was used to categorize the primary schools in Kinango sub-county into public and private schools to ensure equal representation from each stratum. Orodho (2016) asserts that stratified sampling allows fair representation of respondents from the target population; therefore, stratified sampling was used in this study to increase representation and reduce biasness.

Third, simple random sampling was employed to select 10 % of the targeted primary schools in the sub-county from each stratum. The researcher obtained the list of schools from the sub-county education office and selected every fifth school from the list. Additionally, with schools having more than one stream, random sampling was used to select one class whereby the researcher labelled classes as A and B, then threw a bottle top labelled A and B to assist in selecting the stream.

After sampling the schools, 10% of the targeted pupils were selected from the sampled schools through systematic random sampling whereby, the researcher selected pupils randomly from the register in equal even numbers, for example, 2, 4, 6, … Creswell (2013) asserts that random sampling technique reduces the potential for human bias in the selection of cases to be included in the sample hence provides a sample that is highly representative of the population being studied. Finally, purposive sampling technique was used to select one parent of each of the sampled pupils. Parents who were breadwinners and participated more in pupils' academic matters were the once who were selected to be interviewed.

3.5.2 Sample Size

The sample of the study consisted of 10% of the primary schools, 10% of Grade one pupils in Kinango sub-county and one parent of each of the sampled pupils. 10% of the target populations was preferred as it enabled an in-depth exploration and understanding of phenomena under investigation. According to Mugenda and Mugenda (2003), a sample size of 10% to 30% of the target population is representative for a study. Therefore, the study had a sample size of 374 comprising of 171 grade one learners in

public primary schools, 16 grade one learners in private primary schools, 171 parents of grade one learners in public primary schools and 16 parents of grade one learners in private primary schools. The sample size is illustrated in the table below:

Table 3.2 Sample Size as per School Category

Category	**Target population**	**Sample size**
Public school	152	15
Private schools	60	6
Learners in Public schools	1,706	171
Learners in Private schools	164	16
Parents for Grade one pupils in Public schools	3,412	171
Parents for Grade one pupils in Private schools	328	16
Total	**5,610**	**374**

3.6 Research Instruments

The researcher used the following instruments:

3.6.1 Child Assessment Tool for Pupils

The reading checklist contained two sections, that is, A and B as shown in Appendix I. Section A collected general information regarding the school, pupil and enrolment. Section B collected data on pupils' reading abilities. The section (B) was further classified into five sections which contained activities on reading of sounds, reading of letters, reading simple words and reading sentences

3.6.2 Documentary Analysis Guide

A documentary analysis guide (Appendix II) helped to analyze key records to obtain information regarding attendance and enrolment. Attendance register and admission book were analyzed. The schedule was divided into three sections, that is, section A captured general information, for example, name and type of school. Section B captured information on enrolment and section C captured information regarding attendance.

3.6.3 Interview Schedule for Parents

An interview schedule (Appendix III) was used to seek data regarding parents' socio-economic background. The schedule had three sections. Section A provided general information, for example, information regarding the purpose of the interview, confidentiality statement and participant consent. Section B focused on parental level of education, parental involvement in the pupil's education and parental economic status. Responses were recorded by ticking the choice given by the parent in the right box.

3.7 Piloting

Piloting was done to test the appropriateness of the items to the study in order to ensure validity and reliability of the instruments. This activity was carried out in two schools in Kinango sub-county. The two schools were randomly selected and were not part of the actual study sample. During piloting, the tools were administered to five learners and their parents for a period of one day in each school.

3.7.1 Validity

In order to ensure content validity, the tools were subjected to content analysis to ensure they have the correct items in reference to reading abilities, school enrolment and attendance and family socio-economic background. This ensured there is right information in regard to meeting the objectives of the study. This was achieved by ensuring that test items covered all objectives and variables of the study. Test items were considered valid through obtaining the results expected to show the relationship of the variables under study. In addition, the researcher sought the input of the supervisor and other professionals in research.

3.7.2 Reliability

The internal consistency of the research instruments was obtained by half-split method. The items in the questionnaires were divided into odd and even numbers. Cronbach's alpha was computed and the results of the odd and even items were then compared. Cronbach's alpha coefficient of 0.7 is a commonly accepted rule of thumb that indicates acceptable reliability (Creswell, 2014). Cronbach's alpha correlation coefficient of more than .70 was considered adequate to confirm the reliability of the questionnaire. Therefore, a coefficient of 0.802 was obtained which showed that the instruments were reliable. This is shown in Table 3.1

Table 3.3: Reliability Test Results Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items

Table 3.3: Reliability Test Results Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.802	.621	18

3.8 Data Collection Techniques

The researcher made pre-visits to the sampled schools so as to introduce herself to the school management. She explained the intended research and requested the head teacher to introduce her to the teachers of the respective classes to be studied. She established rapport with the teachers whom she requested to accompany her to some of the activities. During these activity times, she created a rapport with the pupils. Therefore, during data collection, every respondent was free with the researcher. Data was collected in three stages:

Stage I: Reading Assessment tool was administered by the researcher to the pupils whom by then were comfortable with the researcher. The researcher greeted individual children and requested each child to read sounds, letters, words and sentences provided on paper as the researcher listened and ticked appropriately.

Stage II: The researcher carried out an in-depth analysis of records (attendance register and admission book) to establish the number of days missed in a term, date enrolled, term enrolled and age at enrolment. The researcher coded the information and used it for analysis.

Stage III: The teacher sought permission for the researcher from parents of pupils who were assessed. The teacher together with the researcher followed the assessed pupils to their homes. At the homes, the teacher introduced the researcher after which the researcher requested for permission to interview the parent. The researcher collected information regarding the parents' economic status and level of education.

3.9 Data Analysis

After collecting the data from the field, the researcher checked the instruments for completeness. After ensuring that all the items in the instruments had responses, the data was coded and entered into the Statistical Package for Social Sciences (SPSS) version 23.0. Descriptive statistics such as frequencies and percentages were run to provide summaries of the data. After this, Pearson Product Moment of Correlation was used to establish nature of association between dependent and independent variables of the study. Creswell (2014) contends that Pearson Product Moment of Correlation is a very useful way to measure statistical relationship that exists between variables.

Before proceeding with the analysis, a scatter plot of the variables was drawn to check for linearity. The correlation was then checked after establishing that the relationship was linear. The variables were plotted with independent variables on the x-axis and dependent variable on the y-axis. The nearer the scatter of points was to a straight line, the higher the strength of association between the variables. If both variables increased or decreased together, that was considered a positive correlation. If one of the variables increased as the other decreased, that was considered a negative correlation. By using Pearson

Moment Correlation, the researcher was able to establish if the correlation coefficient was significant and hence, evidence of an association between the two variables.

Further, regression analysis was carried out to establish the extent to which each independent variable influenced the dependent variable. First, the researcher verified whether the regression model was good and fit for the analysis. The value 0.000 was obtained which showed the significance level was less than 0.05 showing a statistical significance of the model on how pupils' school enrolment, school attendance and family socio-economic background studied influenced the reading abilities among grade one pupils in Kinango, Kwale County, Kenya. After that, the researcher did a regression analysis of the independent and the dependent variables and looked through the regression coefficients and p-values. The coefficients represent the average change in the dependent variable given a one-unit change in the independent variable while controlling the other independent variables. A low p-value (< 0.05) implied that the independent variable is statistically significant.

3.10 Logistical and Ethical Considerations

The following are the logistical and ethical considerations that the researcher observed:

3.10.1 Logistical Considerations

The researcher obtained approval for this study from Graduate School office of Kenyatta University and a research permit from National Commission for Science, Technology and Innovation (NACOSTI). Also sought, was permission from the County Director of Education to visit schools and an introductory letter to the head teachers. The researcher

also made phone calls to the head teachers of the schools for familiarization prior to the onset of data collection.

