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Effect of Home Education on Reading Motivation

Elizabeth Nzisa Kuthimba



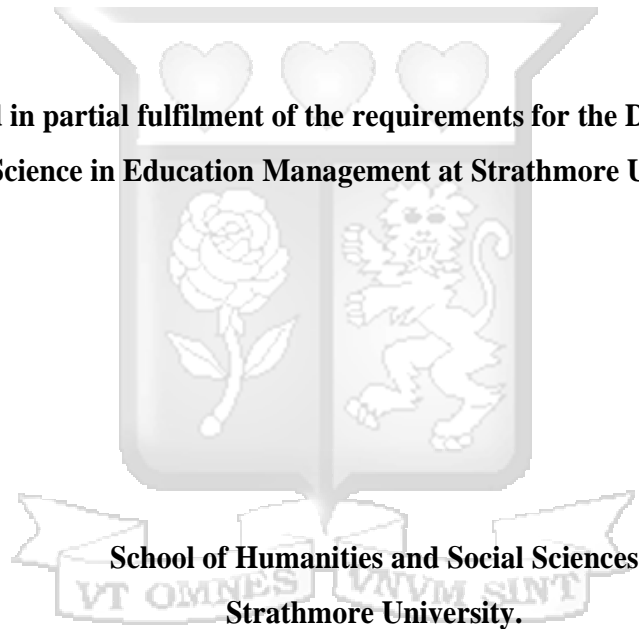
Master of Science in Education Management

2019

Effect of Home Education on Reading Motivation

Kuthimba, Elizabeth Nzisa

**Submitted in partial fulfilment of the requirements for the Degree of Master of
Science in Education Management at Strathmore University**



**School of Humanities and Social Sciences
Strathmore University.**

Nairobi, Kenya

June, 2019

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Kuthimba, Elizabeth Nzisa

.....
17, June 2019.

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ABSTRACT

The purpose of this research was to investigate the effect that home education has on reading motivation of its pupils aged 8-11. Home educated children within the sample space were drawn from three Nairobi regions of one home educators' network. The study utilized Wigfield's motivated reader model whose Motivated Reader Questionnaire (MRQ) tool, assesses self-beliefs goals, and values, of readers to determine reading motivation. Reader self beliefs were measured by self-efficacy, work avoidance and challenge subscales. Reader values were measured by social, grades, compliance subscales. While reader achievement goals were measured by curiosity, involvement, recognition and competition sub-scales. Fifty three indicators of these 11 aspects of reading motivation were tested among emerging readers leading the study to the conclusion that home education has no effect on reader self-beliefs, goals and values. The study correlated home educated pupils on all the aspects of reading motivation on all the 53 indicators of MRQ using the Chi Square statistic. The study found that 3 of 53 indicators of reading motivation had a significant relationship with years spent in home education. The study also analysed the strength of relationship between years in home education and reading motivation and found the relationship to be moderately strong and lacking predictive capability. Girls had a stronger beliefs, goals and values on reading motivation than boys. The study confined its observations to the home education situation in Kenya. The study recommended reading motivation be addressed among budding readers within the age bracket. Recommendations concerned home educators, and parent-led interventions. The researcher anticipated interaction between Kenyan education policy makers and home educators with a view to improve basic education provision locally.

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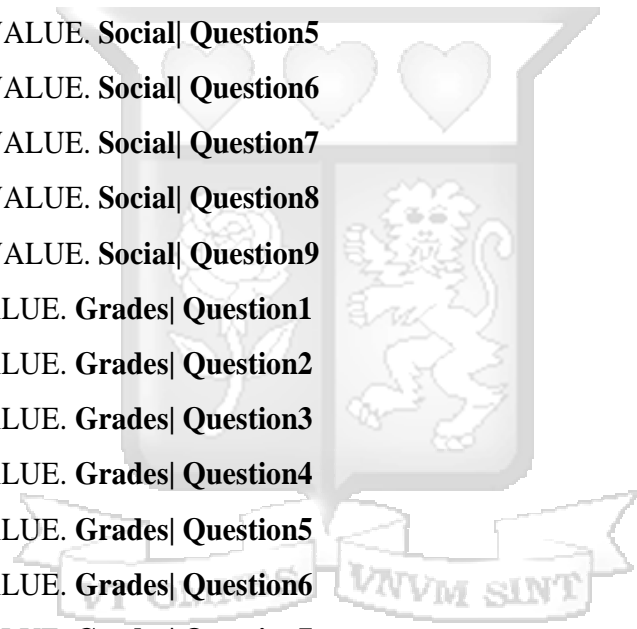
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LIST OF ABBREVIATIONS