3.10.2 Ethical Considerations

The researcher explained to the respondents the purpose of the study and guaranteed them of discretion to their responses and identities. The researcher adhered to appropriate behavior in relation to the rights of the respondents such as the right to privacy in which the responses were considered anonymous and safety and protection when working with children. Before participation in the study, the respondents were informed of their right to participate or not. This ensured that those participating were not coerced hence gave information willingly. Also, all literature works used in this study were properly cited and acknowledged.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents results of the study, interpretation and discussion of the findings on influence of school and family related dynamics on reading abilities among grade one pupils. The response rate is first presented followed by demographic information of pupils and finally, descriptive and inferential results are presented according to the objectives of the study. The study objectives were;

1. To establish the reading abilities of grade one pupils in Kinango Sub-County
2. To establish the relationship between pupils' age at enrolment in school and reading abilities among grade one pupils in Kinango sub-county.
3. To find out the relationship between pupils' mode of attendance in school and reading abilities among grade one pupils in Kinango sub-county.
4. To find out the relationship between family socio-economic status and reading abilities among grade one pupils in Kinango sub-county.

4.2 Response Rate

A total of twenty one schools were visited for this study, fifteen of which were public and the remainders (six) were privately owned. The overall enrolment stood at 1,870 pupils with 49% being girls, a percentage less than boys. The total enrolment for public schools was 1,706 (48% girls) while that of private schools was 164 (55% girls), indicating a higher proportion in enrolment of girls than boys in private schools compared to public schools. Pupils' assessment tool and interview schedules were administered to 187 pupils

and 187 parents respectively. At school level, a documentary analysis of attendance register and admission book was undertaken in order to determine attendance and enrolment characteristics for the 187 pupils. The table below shows the response rate.

Table 1.1: Response Rate

Data collection tool	Administered	Frequency	Return Rate
Pupils' assessment tool	187	187	100%
Parents' interview schedule	187	187	100%
Documentary analysis schedule	187	187	100%

Table 4.1 indicates that all administered research tools were filled out as required. According to Mugenda and Mugenda (2003), a response rate of more than 80% is sufficient for a study. The response rate for this study stood at 100% therefore, the sampled data was adequate for analysis.

4.3 Background Information of Pupils

Background information of respondents was analyzed and presented in Table 4.2 under the following demographics.

Table 4.2: Pupil characteristics

Background Information	Group	Percentage (%)
Sex	Male	47.6%
	Female	52.4%
School type	Public	90.9%
	Private	9.1%
Average Age	Combined	7.85 years
	Boys	7.90 years
	Girls	7.81 years
Age Range	Minimum	6 years
	Maximum	13 years

The information in table 4.2 indicates that of 187 pupils sampled, 47.6 % were boys and 52.4 % girls. On school type, most of the sampled pupils (90.9%) were enrolled in public schools while the remaining 9.1% in private schools. Overall, the pupils ranged between 6 to 13 years, and averaged 7.85 years in age. The enrolment age of pupils in public schools were averagely six months older than those in private schools. A detailed analysis by gender indicated that boys enrolled in grade one averagely one month older than girls.

4.4 Pupils' Reading Abilities

The first objective of this study was to establish the reading abilities of grade one pupils in Kinango Sub-County. Pupils' reading abilities were measured as reported on tables 4.3, 4.4, 4.5, 4.6 and 4.7

i) Identification of Letters

The study aimed to establish pupils' ability to identify letters A-Z. The 26 letters were grouped and coded depending on how many of letters the pupils scored, if the pupil scores 0-6 letters = poor, 7-11 = fair, 12-16= good, 17-21 = very good, 22-26 = excellent readers. The data obtained was tabulated as presented in table 4.3:

Table 4.3: Identification of Letters

	Frequency	**Percentage**
Poor	18	11.8
Fair	17	10.2
Good	24	13.9
Very good	26	14.9
Excellent	90	49.2
Total	**187**	**100**

The results in Table 4.3 indicate that majority (49.2%) of the pupils were excellent in identifying letters. This means that they were able to identify between 22 - 26 letters. This was followed by 14.9% of the pupils who were very good as they identified 17 -21 letters followed by 13.9% who were good as they identified 12-16 letters and 10.2% were fair as they identified between 7-11 letters correctly. Finally, 11.8% of the pupils were poor as they identified less than six out of the 26 letters. Identification of letters are fundamental skills in literacy which are taught in preschools, therefore, it is expected that pupils in grade one should be able to recognize all letters and sounds correctly. On the contrary, results in this study show that some learners in grade one cannot identify letters which have a negative implication on their ability to read. These findings are in line with the Uwezo study in Kenya which reported that, learning outcomes in literacy were

significantly low, confirming the poor reading achievement among pupils in Kenya. The report revealed that 7 out of 10 learners in Class 3 cannot read Class 2 work and 1 out of 10 learners in primary schools in Kenya are completing Class 8 without having attained the basic literacy competencies expected of a child completing Class 2. The findings also concurs with Binsari and Murungi (2018) who established that despite the realization of increased enrolment at primary school levels as a result of free primary education in Kenya, a large number of pupils stills have low levels of reading skills.

Reading skills forms the basis upon which all other learning and academic skills are based, therefore, the grade one learners in Kinango sub-county need to be helped to acquire reading skills for them to be able to handle other learning areas effectively. The same is highlighted by Bainbridge (2016) who explained that children need to be helped to understand the association between letters and speech sounds, they need to understand how different letter sounds blend together to make words. This is echoed by Cavanaugh (2016) who asserts that reading is a complex process which involves many components which include phonemic awareness, vocabulary, fluency and comprehension. On the same breath, Bates (2011) indicates that children should be helped to acquire the sub-skills like the ability to listen and speak for them to gain reading and writing skills. Also, Kane and Wooten (2011) assert that children's reading ability has a major influence on their academic performance. Children who acquire good reading skills at pre-primary grades lay a stable foundation for future success in reading and other subjects which are linked to later achievement in school. Therefore it is important for learners to be helped to acquire reading skills for better learning achievements to be realized.

ii. Reading of Letter-sounds

Further, the study aimed to establish pupils' ability to identify letter-sounds a-z. The 26 letter-sounds were grouped and coded depending on how many of the sounds the pupils scored, if the pupil scores 0-6 sounds = poor, 7-11 = fair, 12-16= good, 17-21 = very good, 22-26 = excellent readers. The data obtained was tabulated as presented in table 4.4:

Table 4.4: Identification of Letter-sounds

	Frequency	**Percentage**
Poor	21	11.2
Fair	32	17.1
Good	26	14.9
Very good	24	13.9
Excellent	84	44.9
Total	**187**	**100**

The results in Table 4.4 indicates that majority (44.9%) of the pupils were excellent in reading letter-sounds. This means that they were able to read letter-sounds between 22 - 26 letter-sounds. This was followed by 17.1% of the pupils who were fair as they identified 7 -11 letter-sounds, followed by 13.9% who were good as they identified 12-16 letter-sounds and 11.2% were poor as they identified between 7-11 letter-sounds correctly. Finally, 11.8% of the pupils were poor as they identified less than six out of the 26 letter-sounds. Letter-sounds are basic reading skills which are taught in pre-primary grades. Therefore, it is expected that all pupils in grade one should be able to read all the letter-sounds correctly. On the contrary, results in this study showed that a

good number (28.4%) of learners in grade one were struggling with the letter-sounds. Inability to read the sounds is an indication that the same learners had high chances of experiencing difficulties reading words and sentences which will in turn affect their performance. This is echoed by Ehri (2013) who explained that primary grade learners' performance in language and literacy is influenced by reading skills acquired in early grades. Similarly, Teale (2013) emphasizes that children who did not gain basic reading skills in early grades will have difficulty in catching up in the successive grades. Further, Herbers (2012) asserts that inability to acquire reading skills early has a great effect on learners which leads to poor academic performance and increased dropout rates at high school level. Therefore, the teachers in Kinango Sub-county need to put mechanisms in place to help grade one learners to acquire the reading skills.

iii. Reading of Simple Words

The ability of learners to read simple words was used to measure learners' ability to read. The results are presented in table 4.5.

Table 4.5: Identification of Words

	Frequency	**Percentage**
Poor	49	26.2
Fair	16	8.6
Good	35	18.7
Very good	17	9.1
Excellent	70	37.4
Total	**187**	**100**

The results in Table 4.5 show that most (37.4%) of the respondents were excellent in reading simple words such as dig, good, green, nose, home. This was followed by those who were poor at 26.2%, 18.7% good, 9.1% very good and 8.6% better. Phonological awareness begins in preschool to enable children learn that written words represent spoken sounds yet 26.2% of the learners in Grade one lacked the ability to read simple words which may have a negative implication in their learning outcomes. This confirms reports by Uwezo (2016) which indicated that there is no significant improvement in learning outcomes of learners in lower primary Grades in Kenya. This means that learners lack basic literacy skills hence poor reading abilities which will overly affect their academic performance. The same findings were reported by Uwezo (2016) in Uganda, which conducted five assessments from 2010 to 2016, to establish learners learning outcomes in literacy and numeracy. The study established that learning outcomes were below curriculum expectations; this trend was consistently observed throughout the five years. Majority of the children lacked competencies in literacy for grade 2 level. Further, it was reported that only 3 out of 10 pupils could read grade 2 words while 2 out of 10 could read and comprehend grade 2 passages. It was also established that 54.2% of the pupils acquired reading competencies of grade 2 level when they are in grade 6. This implies that most of the pupils in primary schools in acquire reading skills rather late.

v. Reading of Sentences

For the same objective one, pupils' ability to read was also measured through reading of simple sentences such as 'My father has a shop, it is a big house, he is very happy, I have

a big orange and she will buy a car' to measure their ability to read. The results are illustrated in table 4.6.

Table 4.6: Reading of Sentences

	Frequency	**Percentage**
Poor	60	32.1
Fair	35	18.7
Good	32	17.1
Very good	38	20.3
Excellent	22	11.7
Total	**187**	**100**

The results in Table 4.6 indicate that most (32.1%) of the respondents were poor in reading simple sentences while 20.3% were very good, 18.7% better, 17.1% good and 11.7% excellent. This indicates that learners in this study had not acquired the basic reading skills that ought to have been acquired by the time they completed pre-primary school. The findings concur with Uwezo (2016) which reported that only 3 out of 10 children in grade 3 can do Grade 2 work. On average, 1 out of 10 children in Kenyan primary schools are completing Class 8 without having acquired the basic literacy competencies expected of a child completing grade. Further, the finds are in agreement with findings presented by the National Assessment System for Monitoring Learner Assessment which reported that revealed that reading levels in Kenya are below average, where by an estimated 50% of the learners were unable to read grade level texts. Further, the study established that 32% of 3rd grade learners were not able to read a 2nd grade

short story (NASMLA, 2010). Based on these findings, we can conclude that there is much that needs to be done in primary schools to enhance learners' reading abilities.

vi. Reading of Simple Passage and Answer Comprehension Questions

Learners were asked to read a simple passage and answer comprehension questions. The results are presented in table 4.7.

Table 4.7: Reading of Simple Passage and Answering Comprehension Questions

	Frequency	**Percentage**
Poor	61	32.6
Fair	35	18.7
Good	30	16.0
Very good	36	19.3
Excellent	25	13.4
Total	**187**	**100**

The results in Table 4.7 show that majority (32.6%) of the respondents were poor in reading of simple passage and answering comprehension questions, 19.3% were very good, 18.7% better, 16.0% good and 13.4% excellent. On average, children who have acquired reading skills in grade one are expected to read a simple paragraph of approximately 60 words in a minute. However, as indicated in Table 4.7 majority of the learners performed far below average. This confers with Uwezo (2012) learning assessment report which established that less than 4 out of 10 grade 3 children can read a paragraph in English or Kiswahili compared to 5 out of 10 nationally. Therefore, it can be concluded that grade one pupils in Kinango Sub-County need support to acquire the necessary reading competencies.

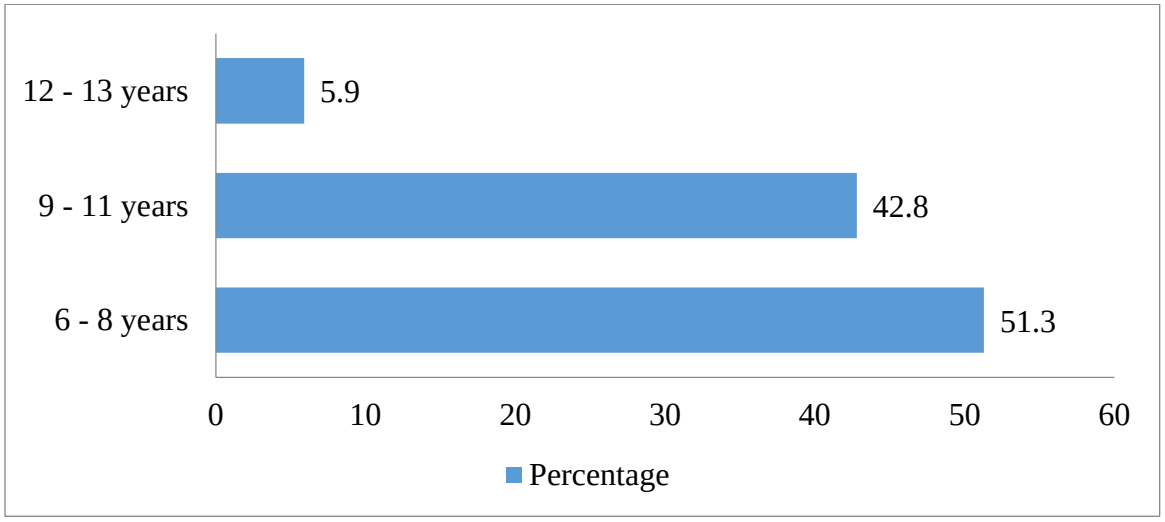
4.5 Age at Enrolment School and Reading Abilities

The second objective of this study was to establish the relationship between pupils' age at school enrolment and reading abilities among grade one pupils in Kinango Sub-County. Before running a correlation analysis, descriptive statistics were used to determine the enrolment age of the pupils.

4.5.1 Pupils' Age at Enrolment in School

The results on pupils' age in school enrolment are presented in the figure 4.1

Figure 4.1: Pupils' Age at Enrolment in School



The results in Figure 4.1 show that majority (51.3%) of the respondents enrolled in schools at the age of between 6 to 8 years, 42.8% at the age of between 9 to 11 years and 5.9% between 12 to 13 years. These findings are in line with the learning assessment report in Kenya by Uwezo (2012), which reported that 6 out of every 10 children enroll in schools late and one out of 10 children aged more than 7 years are still in pre-school. According to the Basic Education Policy in Kenya, pupils should be enrolled in preschool at the age of 4 meaning they should be on their 6th birthday in grade one. On the contrary,

findings from this study show that almost half of the children aged over 7 years are enrolled in class one an indication of late enrolment. This confirms findings reported by Sabates (2011), which estimated that 45% of 16 and 17 year olds in Kenya are still in primary school, which means that these children are overage, with an increased risk of dropping out.

Further, the findings affirm the Education Policy and Data Centre findings in 35 countries which reported that there is a strong positive relationship between relative age-in-grade and dropout rates at the end of primary school. Children who are overage by two or more years, have the highest dropout rates during the final year of primary school in all 35 countries (Sabates, Akyeampong, Westbrook, & Hunt, 2011). These results imply that there are many children who are at a high risk of not finishing the primary school basic cycle. In Kenya, approximately 45% of 16 and 17 year olds are still in primary school, which implies that these children are overage, with an increased possibility of school dropout. Of these cohorts, (Sabates et al., 2011) only 38% complete primary school. Assuming that the educational experiences of these cohorts are a reflection of the system's inefficiencies, then there is a relatively bigger problem of overage children in primary schools in Kenya, but a relatively small problem regarding school access and sustained enrolment rates.

4.5.2 Relationship between Age at Enrolment in School and Reading abilities

A correlation analysis was done to test the relationship between pupil's school enrolment and their reading abilities. The pupils' enrolment in school was measured in terms of age at enrolment. This information was captured during documentary analysis of school

records. In order to determine pupils' reading abilities, the following areas were assessed; identification of letters and sounds, reading simple words and sentences and lastly comprehension tasks. A correlational analysis was performed to establish the correlation between pupils' school enrolment and reading abilities. The findings are as tabulated in table 4.9.