- MRQ- Motivated Reader Questionnaire
- CFA- Confirmatory Factor Analysis
- GFI- Goodness of Fit index
- SPSS- IBM Statistics
- RAI- Reading Activities Inventory
- BSE1- SELF-BELIEF. **Self-efficacy**| Question1
- BSE2- SELF-BELIEF. **Self-efficacy**| Question2
- BSE3- SELF-BELIEF. **Self-efficacy**| Question3
- BSE4- SELF-BELIEF. **Self-efficacy**| Question4
- BSE5- SELF-BELIEF. **Self-efficacy**| Question5
- BSE6- SELF-BELIEF. **Self-efficacy**| Question6
- BWA1-SELF-BELIEF. **Work Avoidance**| Question1
- BWA2-SELF-BELIEF. **Work Avoidance**| Question2
- BWA3-SELF-BELIEF. **Work Avoidance**| Question3
- BWA4-SELF-BELIEF. **Work Avoidance**| Question4
- BC1- SELF-BELIEF. **Challenge**| Question1
- BC2- SELF-BELIEF. **Challenge**| Question2
- BC3- SELF-BELIEF. **Challenge**| Question3
- GoalC1- GOALS. **Curiosity**| Question1
- GoalC2- GOALS. **Curiosity**| Question2
- GoalC3- GOALS. **Curiosity**| Question3
- GoalC4- GOALS. **Curiosity**| Question4
- GoalC5- GOALS. **Curiosity**| Question5
- GoalC6- GOALS. **Curiosity**| Question6
- GoalC7- GOALS. **Curiosity**| Question7
- GoalL1- GOALS. **Involvement**| Question1
- GoalL2- GOALS. **Involvement**| Question2
- GoalL3- GOALS. **Involvement**| Question3.
- GoalL4- GOALS. **Involvement**| Question4
- GoalL5- GOALS. **Involvement**| Question5
- GoalL6- GOALS. **Involvement**| Question6
- GoalR1- GOALS. **Recognition**| Question1

GoalR2- GOALS. **Recognition**| **Question2**
GoalR3- GOALS. **Recognition**| **Question3**
GoalR4- GOALS. **Recognition**| **Question4**
GoalC1- GOALS. **Competition**| **Question1**
GoalC2- GOALS. **Competition**| **Question2**
GoalC3- GOALS. **Competition**| **Question3**
GoalC4- GOALS. **Competition**| **Question4**
ValueSoc1- VALUE. **Social**| **Question1**
ValueSoc2- VALUE. **Social**| **Question2**
ValueSoc3- VALUE. **Social**| **Question3**
ValueSoc4- VALUE. **Social**| **Question4**
ValueSoc5- VALUE. **Social**| **Question5**
ValueSoc6- VALUE. **Social**| **Question6**
ValueSoc7- VALUE. **Social**| **Question7**
ValueSoc8- VALUE. **Social**| **Question8**
ValueSoc9- VALUE. **Social**| **Question9**
ValueG1- VALUE. **Grades**| **Question1**
ValueG2- VALUE. **Grades**| **Question2**
ValueG3- VALUE. **Grades**| **Question3**
ValueG4- VALUE. **Grades**| **Question4**
ValueG5- VALUE. **Grades**| **Question5**
ValueG6- VALUE. **Grades**| **Question6**
ValueG7- VALUE. **Grades**| **Question7**
ValueC1- VALUE. **Compliance**| **Question1**
ValueC2- VALUE. **Compliance**| **Question2**
ValueC3- VALUE. **Compliance**| **Question3**



DEFINITION OF TERMS

Reading

Reading is the ability to draw meaning from written text and to interpret this information appropriately (Gabe and Stoller 2013.p 3). According to the Professional Development Service for Teachers (2014), the process of reading involves comprehension, phonics and phonological awareness, fluency, vocabulary, word identification strategies, diverse reading texts and attitudes.

Motivation

Motivation is the process that energizes, directs, and sustains behaviour (Santrock 2011 p 438). Motivation is behaviour that tells us that a learner has the desire to perform. It is the unseen means by which learners gather energies to work toward achieving set goals.

Reading Motivation

According to Schiefele, Ellen, Jens, Allan, Susan and Linda (2012), reading motivation is the display of eagerness to read a certain text and the extent of one's intention to read a specific text, in a given situation. According to Wigfield, Gladstone and Turci (2016), reading motivation is strongly related to reading outcomes such as comprehension and course grades. In addition, Wigfield (1997) stated that reading motivation is related to amount and type of reading a child does and reading outcomes such as reading competence and comprehension.