Table 4.9: Age at Enrolment in School and Reading Abilities

		School enrolment	Reading abilities
Age at enrollment	Pearson Correlation	1	.772
	Sig. (2-tailed)		.001
	N	176	176
Reading abilities	Pearson Correlation	.772	1
	Sig. (2-tailed)	.001	
	N	176	176

The results in Table 4.9 show that the Pearson's r for the correlation between age at enrolment and pupils reading abilities variables is 0.772 and vice versa which is close to 1 with a significant value of 0.01 which is less than 0.05. This shows a strong relationship meaning that pupils' age at enrolment is strongly correlated with pupils' reading abilities. These findings are in line with a study which was conducted in Texas which established a significant relationship between late enrollment and course standard – r (253) = -0.21, p < 0.01 indicating that the later learners enrolled, the lower their course standards. The study found that students who registered early were more likely to obtain a successful grade than those who registered late. A t-test was performed to analyze the two groups in

terms of their success and non-success. These findings imply that age and the time when pupils join grade one is significant to their development of reading abilities.

4.5.3 Regression Analysis

After establishing the relationship between pupils' age at school enrolment and pupils' reading abilities; the researcher sought to establish the extent to which age at school enrolment influenced the pupils' reading abilities. The Findings are presented in subsequent tables;

Table 4.10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.944[a]	.891	.889	.165	.891	394.425	3	173	.000

Source: Survey Data (2020)

The results in Table 4.10 indicate that pupils age at enrolment in school, school attendance and family socio-economic background explain a factor of 0.889 of the reading abilities among grade one pupils in Kinango, Kwale County, Kenya as represented by the adjusted R square. This therefore means that other factors not studied in this research contribute a factor of 0.111 to the reading abilities among grade one pupils in Kinango, Kwale County, Kenya. The study therefore recommends that other studies to be carried out to show how other school and family related dynamics can

influence the reading abilities among grade one pupils in Kinango, Kwale County, Kenya.

Table 4.11: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.074	3	10.769	394.425	.000[a]
	Residual	5.269	173	.027		
	Total	48.343	197			

Source: Survey Data (2020)

The value 0.000[a] shows the significance level is less than 0.05 showing a statistical significance of the model on how pupils' age at enrolment in school, school attendance and family socio-economic background studied influenced the reading abilities among grade one pupils in Kinango, Kwale County, Kenya. The results in Table 4.11 also indicate that F calculated value is greater than the value of F tabulated (394.425>10.769) at 5% significance level confirming the significance of the model.

Table 4.12: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.520	.120		9.167	.000
	Age at enrolment	.721	.022	1.274	1.268	.000
	Frequency in school attendance	.818	.029	2.875	8.679	.000
	Family socio-economic background	.777	.023	1.346	1.882	.000

Source: Survey Data (2020

The findings in Table 4.12 revealed that holding independent variables constant (pupils' age at enrolment, school attendance and family socio-economic background) to a constant zero, reading abilities among grade one pupils in Kinango, Kwale County, Kenya would be at 0.520 factor, a unit increase in age at enrolment would lead to increase in reading abilities among grade one pupils by a factor of 0.721.

Further, the results show a positive correlation between pupils' school enrolment and reading abilities among grade one pupils in Kinango sub-county as indicated by beta values (β=1.274, P<0.05). Therefore, the null hypothesis that there is no relationship between pupils' age at enrolment and their reading abilities was thus rejected because t statistics 1.268 has a p value of 0.000 which is less than 0.05. These findings are in line with a study which was conducted in Texas which established a significant relationship between late registration and course standard – r (253) = -0.21, p < 0.01 indicating that the later learners enrolled, the lower their course standards. This is also consistent with Ashlee (2016) study that assessed how student enrolment in kindergarten readiness classes affects future academic achievement and found a statistically significant relationship between school enrolment and pupil reading abilities.

4.6 Pupils' Frequency in School Attendance and Reading Abilities

The third objective was to find out the relationship between pupil's frequency in school attendance and reading abilities among grade one Pupils in Kinango Sub-County.

4.6.1 Pupils' Frequency in School Attendance

The data on pupils' school frequency in attending school was obtained from the attendance register. The measurable indicator that was studied include; modality of school attendance which was coded as number of days missed in the term, that is, 0-5/60 = very good, 6-10/60 = good, 11-15/60 fair, 16-20/60 = poor and above 21/60 = very poor. The data that was obtained is represented in table 4.13.

Table 4.13: Pupils' Frequency in School Attendance

	Frequency	**Percentage**
Very poor	12	6.4
Poor	18	9.6
Fair	17	9.0
Good	63	33.7
Very good	77	41.1
Total	**187**	**100**

A documentary analysis of pupils' frequency attendance was conducted in order to determine the number of days a pupil missed school. Out of expected 60 days of pupils' school attendance, the days missed were qualified as follows; very poor (21 and above), poor (16-20), fair (11-15), good (6-10) and very good (0-5).

The results in Table 4.13 indicate that most (41.2%) pupils' school attendance was very good, 33.7% good, 9.6.% poor, 9.1% fair and 5.8% very poor. The results show that 16% (30 learners) of the 187 pupils miss school for more than 20 days in a term. This resonates with the findings in by Uwezo (2016) which indicated that in a day, 15 out of 100 pupils were absent from school. More children from rural areas (16 in 100) were

absent from school compared to those from urban areas (12 in 100). The findings imply that a reasonable number of learners register poor school attendance which may contribute negatively to their learning and performance. A study was carried out in Nigeria to find out the influence of attendance on learning outcomes (Humphreys, Macrae and Packer, 2014). The study established that attendance was lower in rural areas rather than urban, in the north than in the south, for girls more than boys, for poorer households than richer in northern states. They argued that absenteeism was often a precursor to dropping out. Before the start of Primary Education Development Programme (PEDP) in 2001 in Tanzania, some of the obstacles to school attendance were school levies and learning materials. Consequently learners dropped out of school. The data indicates that 76.8% of dropouts are as a result of poor school attendance (Kumburu, 2011). Contrary, an explanatory study was carried out to explore the impact of class attendance on learning achievement in international high school in Dubai, Tasneem (2018) reported that, there was no statistically significant correlation between attendance and writing scores, $r = .013$, $n = 295$, $p = .819$. Further, the study found out that there is no statistically significant correlation between attendance and reading scores, $r = -.04$, $p = .491$

4.6.2 Relationship between Frequency in School Attendance and Pupils' Reading Abilities

A correlational analysis to establish the relationship between pupils' attendance and reading abilities was performed in order to establish the relationships between the two variables. The findings are presented in table 4.14.

Table 4.14: Frequency in School Attendance and Reading Abilities

		School attendance	Reading abilities
Frequency in school attendance	Pearson Correlation	1	.883**
	Sig. (2-tailed)		.000
	N	176	176
Reading abilities	Pearson Correlation	.883**	1
	Sig. (2-tailed)	.000	
	N	176	176

School attendance was found to be strongly related to pupils reading abilities as indicated by the Pearson's r at 0.883 which means that increase in school attendance leads to increase in pupils reading abilities. Further, the analysis shows that the relationship between school attendance and reading abilities is significant with a significant value of 0.00. This contradicts with Tasneem (2018) who explored the impact of class attendance on learning achievement in international schools situated in Dubai. The study reported that that there was no statistically significant correlation between attendance and writing scores, r = .013, n = 295, p = .819. Further, the study found out that there is no statistically significant correlation between attendance and reading scores, r = -.04, p = .491. Further, findings from this study is in congruent with Tetteh (2018) who investigated the relationship between the students' class attendance and learning outcome and revealed that class attendance had a significant positive influence on the learning

outcome. This implies that pupils with high absenteeism level are likely to have poor reading abilities.

4.6.3 Regression Analysis

After establishing the relationship between pupils' school attendance and pupils' reading abilities; the research sought to establish the extent to which school attendance variable influenced the pupils' reading abilities. The Findings are presented in table 4.15 below;

Table 4.15: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.520	.120		9.167	.000
	Age at enrolment	.721	.022	1.274	1.268	.000
	Frequency in attendance	.818	.029	2.875	8.679	.000
	Family socio-economic background	.777	.023	1.346	1.882	.000

The findings in Table 4.15 revealed that, holding pupils' school enrolment and family socio-economic background to a constant zero, a unit increase in school attendance would lead to increase in reading abilities among grade one pupils by a factor of 0.818. This study established a positive relationship between pupils' school attendance and reading abilities among grade one pupils in Kinango sub-county as indicated by beta

values (β=2.875, P<0.05). This is in line with Tasneem (2018) explanatory study that explored the impact of class attendance on learning achievement in international high school situated in Dubai and established a statistically significant correlation between attendance and reading scores.