Home Education

Home education and home schooling have been used in published literature interchangeably to refer to the parent led process of educating children from the home. This is the process of facilitating learning and acquisition of knowledge, skills and values for school going children by parents from home. According to Mountney (2009), home education is when parents take full responsibility for their children's education without sending them to a school. From the home, activities and instruction take place, with a mix of utilizing what is in the community and what is at home. Ray (2017) describes home schooling as a type of private schooling, parent-led and home-based education process.

This research favoured the use of the term ‘education’ rather than ‘schooling’ since the research focused on the effect of a process and a context that was not limited to the traditional hours of engagement with teachers or instructors. Leon (2014) has referred to homeschooling as an educational phenomenon and not just a schooling phenomenon. Furthermore, the motives identified as grounds for parents choosing homeschooling go beyond academic outcomes to include values and character building. The research used the terms home education to refer to the process and home educators to refer to the parents who instruct the children. The term home school (s) was used to refer to the different home centres that the home education happens or where cited sources use it. Home schooling was used when citing authors who have used it in their study. According to Gathure (2013) home education in Kenya is the decision by parents to educate their children without sending to school.



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DEDICATION

To Christopher Gachau Maina, Mercy Mutio, Imani Wambui and Zuri Gachau; you make me more.



CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter presented a critique of home education and presented a global, regional and local overview of the practice. . The study pointed out the development of education in Kenya with a key focus on reading outcomes. The study drew attention to research on reading trends and challenges in Kenya, highlighted forms of schooling in Kenya and traced the budding of home education. The study presented the rationale for this research.

1.1.1 Home Education

According to Stevens (2001), home schooling is a social movement that has an elaborate organizational operation. His research supports the work of Van Galen (1988) which identifies two types of home-schoolers, the ideologues and the pedagogues. The ideologues have made the choice to do home schooling because they disagree with the moral fabric of public schools. Van Galen notes that ideologues are conservatives with strong religious motivations that back their choices. The pedagogues are those that have come to the decision of home schooling because they find the teaching and instructional methods used in public and private schools, inadequate for their children's needs. The pedagogues are driven by democracy and inclusivity of all.

According to Ray (2001), home education in the American experience, is a response by parents to several situations. It is a response by parents who want to pass on important values to the next generation. Ray states that home education was a response by a section of American population, to the unsatisfactory academic outcomes of their children. Ray adds that among religious and racial minorities in the American population, home education is attractive for the purpose of passing values and dealing with the breakdown of the moral fabric in the public school system.

According to Nemer (2002), home school families face both financial and pedagogical challenges. In addition to one parent opting out of employment to be at home to supervise and

guide the learning of the pupils, the skills needed in meeting learners' changing needs can be overwhelming given the scarcity of relevant local resources. Romanowski (2001) points out that there's a danger of having limited resources or facilities necessary to present a well rounded curriculum at a home level. He raised concerns over the qualification of home educators to adequately instruct secondary level learning. Romanowski's study in the U.S, identified strengths and limitations of home schooling compared to public school education. Romanowski found that home education was effective in enabling academic and social development. Limitations of home education centred on socialization of pupils and the educational and socialization deficiencies that potentially home educated students face or will deal with during and after their schooling years. Romanowski pointed out that public has been ineffective in bringing out the best in academic and social outcomes for children from different backgrounds.

Rothermel (2004) study of home educated children in the UK found that children in that setting benefited from a learning pace that was adapted to their pace. The children also thrived due to the attention and interest that developed around about learning. This trend was true of families across socio-economic dynamics.

According to Moore (2002), home education in South Africa grew with the introduction of South Africa's competency based curriculum. Moore adds that white minorities of South Africa found the curriculum to be easily adaptable to the home education practice, and the number of families educating their children at home grew. According to Wamuswa (2013), the perception of poor education standards in Kenya has led to the idea of home education being attractive. Wamuswa noted that dissatisfaction with the kind of outcome 8-4-4 education system produced propelled many parents to seek alternative ways to educate their children. Secondly, the introduction of free primary education, introduced another level of decline in the quality of education, with teachers stretched to teach overcrowded classrooms. Gathure (2013) observed too that low education standards have coincided low moral standards, leading parents to seek alternatives.

According to Family Matters (2017), Kenyan families that pursue home education have faced challenges from both family members and community. They encounter suspicion because they are seen as being unconventional. They also draw pity from those who view them as being poor or having financial trouble. According to Muriuki (2011) government legislation has not addressed home education and has been a big barrier to smooth interactions between home educators and the government.

The Mombasa Road Parents Forum (2017) is one of several social and administrative mediums for home educators of Nairobi County. The forum allows for both formal and social functions of home education to be coordinated. Interested families will usually research from various sources such as the internet and also from other parents who are engaged in the process. Parents usually approach network leaders of home education communities so as to understand the processes and for training purposes. Families will join a network of other families that is closest to their home. These network forums are a source of support, feedback and information. Home educators discuss ways of enhancing the learning experiences of their children. The matter of fostering reading motivation has come up within the community. Within the forum, home educators will discuss different strategies they have used and the results. Network leaders are also a source of help and resources where there are challenges.

1.2 Background to the Problem

Eddis (2015) expressed that home education is embraced as legal and legitimate in America. The movement started re-surfaced in the 1970s with initial tensions over control and legitimacy between the state and its proponents have lessened but still linger. Eddis observed that home education law is different across the various states, with some being more liberal than others. Eddis study. According to Ray (2017) 30 years of research in the US have so far shown that home educated children consistently scored above the 65 percentile on standardized test scores above their counterparts in public and private institutions in the areas of reading, language, mathematics, social studies and science. The mean percentile scores in that context have been at 50. Ray (2004) research on college students who had been educated at home found that 98% of them were more likely to pick a book of interest and read while 68% of their counterparts had done so in the period of his study. In the general population, he found

100% of the home educated children compared to 89% in the population had a habit of reading magazines and written content.

According to Medlin (2013), research in the US has shown that home educated children have demonstrated behaviour patterns, values, skills, and the motivation to perform capably in academia and in society. Ice and Hoover-Dempsey (2011) research on home education has linked academic success of home educated children to the self-efficacy of parents. As a result, home educators are more likely to devise and put together safer, healthier and effective learning environments.

According to Taylor (2000), the practice of home education on the European continent differs from country to country. For most European countries families are free to pursue home education subject to different standards. Nations like France have strict outcomes and regulations that children in home education must live up to. However, in Germany, home education is outlawed. According to a study in 1997 (Rothermel, 2004) about 50,000 children were known to be home schooled through-out the UK, with another 31-65 percentage not known. Foster (2019) stated that about 58,000 children in the UK are receiving a home education. Taylor (2000) noted that home educators were driven by the contact hours they had with their children, the prospect of a well rounded education at a good standard, the freedom from long school hours and peer pressure.

Thomas and Pattison (2015) study on acquisition and development of reading and writing skills of home education in Australia observed that formal schooling places a huge value on acquisition of literacy skills since its execution depends heavily on it. They also observed that the subject of reading is of importance for education policy, practice and research of any nation. They noted that in practice the education system ended up putting pressure on the technicalities of reading causing children to gradually lose the enjoyment of reading. Thomas and Pattison have observed that this is a great detriment to reading motivation and highlighted the distinctiveness of home education and its suitability in leading to reading motivation of children. In home education practice, timetables are abandoned for the sake of making learning suitable to the learner. This has allowed children to direct their learning as

guided by their interests. According to Baker and Scher (2002) a critical factor to fostering a motivated reader is allowing children the flexibility to pursue their reading interests. Thomas and Pattison (2015) study of home educated children observed that to motivate children to read the role of parents was demonstrated in reading to children and modelling reading for enjoyment. Their research concluded that the above factors and the lack of competing pressure from colleagues, made reading more enjoyable among home educated children than among children in regular school settings.

Mbae (2004) has observed that traditional African culture relied on the oral transfer of values and skills. In modern times, both schooling and parenting have not caught up in helping our pupils become readers; which is a vital factor for success in formal education. He observed that our libraries are not sufficiently frequented and that generally as a nation we prefer to sit and watch television than read.

According to Dubeck, Jukes and Okello (2012) poor reading skills in Kenya could be a great factor in school dropout rates in primary level. Athiemoolam and Kibui (2012) research on proficiency of Kenyan pupils from four former provinces captured the fact that Kenyan learners are in a multilingual environment that has long influenced them before formal schooling starts. To thrive in different domains, Kenyan learners have to be proficient in English, Swahili and their mother tongue. Dubeck, Jukes and Okello (2012) noted that Kenyan educational policy does not give specific and systematic guidance on how reading should be taught. While the educational policy is clear on the language of instruction being English, implementation is poor especially in the rural areas. The system gives teachers the mandate to be innovative in this area. The researchers suggested that this lack of an agreed upon systematic way of instruction in reading is a detriment to reading outcomes and could contribute to poor reading behaviour. Hulme and Snowling (2013) have noted that the reading skill is hierarchical in nature- the foundational skills prepare one for higher levels of competence and operation. They add that, the key to performance achievement and lifelong learning is to master these skills and to be motivated to use them fully. Finally, Dubeck, Jukes and Okello (2012) noted that large classroom sizes, stringent school schedules that are

insensitive to learners' needs, and working with mixed ability groups hampers efficiency and effectual early literacy learning in our Kenyan context.