Based on the results, the null hypothesis that there is no relationship between pupils' school attendance and their reading abilities was thus rejected because t statistics 8.679 has a p value of 0.000 which is less than 0.05. This concurs with Ajaj's (2018) study that examined the impact of student attendance on student achievement in PSAT and found that there was a statistically significant impact of attendance on reading abilities of pupils.

4.7 Family Socio-Economic Status and Reading Abilities.

The fourth objective was to establish the relationship between family socio-economic background and their reading abilities.

4.7.1 Family Socio-Economic Status

Family socio-economic status was measured using the following indicators; parents' level of education and their monthly income. The results are presented as follows:

Table 4.16: Parents' Level of Education

	Frequency	Percentage
No education	38	20.3
Primary	81	43.3
Secondary	50	26.7
College	15	8.0
University	3	1.6
Total	**187**	**100**

The results in Table 4.16 show that most (43.3%) of the parents involved in the study had attained a primary level of education, 26.7% secondary education, 26.7% had no education, 8.0% college certificate and 1.6% had achieved University level of education. The study found that socio-economic factors influence academic performance of pupils (Muchunku, 2014). Another study by Okioga (2013) looked at the impact of students' family socio-economic background on academic performance in universities. The results revealed that, the students' family social economic background influenced their academic performance. Muchunku and Okioga's studies focused on public primary schools in general and university but this study focused on grade one pupils from both private and public primary schools.

Table 4.17: Parents' Monthly Income

	Frequency	Percentage
Very low	40	21.4
Low	84	44.9
Middle	48	25.7
High	15	8.1
Very high	0	0.0
Total	**187**	**100**

The results in Table 4.17 indicate that majority (44.9%) of the respondents had low monthly income. This is an indication that majority of the learners were from low socio-economic backgrounds, which could have a negative bearing on pupils' reading abilities. This resonates with Nadenge (2015) who pointed out that parental occupation and income influenced learners' performance in school. On the other hand, the parents low ability to finance education, coupled with the poor status of physical and instructional resources were inhibiting factors to students' academic achievement (Nadenge, 2015). According to data analyzed in China from the Chinese Family Panel Study in 2010 (CFPS2010), family influences children's academic performance through two pathways. Firstly, parents compete for better educational opportunities for their children through high-quality education leading to better academic performance. Secondly, parenting behavior and educational support for their children could cultivate learning habits in children and influence academic performance. Further, (Li & Qiu, 2018) pointed out that both rural students and urban students' academic performance were more heavily affected by their families' socio- economic status.

Elsewhere in Kenya, another study was carried out to establish the level of reading skills among grade three pupils. The study established that 50% of the pupils were below average in reading of letters and letter sound recognition, 57.1% in sentence and paragraph reading, 53.6% in story reading and a mere 60.7% in comprehension skills. According to the study, two factors were found to be critical in promoting children's reading; availability of reading materials both at home and supportive parents. (Ngure, Mwoma & Buna, 2019). Therefore, it can be concluded that parents' economic status influence pupils' reading abilities.

4.7.2 Relationship between Family Socio-Economic Status and Pupils Reading Abilities

A correlational analysis between family socio-economic background and reading abilities was performed in order to establish the relationships between the two variables.

The findings are presented in table 4.18.

Table 4.18: Family Socio-economic Background and Pupils' Reading Abilities

		Family socio-economic background	Reading abilities
Family socio-economic background	Pearson Correlation	1	.533**
	Sig. (2-tailed)		.003
	N	176	176
Reading abilities	Pearson Correlation	.533**	1
	Sig. (2-tailed)	.003	
	N	176	176

Source: Survey Data (2020)

Family socio-economic background was found to be significantly related to pupils reading abilities as indicated by the Pearson's r at 0.533 and which means that increase in pupils' family socio-economic background leads to increase in pupils reading abilities. The findings on relationship between the pupils' family socio-economic background and pupils' reading abilities indicate that parents' level of education and economic status are significant predictors of reading abilities with a significant value of 0.03 which is less than 0.005. This concurs with Chiu and Ko (2018) who observed that parents' level of education is a determining factor in children's reading abilities and achievement. This is

so because parents with higher schooling and economically stable placed greater value on education and thus provided more materials and school-related activities for their children. A survey was carried out in 439 districts of 26 states of India to test hypotheses on the role of socio-economic on primary school enrolment using data for 70,000 students in lower primary schools. From results, majority of the disparities in educational enrolment (around 70%) was explained by household level factors, of which socio-economic factors featured more prominently. In both urban and rural areas, children whose fathers have an upper non-farm job are significantly more in school. In rural areas, girls are also more in school if their father has a lower non-farm job. Children from well to do families are significantly more in school (Huisman, 2010). From Huisman's study findings, it is clear that, pupils' family socio-economic background correlates with attendance of pupils.

4.7.3 Regression Analysis

After establishing the relationship between family socio-economic background and pupils' reading abilities, the research sought to establish the extent to which each independent variable influenced the dependent variable and how the variables influenced each other. The Findings are presented in table 4.19 below;

Table 4.19: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.520	.120		9.167	.000
	School enrolment	.721	.022	1.274	1.268	.000
	School attendance	.818	.029	2.875	8.679	.000
	Family socio-economic background	.777	.023	1.346	1.882	.000

The findings in Table 4.19 revealed that holding pupils' age at enrolment and school attendance to a constant zero, a unit increase in pupils' family socio-economic background would lead to increase in reading abilities among grade one pupils by a factor of 0.717.

Further, the study established a positive correlation between pupils' family socio-economic background and reading abilities among grade one pupils in Kinango sub-county as indicated by beta values (β=1.346, P<0.05). This concur with Dawkins (2017) study that investigated factors influencing student achievement in reading and found that parental involvement and the home environment were listed as two of the most important factors in student achievement in reading. Therefore, the null hypothesis that there is no relationship between pupils' family socio-economic background and their reading abilities was thus rejected because t statistics 1.882 has a p value of 0.000 which is less than 0.05. This agrees with Dexter's (2013) study on the relationship between family

socioeconomic status and children's reading ability: the buffering effect of parental social support and established that family socioeconomic status has positive significance on children's reading ability. A study conducted in Bahir Dar town, Ethiopia, to investigate the impacts of family educational background and dwelling background respectively on students' overall academic performance focusing on government secondary schools (DarMelaku, 2017). The results with regards to the impact of family educational background and residence upon students' overall academic achievement was found non-significant at $F=0.59$, $df = 3$ and 209, $\alpha=0.05$ and at computed t-value of 1.35, and critical t-value (1.96) respectively.

In Lusaka, Zambia, a study was carried out to assess socio-economic status' (SES) influence on aspects of literacy by assessing parental level of education and occupation, family possessions, reading materials and literacy activities. Parents specify their highest completed education and occupation in the scale of 1 – 5. Correlations revealed that the socio-economic status and occupation strongly correlated with literacy, $r = .64$ and $r = .52$, respectively (Ri & Rph, 2014). This is evident that family socio-economic status is a factor which influences learners' reading ability and academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of research findings, conclusions as demonstrated by the results and the recommendations arising from the study findings. The summary, conclusion and recommendations are organized according to the objectives of the study.

5.2 Summary of Findings

The study had four objectives. The first objective was to establish the reading abilities of grade one pupils. The second objective was to establish the relationship between pupils' school enrolment and their reading abilities. The third objective was to find out the relationship between pupils' school attendance and their reading abilities. The fourth objective was to find out the relationship between pupils' family socio-economic background and their reading abilities. The findings are summarized according to the four objectives.

On the first objective, the study findings indicate that majority (49.2%) of the pupils were good in identifying letters, sounds and reading simple words whereas majority (48.8%) of the respondents were poor in reading of simple passage and answer comprehension questions. This confers with Uwezo (2016) learning assessment report which established that less than 4 out of 10 grade 3 children can read a paragraph in English or Kiswahili compared to 5 out of 10 nationally.

On the second objective, the study established a positive correlation between pupils' school enrolment and reading abilities among grade one pupils in Kinango sub-county. The Pearson's r for the correlation between school enrolment and pupils reading abilities variables is 0.772 with a significant value of 0.01 which is less than 0.05 meaning that school enrolment is strongly correlated with pupils' reading abilities. The null hypothesis that there is no relationship between pupils' school enrolment and their reading abilities was thus rejected because t statistics 1.268 has a p value of 0.000. This implies that age when pupils join grade one influence their reading abilities where by pupils that enroll early have high chances of acquiring better reading skills compared to those who enroll late.

On the third objective, school attendance was found to be strongly related to pupils reading abilities as indicated by the Pearson's r at 0.883 which means that increase in school attendance leads to increase in pupils reading abilities. The relationship was very significant with a significant value of 0.00. The null hypothesis that there is no relationship between pupils' school attendance and their reading abilities was thus rejected because t statistics 8.679 has a p value of 0.000 which is less than 0.05.This implies that pupils' rate of attending school had a positive and significant effect on their ability to read. The study found out that learners who registered good school attendance performed better in reading compared to those who registered high absenteeism.

On the fourth objective, pupils' family socio-economic background was found to be related to pupils reading abilities as indicated by the Pearson's r at 0.533 which means that increase in pupils' family socio-economic background leads to increase in pupils

reading abilities. The null hypothesis that there is no relationship between pupils' family socio-economic background and their reading abilities was thus rejected because t statistics 1.882 has a p value of 0.003 which is less than 0.05. The findings on relationship between the family socio-economic background and pupils' reading abilities indicate that parents' level of education and economic status are significant predictors of reading abilities. The study established that parents with higher schooling and earn high monthly income highly value education and thus provided their children with additional resources and school-related activities children which improved learners' reading abilities.

5.3 Conclusions

In view of the study findings, this study concludes that school and family related dynamics influence pupils' reading abilities. More specifically, school enrolment, school attendance and family social- economic status influence pupils' ability to read effectively. The findings indicate that almost half of grade one pupils in Kinango sub-county have low reading abilities. This is partly attributed to late school enrolment, poor school attendance and low family socio-economic status. Therefore, the study concludes that one way of improving learners' reading abilities would be through ensuring their regular attendance in school and early enrolment in school.

5.4 Recommendations

The Ministry of Education-The Ministry of Education should strictly enforce the various legislations put in place that guide the enrolment of learners in schools. Parents who do not enroll their children in school as required by the Basic Education Policy

should be identified and legal action should be taken against them. Schools should also set programs and provide the necessary information for parents, guardians or care givers to create awareness on the impact of late enrolment on their child's reading and academic achievement.

The Government-Family socio-economic status was found to have a significant influence on learners' reading abilities, where by learners from poor socio-economic backgrounds recorded low learning outcomes in reading. Therefore, the government should identify needy households through schools and make a contribution to finance their school levies and provide adequate reading materials to support their learning.

School Managers-School attendance was found to have a significant influence on pupil's reading ability and a significant number of learners in Kinango Sub-county recorded poor school attendance. School administrations in collaboration with chiefs, assistant chiefs and village elders should work together to ensure that all children within their jurisdiction attend school regularly. At the same time, they should identify those parents who engage their children in domestic activities that deter them from attending school regularly, so as to take action on them as it is the requirement of the Kenya Basic Education Act of 2013.

Parents-Findings from this study show that almost half of the children enrolled in grade one in Kinango sub-county are over 7 years of age. This is an indication of late enrolment in school which may have a negative implication on their learning outcomes. Parents should ensure timely enrolment of pupils in school for achievement of better learning outcomes.

5.5 Recommendation for Further Studies

The results indicated that pupils' school enrolment, school attendance and family socio-economic background explain a factor of 0.889 of the reading abilities among grade one pupils in Kinango, Kwale County, Kenya. This therefore means that other factors not studied in this research contribute a factor of 0.111 on reading abilities among grade one pupils in Kinango, Kwale County, Kenya. The study therefore recommends that other studies to be carried out to show how other factors influence the reading abilities among grade one pupils in Kinango, Kwale County, Kenya. Since generalization of these findings are to be done cautiously, studies can be carried out elsewhere to find out whether these factors and others not studied have a relationship with reading abilities of children in early childhood.

REFERENCES

Anderson, J., & Matthews, P. (2010). A Malawian school library: Culture, literacy and reader development. *Aslib Proceedings: New Information Perspectives*, *62*(6), 570–584. https://doi.org/10.1108/00012531011089685

Attendance in the Early Grades : Why it Matters for Reading. (2014), (February).

Ashlee B. H. (2016). Journal of Research in Education Volume 25, Number 1.

Binkley, M. (1996). Reading Literacy in the United States. https://doi.org/10.1037/e430812005-001

Binsari O. T and Murungi C. G. (2018). Class Size and Acquisition of Reading Skills amongst Grade Iii Pupils in Kenyenya Sub-County, Kenya. I*nternational Researchers* .Volume No.6 Issue No.3

Baird, J., Isaacs, T., Johnson, S., Stobart, G., Yu, G., Sprague, T., & Daugherty, R. (2011). *Policy effects of PISA: Report commissioned by Pearson UK. Retrieved from* http://oucea. Education. ox. AC. UK/WordPress/WP content/uploads/2011/10/Policy-Effects-of-PISA-OUCEA. pdf.

Barton, D., & Hamilton, M. (2012). *Local literacies: Reading and writing in one community*. London:

Bates, T. C. (2015). Does learning to read improve intelligence? A longitudinal multivariate analysis in identical twins from age 7 to 16. *Child development*, 86(1), 23-36.

Calderón, M., Slavin, R., & Sanchez, M. (2011). Effective instruction for English learners.*The future of children*, 103-127.

Cavanaugh G. (2016). "The Secret Garden: Annotated with Reading .Strategies". ElementaryLevel.Resources.https://digitalcommons.unf.edu/elementary_resources /1

Chiu & Ko. (2016).Changes in reading behaviour of periodicals on mobile devices A comparative study

Clark, C., & Rumbold, K. (2006). Reading for pleasure: A research overview. *National Literacy Trust*, (November), 30. https://doi.org/10.1037/h0037910

Conference, R., Education, O. N., & West, I. N. (2005). Regional conference on education in West Africa Dakar, Senegal 1.

Council of Australian Governments Meeting Canberra. (2008).

Daraganova, G., Mullan, K., & Edwards, B. (n.d.). *Attendance in primary school : factors and consequences*.

DarMelaku A.M. (2017) Effects of Family Educational Background, Dwelling and Parenting Style on Students' Academic Achievement: The case of secondary

schools in Bahir. *Educational Research and Reviews*. Vol. 12(18), pp. 939-949, 23 September, 2017.

Davis, R. D., & Braun, E. M. (2011). The gift of dyslexia. New York: Penguin Group.

Dawkins L. D. (2017). Factors Influencing Student Achievement in Reading. Unpublished Ph.D. Thesis. Walden University

Diezmann, C., Watters, J., & Fox, K. (2001). Early Entry to School in Australia : Rhetoric, Research and Reality, *10*, 5–18.

Ehri, L. C. (2013). *Word recognition in beginning literacy*. Routledge.

Fertig, M., & Fertig, M. (2005). The Effect of Age at School Entry on Educational Attainment in Germany, (1507).

Li, Z., & Qiu, Z. (2018).How Does Family Background Affect Children's Educational

Achievement? Evidence from Contemporary China. *The Journal of Chinese Sociology* volume 5, Article number: 13 .

Goodwin, C. (2000). Goodwinact_body.pdf. *Journal of Pragmatics*.

Herbers J. E (2012). Early Reading Skills and Academic Achievement Trajectories of Students Facing Poverty, Homelessness, and High Residential Mobility. Unpublished Masters Thesis, University of Minnesota.

Huisman, J. (2010). culture as determinants of primary school enrolment in India, (September), 1–34.

Humphreys, S., Macrae, M., & Packer, S. (2014). Review of the Literature on Basic Education in Nigeria Issues of Access , Quality , Equity And Impact, (June).Impact of Late Registration on. (2014), (01).

Jæger, M. M. (2010). Does Cultural Capital Really Affect Academic Achievement ? Does Cultural Capital Really Affect Academic Achievement ?, (0001).

Jenkins, G. (n.d.). the power of reading How the next government can unlock every child ' s potential through reading.