Muaka (2011) observed that while the norm is for one to speak about three languages, the education policy reinforces the use of English more than Kiswahili. In the rural areas, where there is more cultural homogeneity, mother-tongue is used in the lower grades, with a gradual transition into Kiswahili and then into English. Muaka also observes that English is instrumental in career development, and that it dominates the official public domains and media. Most schools therefore uphold the use of English in school, frown and even punish non-compliance to the rule. The study focused on reading motivation of learners in the English language due to its prominence in the society. The research also focused on Nairobi, where learners were expected to be more reliant on English than on mother tongue.

What truly fosters reading motivation has been the subject of various research projects. Wigfield, Guthrie, Tonks, and Perencevich (2004) researched on how the Concept Oriented Reading Instruction (CORI) approach impacted reading motivation. By using a method that integrated conceptual knowledge, motivational strategies, social interaction and cognitive comprehension, the approach was successful in promoting reading motivation and reading outcomes. Nolen (2007) too studied school contexts in which reading and writing develop, and pointed to the importance of the social context in reading motivation of 1-3 graders.

Reading motivation behaviour needs to be addressed in the lower grades as children become more competent in reading. Guthrie et al, (2006) has observed that in the lower grades such as 3-5, reading motivation stands alone and shouldn't be considered under motivation for schooling. According to Sperling, Sherwood, and Hood (2013), the motivation to read, helps budding readers to get on the right attitude toward reading as it pre-disposes them to later academic success. Baker, Dreher and Guthrie (as cited in Sperling et al, 2013), stated that reading dispositions and interests created between pre-school and grade3, determine achievement in lower primary to as far as grade 11 (high school).

Baker, Scher and Mackler (1997) and Baker and Scher (2002) highlight the importance of the home and the school's role in fostering reading motivation and interest from a young age. Baker et al, (1997) observed that social contexts whether at home or school, establish the value of reading by demystifying its role in life. A social context provides audience, community and models that foster interests and remove or minimize psychological blocks to pursuit of learning goals. Social contexts sustain reading instruction interventions which make them vital to reading motivation. Baker and Scher (2002) observed that poor reading behaviour develops because growing readers do not have, or are not led to have an understanding or appreciation for reading for pleasure. Most often reading is structured around academic processes. Baker and Scher observed that an influence outside the school is often needed to espouse reading that is self-directed, that is not locked to the schooling process, and not driven by competition. This influence is usually the parent's.

Studies by Gambrell and Codling (1997), Baker and Scher (2002), and Nolen (2007) point to the importance of the environment within which reading development and motivation can be expected to occur. The environment would have social, psychological and physical aspects. Gambrell and Codling (1997) draw attention to the social and physical environment that fosters reading motivation. Nolen (2007) highlights the importance of the social while Baker and Scher (2002) draw attention to the social and psychological dynamics of the home. This led to the inquiry into whether home education situations present the kind of a social and psychological situation that will foster reading motivation. For their part, Thomas and Pattison (2015) study of home education in Australia came to the conclusion that pupils in home education environments showed more eagerness to pursue learning goals through reading than their counterparts in public schools. The study sought to consider what the Kenyan situation presents.

Research in Kenya has noted the role parents play in establishing positive reading behaviour. Kimathi (2014) stated that research in Kenya around the area of reading has highlighted the role of parental involvement in literacy development of growing readers. Kimathi's conclusion of his research in rural South Igembe constituency was that schools should find ways to integrate parental involvement for reading skills to be internalized and developed.

Mwona (2017) in studying differences between girls' and boys' reading abilities came to the same conclusion as Kimathi. Kathomi (2015) study of budding readers in Lang'ata division of Nairobi County also supports the notion of bringing parents to the centre of reading development efforts of young school going children. The increased participation of parents in both scenarios had a direct effect of reading skills development and increased general academic achievement. With this in mind, the study sought to investigate whether children would possibly gain from the effect of having educators with whom they have longer contact hours and varied social engagements, as is the case in home education. Would home education then have any relationship with reading motivation? Research on effect of home educators in fostering reading motivation in Kenya is scarce.

Additional research on reading motivation behaviour in Africa and Kenya is needed. Mucerah and Herendeen (2013) found that a study on factors critical to reading outcomes such as reading motivation had not been analyzed on both the African and Kenyan scenes. Their study recommended a systematic study of the different dimensions of reading motivation and what they accomplish in terms of achievement.