Brunner, J. (1966). *Towards a theory of instruction* .https://scholar.google.com/scholar?q=jerome+bruner+1966&hl=en&as_sdt=0&as_vis=1&oi=scholart

Kail R. (2016). Longitudinal evidence linking processing speed to the development of reasoning. https://doi.org/10.1111/desc.12352

Kane L. &Wooten (2011). Effective teaching in elementary mathematics: Identifying classroom practices that support student achievement. Economics of Education Review. journal homepage:www.elsevier.com/locate/econedure

Kapinga, O. S. (2014). The Impact of Parental Socioeconomic Status on Students ' Academic Achievement in Secondary Schools in Tanzania, *6*(4), 120–132. https://doi.org/10.5296/ije.v6i4.6420

Kumburu, S. A. (n.d.). *The Effectiveness of Short-Term Literacy Skills Intervention on Children at Risk of Reading and Writing Difficulties in Tanzania A Study of Grade One Children with Dynamic Assessment Approach*.

Lanka, S. (2015). *Global Initiative on Out-of-School Children South Asia Regional Study*.

Learning, A., & Report, A. (2012). Are Our Children Learning ?

Lefa, B. (2015). The Piaget Theory Of cognitive Development: An educational implications. *Educational Psychology*, (SEPTEMBER 2014), 0–8.

Mospi. (2011). Iteracy and Education. *Ind Jour Can*, 133.

Mullis, I. V., & Drucker. O. (2012). Relationships among reading, mathematics, and science achievement-implications for early learning. *TIMSS and PIRLS*, 1-11.

Murongai, Mwoma T. & Ong'ang'a H. (2020). Teenage Mothers' Involvement In Their Children's Acquisition of Pre-Literacy Skills: A Case of Kilifi County Kenya. *European Journal of Education Studies*.Volume7 Issue3 Pages 298-317.

Muchunku, J. (2014). Effects of Socio-Economic Factors on Pupils Performance in Kenya Certificate of Primary Education in Chuka Division , Tharaka-Nithi County , Kenya.

Mwoma, T. (2017). Children's reading ability in early primary schooling: Challenges for a Kenyan rural community. *Issues in Educational Research*, *27*(2), 347–364.

Mwirigi S.F. & Muthaa G.(2015).Impact of Enrolment on the Quality of Learning in Primary Schools in Imenti Central District, Kenya. *Journal of Education and Practice.* ISSN 2222-1735.Vol.6.

Ngure, W., Mwoma, T., & Buna, Y. (2019). Investigating The Levels of Reading Skills Among Grade Three Pupils In Nairobi County, Kenya. *European Journal of Education Studies*.

Nyamu, F. W. (2015). Assessment of Factors Influencing Achievement of Basic Reading Literacy in Public Primary Schools in Nyeri County, Kenya (Doctoral dissertation).

Okioga, C. K. (2013). The Impact of Students ' Socio -economic Background on Academic Performance in Universities , a Case of Students in Kisii University College, *2*(2), 38–46.

Oxfam, Action Aid, & Education, A. platform for adult. (2009). From closed books to open doors: West Africa's literacy challenge. *Briefing Paper*.

Report, I. (2014). Seven Steps to Reading.

Sabates, R., Akyeampong, K., Westbrook, J., & Hunt, F. (2011). School Drop out : Patterns, Causes, Changes and Policies School Drop out : Patterns , Causes , Changes and Policies.

Sanford K.(2015) "Factors that Affect the Reading Comprehension of Secondary StudentswithDisabilities".DoctoralDissertations.125.https://repository.usfca.edu/diss/125.

Shapiro, E. S. (2011). *Academic skills problems: Direct assessment and intervention*. Guilford Press.

Smith-Greenaway, E. (2015). Educational attainment and adult literacy: A descriptive account of 31 sub-saharan africa countries. *Demographic Research*, *33*(1), 1015–1034. https://doi.org/10.4054/DemRes.2015.33.35

Spaull, N. (2013). South Africa's Education Crisis : The quality of education in South Africa 1994-2011. *Cde*, *27*(October), 1–65. https://doi.org/10.1007/BF03217477

Spinks, N., & Canhoto, A. I. (n.d.). Formulae for determining sample size, 1–4.

Stoffelsma, L. (2015). The English Reading Proficiency of Future Teachers in Ghana, *24*(2), 94–117.

Tasneem A. (2018).The Impact of Student Attendance on Student Achievement in PSAT: An Analysis of Grade 9, 10, and 11 students in an International School. Unpublished Masters Thesis. The British University in Dubai.

Teale, W. H., Hoffman, J. L., & Paciga, K. A. (2013). What do children need to succeed in early literacy-and beyond. *Whose knowledge counts in government literacy policies*, 179-186.

Tetteh G. A. (2018) "Effects of Classroom Attendance and Learning Strategies on the Learning Outcome." J*ournal of International Education in Busines*s, Vol. 11 Issue: 2, pp.195-219

The Effects of Early Literacy Development on Academic Success. (2013).

Uwezo. (2011). Are our Children Learning ?, (August).

Uwezo (2016): Are Our Children Learning? Uwezo Kenya Sixth Learning Assessment Report. Nairobi: Twaweza East Africa

APPENDICIES

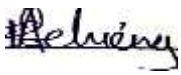
APPENDIX I: LETTER OF SELF-INTRODUCTION AND CONSENT

Dear Respondent,

My name is Everlyne Okeyo, a master student at Kenyatta University. I am carrying out an academic research to investigate the influence of school and family related dynamics on reading abilities of grade one pupils in Kinango, Kwale County.

Kindly, you have been selected to participate in this study by answering the interview questions and your child will also participate in the learner assessment. You are hereby assured of confidentiality as the study is intended for academic purposes only. Your participation in the study confirms your informed consent.

Yours sincerely,



Everlyne A. Okeyo

Kenyatta University

APPENDIX II: ASSESSMENT TOOL FOR PUPILS

Please select or write the appropriate response.

Section A: Background Information

1. Pupil code ……

2. Type of school:

Public ( ) Private( )

3. Sex of the pupil

Male( ) Female( )

Section B: Pupils Reading Abilities

	Knowledge skills tested	**(1-6) Poor**	**(7-11) Fair**	**12-16 Good**	**(17-21) V. Good**	**(22-26) Excellent**
1	**Can identify letters** A, G, N, C, S, D, X, B, E, H, F, O, T, K, U, I, J, R, L, M, P, Q,V,W, Y,Z **/26**					
2	**Can read sounds** n, q, a, y, f,c, d, e, w, g, k, h, x, i, j, s, m, l, p, o, r, b, t, u, v, z **/26**					

3	**Can read simple words** (dig, good, green, nose, home,) **/5**	**1=Poor**	**2=Fair**	**3=Good**	**4=V. Good**	**5=Excellent**
4	**Can read sentences** My father has a shop. It is a big house. He is very happy. I have a big orange She will buy a car. **/5**	**1=Poor**	**2=Fair**	**3=Good**	**4=V. Good**	**5=Excellent**
5	**Can read** a **simple passage and answer comprehension questions.** John is a good teacher. He teaches us well. He comes to class in the morning. He does not like lazy pupils. All the pupils at my school love him. I love him too. **Questions?** 1. Who is a good teacher? 2. Which pupils does John not like? **/10**	**1=Poor**	**2=Fair**	**3=Good**	**4=V. Good**	**5=Excellent**

NB: Numbers will be used to score respective questions depending on the one the pupil will be able, will attempt or will be unable to read.

APPENDIX III: DOCUMENTARY ANALYSIS SCHEDULE

The basic objective of this study is to investigate the correlation of pupils' dynamics with reading abilities among grade one pupils in Kinango Sub-County. The professional records you will provide will be used by the researcher to obtain key information which will be used to answer key questions regarding the study.

Sign to confirm that you have given informed consent ……..

Section A: Background Information

1.Type of school

Public( )

Private ( )

Section B: Age at enrollment in School

Section B	**Enrolment**	**Admission book:** Analyze when the pupil was admitted and age at admission								
	Date of enrolment									
	Age at enrolment									
Section C	**Attendance**	**Attendance register:** Number of days missed in a term for each pupil								
	Very poor	21 and above/60	Poor	16-20/60	Fair	11-15/60	Good	6-10/60	Very good	0-5/60

APPENDIX IV: INTERVIEW SCHEDULE FOR PARENTS

Section A

Instructions: The information you give will be used solely for education purposes. We will not use anyone's name in the report. All answers will be anonymous. We would like your name for our records.

Obtain oral or signed permission for interview…….

Section B Family Socio-economic Status

1. What is your level of education?

i. No education( )

ii. Primary ( )

iii. Secondary ( )

iv. College( )

v. University ( )

2. How much do you earn in a monthly basis?

i. 0 - 20,000 ( )

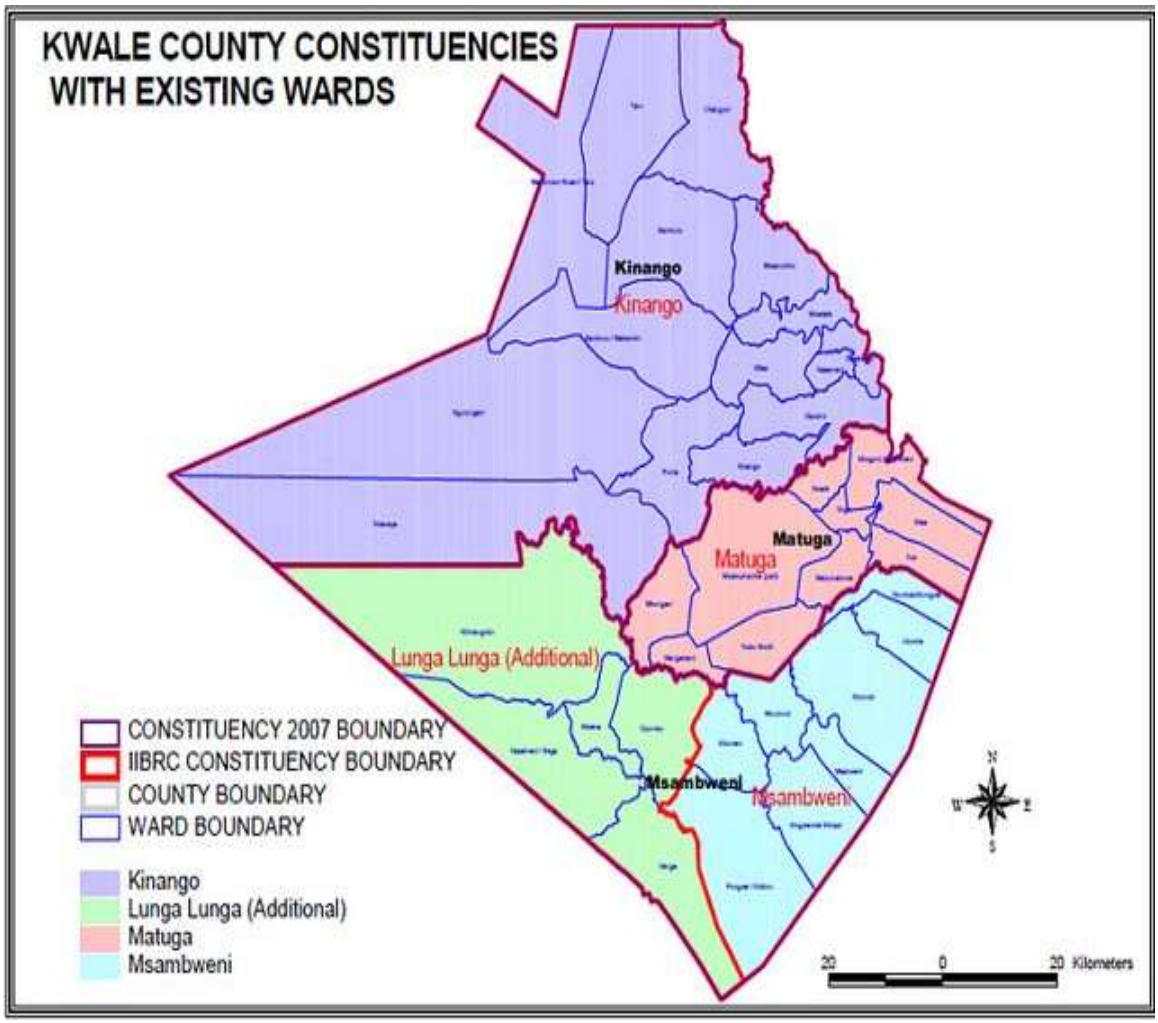
ii. 21, 000 - 40,000 ( )

iii. 41, 000 - 60,000 ( )

iv. 61,000 - 80,000 ( )

v. Over 80,000 ( )

APPENDIX V: MAP



APPENDIX VI: KENYATTA UNIVERSITY RESEARCH AUTHORIZATION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/OL/26653/2013

DATE: 27th May, 2019

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

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR OKEYO EVERLYNE ACHIENG – REG. NO. E55/OL/26653/2013.

I write to introduce Everlyne who is a Postgraduate Student of this University. The student is registered for M.ED degree programme in the Department of Early Childhood & Special needs.

Everlyne intends to conduct research for a M.ED Project Proposal entitled, "Influence of school and family related dynamics on acquisition of reading abilities among grade one pupils in, Kwale County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

PROF. ELISHIBA KIMANI
AG. DEAN, GRADUATE SCHOOL

AM/ik

APPENDIX VII: NACOSTI RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/86599/31005**

Date: **27th June 2019**

Everlyne Achieng Okeyo
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of school and family related dynamics on reading abilities among grade one pupils in Kinango, Kwale County, Kenya."*** I am pleased to inform you that you have been authorized to undertake research in **Kwale County** for the period ending **24th June, 2020.**

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

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

DR. ROY B. MUGHIRA, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kwale County.

The County Director of Education
Kwale County.

APPENDIX VIII: RESEARCH PERMIT

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

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

CONDITIONS

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

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 25635

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. EVERLYNE ACHIENG OKEYO
of KENYATTA UNIVERSITY, 42409-80100 Mombasa,has been permitted to conduct research in *Kwale County*

on the topic: *INFLUENCE OF SCHOOL AND FAMILY RELATED DYNAMICS ON READING ABILITIES AMONG GRADE ONE PUPILS IN KINANGO, KWALE COUNTY, KENYA*

for the period ending:
24th June,2020

Permit No : NACOSTI/P/19/86599/31005
Date Of Issue : 27th June,2019
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Dr Director General
National Commission for Science, Technology & Innovation

APPENDIX IX: APPROVAL BY DEPUTY COUNTY COMMISSIONER OF EDUCATION KINANGO

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegrams: "DISTRICTER", KINANGO
Telephone: 020-3577084/0725732017
Fax No.020-2169286
Email: dc_kinango@yahoo.com
When replying please quote
Ref. No. ADM.15/11 VOL.I/80

THE DEPUTY COUNTY COMMISSIONER
P.O. Box 1 - 80405
KINANGO
9th July, 2019

ALL
Head Teachers
KINANGO SUB COUNTY

RE: RESEARCH AUTHORIZATION-EVERLYNE ACHIENG OKEYO

The above mentioned person from Kenyatta University has been authorized to carry out research on Influence of school and Family related dynamics on reading Abilities among Grade one pupils in Kinango Sub County.

Please give her the necessary support.

K.N. KALOKI
DEPUTY COUNTY COMMISSIONER
KINANGO SUB COUNTY

THE DEPUTY COUNTY COMMISSIONER
KINANGO SUB - COUNTY
P. O. Box 1 - 80405, KINANGO
Email: dcckinango07@gmail.com

APPENDIX X: APPROVAL BY SUB-COUNTY DIRECTOR OF EDUCATION KINANGO

MINISTRY OF EDUCATION
STATE DEPARMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams "EDUCATION", KINANGO
Telephone: 0721263025
When replying please quote
REF: KNG/ED/R.152/VOL.I/54

SUB COUNTY EDUCATION OFFICE
P.O BOX 16-80405
KINANGO.
DATE: 10/7/2019

EVERLYNE ACHENG OKOYO

KENYATTA UNIVERSITY

P.O.BOX 43844-00100

NAIROBI

RE: RESEARCH AUTHORIZATION

Following your request to conduct research on **"influence of school and family related dynamics on reading abilities among grade one pupils in Kinango, Kwale County , Kenya. " in Kinango Sub County"**

You have been granted permission to conduct the research for the duration scheduled.

Ensure that learning activities are not disrupted as you conduct your study.

A copy of your findings will be requiresd as feedback.

Thank you

SCDE
KINANGO SUB-COUNTY
FORWARDED
DATE: 10/7/19 SIGN.....

MARTINA MWANGEKA
FOR: SUB COUNTY DIRECTOR OF EDUATION
KINANGO

C.C

The County Director of Education
Kwale