The study identified the distinctives of home education from the documented studies. According to Ray (2001) home education was effective in producing comparable or higher academic achievement than the national average. According to Taylor (2000), it provides close, direct and more focus on the learner. Thomas and Pattison (2015) noted that the home education learning environment was tailored to the needs of the learner and therefore would be more ideal in fostering motivation in all areas of learning. Wamuswa (2013) noted families that sought greater contact between learner and educator, found home education suitable for social and academic achievement.

This study considered whether home education would have a relationship with reading motivation. Discussions observed of home educators' social forums such as Mombasa Road Home School Forum (2017) had identified reading motivation as one of the challenges home educators faced. This is a challenge that teachers of both public and private schools have faced. Other related challenges that home educators grappled with, was the extent to which

extrinsic sources of motivation over intrinsic ones could be used. Home educators seemed to appreciate that they were themselves models from whom the children could draw inspiration. The outcomes of this research would contribute to their role as educators.

1.3 Statement of the Problem

This research investigated whether home education would impact achievement of reading motivation among its readers within the home education situation of Kenya. The study was carried under the reading motivation theoretical model by Wigfield (1997).

Mombasa Road Region Parents Forum of home educators (2017) noted that receiving instruction on reading did not guarantee that pupil reading behaviour would in all cases develop organically. The home educators recognized that their pupils were drawn to media as a source of data even though the home educators preferred that books be the obvious source of information. They noted that as a fraternity they needed to creatively find ways to encourage and nurture their pupils in the love, habit and interest for reading.

Mucerah and Herendeen (2013) observed that data on trends of reading motivation in Kenyan situation were deficient given the level of importance on overall academic achievement. According to Mbae (2004), nurturing, growing and sustaining the habit of reading books among pupils in the context of many competing demands for their growing minds is an ongoing challenge for educators.

Hulme and Snowling (2013) stated that fostering reading motivation is critical through the elementary and middle school ages. Research literature in Kenya has focused on public or private formal schools. There was hardly any research that examined the effect of home educators on outcomes locally. The research investigated whether the home education situation locally would predict reading motivation of its readers. The study sought data on whether a relationship between years spent in home education would predict an association between home education and reading motivation. The research sought to measure how strong that relationship would be. The study was also spurred by the expectation of the Competency Based Curriculum of Kenya which anticipates that different pathways may be needed for

learners' best outcomes. Noting the contributions of home education on reading motivation could inform wider practice and further research.

1.4 Research Questions and Hypothesis

Wigfield (1997) stated that reading motivation is multidimensional and therefore the study of it should be robust. He stated that reading motivation occurred when readers coordinated their cognitive abilities, in a social setting, to satisfy their motivational ends. The motivational ends could be self-beliefs, values and/or achievement goals. The research questions of this study were derived from these theoretical constructs of his reading motivation model.

Mucerah and Herendeen (2013) highlighted the uniqueness of each culture to make an effect on reading motivational behaviour. Thus the necessity to test indicators identified in Wigfield's model, in a different cultural setting was also considered.

The research questions were derived from Wigfield (1997) domain specific model of reading motivation. The model was also used (Wigfield and Guthrie 1997; and Guthrie 2004) to develop the MRQ. The MRQ operationalises 11 aspects of reading motivation. These 11 aspects are drawn from theoretical categories of beliefs, values and goals of reading motivation that Wigfield conceptualized. MRQ has 53 items that are indicators of the various aspects of reading motivation behaviour

The research questions were based on the 3 theoretical constructs of reading motivation.

RQ1- What effect would home education have on its readers' self beliefs?

RQ2- What effect on its readers' task values would home education have on its learners?

RQ3- What would be the effect of home education on its readers' achievement goals?

H_A - Home education has an effect on reading motivation.

1.5 Significance of the Study

According to Nolen (2007), research on reading and writing motivation has not adequately focused on environments the activities take place. Nolen added that taking into account the environment as an independent variable brings new understanding into the social settings of learning. An investigation in the context of home education could add to our understanding of reading motivation.

This study sought to sensitize home educators on reading behaviour of their pupils. It sought to publish data on an outcome of home education which is a practice that is relatively new compared to the other forms that have been in use in Kenya. Home education is an area that has not been studied extensively within Africa, thus the study sought to increase our understanding of the practice on the continent. The practice of different cultures where home education is concerned is of importance to the community itself and the educational research community.

Baker et al (1997) underscored the significant role played by families and the home cultures in fostering reading motivation in the pre-school years. The effect of increased parental involvement as is in home education should ideally be more impactful on learners since they spend a longer time with their parents. Thus, it was important to examine the effect that home educators, who in most cases are the parents, would have on reading motivation. Home education research is a virgin area of research in Kenya. The findings will increase what we know about home education and set agenda for future researcher to continue in documenting trends.

1.6 Delimitations and Limitations of the Study

This study sought to shed light into reading motivation behaviour of pupils in the setting of home education in Nairobi, Kenya. The study restricted itself to document the presence or absence of a relationship between reading motivation and home education within the context of Wigfield motivated reader model. Data was derived from a network of home educators within Nairobi County. A sample of home educated children within the ages 8-11 were

sampled. The pupils within this age have had experience with reading. The outcomes of this study apply to home educators and to educators in situations where data is applicable.



CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In this chapter the study discussed operations of home education with overview of the global, regional and local outlook on home education was presented. Perspectives on motivation, reading motivation and home education were presented. Theory and practice pertinent to home education, reading and motivation were discussed and presented in the conceptual framework. Finally the motivated reader model was unpacked.

2.2 Definition of Terms

2.2.1 *Schooling and Home education*

“Education is a lifelong process of continuous learning and examination” (Goens, 2016, p.3). Tozer et al (2009), defines schooling as the summation of activities that happen within the course of study or programs of study. The activities are designed, lined up and contained in a formal curriculum with the aim of achieving the education of a particular population and for a set period of time. Trained personnel called teachers are entrusted with the process of instructing and implementing the activities for and with students. The term schooling covers the sum of these programs that are designed to educate pupils through a pre-planned course of studies. This process is formalized and carried out in institutions called schools. According to and Petrie (2000), schooling has over time become synonymous to education and learning.

According to Korkmaz and Duman (2013) home education and public education are two extremes on a scale. Petrie, Windgrass and Thomas (1999) study of home education situation in the UK stated that home education is the education of children around the home by parents. It is the practice by which parent(s) take the role of teachers, and take on their children’s education from the home environment. Ray (2000) described this process as an approach to the education of children and youth where parents take the central role of nurturing, instruction, training and socialization of their children. The approach is home and family based. The process is both parent and student led and depending on the student needs, public and /or community resources are used. The schooling process is funded by parents and functionally is regarded as falling under private education.

Research has highlighted the impact parental involvement can have on the academic success of their school going children. Baker and Scher (2002) researched among parents of 65 first graders from different socio-cultural backgrounds on reading motivation regarding their impact on the reading motivation of the children. Their research found a relationship between children's reading motivation and parents who believed, modelled and enabled reading for enjoyment in the home environment; their socio-economic level notwithstanding. They assessed each child individually to establish theoretical aspects of reading motivation such as self-efficacy, love and interest, and sense of significance attached to reading. Parents were also assessed regarding their beliefs on reasons for reading, on their children's reading competency, their children's interest and frequency of their children's interaction with reading material. Their research upholds that love of reading, interest of reading, valuing and perceived competency as predictive of reading motivation.

Mountney (2009) on learning without school commented on general educational motivation in a home school. She observed that home education allows parents to find suitable structured and un-structured ways to learning. Mountney noted that home education presented opportunities to parents to pursue learner centred methods to enhance all of learning and not specifically to reading alone. She observed that parents who utilized their opportunities were more likely to build self-motivation in different areas of learning. Mountney observed that the strategy to enhancing motivation begins with a strategy of establishing value, and significance of learning tasks. Other key processes she recommended include but not limited to: keeping education relevant to children, helping children understand the whys, showing them payoffs of achievement, and using education to enhance their lives, rather than a list of tedious tasks to be completed. In her observation, home education presents payoffs that foster self-motivation in education.

2.2.2 Patterns of Home Education

The home education process is home based, parent-led and learner driven. Learning is constituted through choices that parents make concerning the curriculum, the needs of learners, available resources and the best course of action based on what works best for their situation. Parents pull resources and work with their children to curve out a program that

achieves the objectives of education. According to Mounney (2009), families that pursue home education collaborate in different aspects of learning and sporting activities. Local resources such libraries are exploited. Some families will choose to use tutors for specific areas of skills such as music, dance or art. Based on objectives of the set processes, tests and examinations are pursued privately through examining bodies, for each learner and at different junctures. Mounney identified styles and approaches that defined how home educators operated.

Isenberg (2007) study considered different ethnicities in the US that practised home education. He observed that mothers were more likely to be the ones implementing the process more than fathers. Having more than one in the pre-school, kindergarten or grade school range increased the likelihood of the choice of home education. Isenberg observed that educational level of a mother increased the likelihood that a family would pursue the choice of home education but added that the needs of the child trounced mother's educational level in the decision..

2.2.3 The formal

Where parents choose a robust instructional program that is similar to what you would find in a school. The student work books are subject based and will usually be scored and graded. This method has the added features of being research based. Learning is designed and structured to be a series of processes of tasks. The home educator will set a time and place where learning will happen. When topics are completed, then the learner moves on to the next challenge. According to Mounney (2009), this method can easily lead to de-motivation in learning.

2.2.4 The less formal

In a less formal design parents are guided by the belief that for children to learn little guidance is needed to help them pursue their own learning goals. This method attempts to balance a structured pattern and a non- structured one. Parents will have a curriculum but often subject it to the learner's needs and interests.

2.2.5 *The informal*

According to Thomas (1998), in this design parents apprentice the children into the culture of schooling that they desire for them. The child's interest from then on becomes the guiding line of learning and activities. Mountney (2009) stated that the method parents choose was driven by the learner's characteristics, their speed, style and preferences of learning and development needs. These patterns form part of the learning culture that a home school will have. The more parents experience educating their children at home the less rigid they become in their practice.

2.3 Global Situation of Home Education

Thomas (1998) described home education based on the difference between a formal and informal schooling experience. He describes formal schooling as learning that happens in a classroom which is for the most part structured and planned (in place and time) and informal schooling as learning that extends outside school. Home education is thus learning that mixes aspects of formal classroom learning in the ordinary occurrences in the course of life. His view is that home education is like informal education for it does not take place in a formal institution like a school. It allows learning with the home educator's guidance and to always allow for planned and unanticipated, unplanned opportunities of learning. Geary (2011) noted that there had been an increase of home schooling families in America. Carpenter and Gann (2015) explain research data on home-schools is still scarce in that context.

Taylor and Petrie (2000) most nations within Europe allow home education with the exception of Spain, Greece, Netherlands, Germany and some regions of Switzerland. Other nations such as Italy, Ireland, Norway and Denmark allow home education. In France and Switzerland home educators are strictly monitored while in Italy the law is not strict. According to Spiegler (2015) the growth of home education in Germany started in the mid 1980s. Spiegler's research highlights the reasons that led to the development of home education. One school of thought held by religious conservative persons was that public education had become too liberal and anti-authoritarian. The second reason is held by liberal children's rights advocates who see public education as having become too authoritarian and rigid. The government in Germany does not recognize home education. Spiegler estimates the number of children going through home education as between 600-1,000. He notes that the

movement is growing as parents are continually forming networks with organizations that structure training and advocacy for home education.

Lopez (2015) noted that in Latin home education is tolerated except in a handful of nations such as Brazil which outlawed home education. He conducted a survey study of home education in Colombia and interviewed 100 families and made several observations. Parents who choose home education tended to have a college or university qualification. However, more parents with non-formal education are considering home education. Conservative parents have expressed their concern with the trends in public education and chosen the home education option. For most families pursuing home education, it is the mother who implements the role of guiding children through learning. Parents who pursued home education in Colombia observed that there was little understanding concerning their decision from members of the extended family and society in general. He recommends that further research on the affective dimensions which take place through the web of relationships and the general environment in which home education happens.

Home School Legal Defence Association (Hsllda) is an American based legal body that brings together home educators from across the globe. Information on Hsllda membership (Hsllda, 2019) indicates that home education could be taking place in a number of African countries such as Ghana, Uganda, Kenya, Botswana and South Africa. According to Moore (2002) home education in South Africa is on the increase. Several associations have been formed at national and regional levels to coordinate home educating families. According to Moore, home education is more popular among the English speaking families more than the Afrikaan speaking families. Moore states that about 1,300 South African children were home educated in 1996, and about 2,000 in 1997. Recent study by Eastern Cape Home Schooling Association (ECHSA) says that about 10,000 children in South Africa receive education from home. According to Moore, government policy on education in 2005 that introduced competency based curriculum increased the suitability of home education within South Africa.

Kenya educational law does not explicitly provide for home education. Home education is understood to be within the Constitution of Kenya, Section 53, which sanctions free and compulsory basic education for each Kenyan child. Home educators also see their choice legitimized by *Basic Education Act, 2013, 2017*. Part IV, 30, states:

1) Every parent whose child is-

- a) Kenyan; or
- b) Resides in Kenya

Shall ensure that the child attends school regularly as a pupil at a school or such other institution as may be authorized and prescribed by the Cabinet Secretary for purposes of physical, mental, intellectual or social development of the child.

2) Subsection (2) shall not apply to a parent or guardian who presents within a reasonable time a reason to the satisfaction of the County Director of Education for the absence of his or her child at a school or institutions of basic education.

Part IV, 31 also says

(3) A parent or guardian shall have the right to participate in the character development of his or her child.

This Act is seen to envision a situation where a parent may be led to withdraw a child from school. The parent is required to satisfy the local educational officer of their choice without neglecting the requirement of a basic education. Home educators have met this requirement by pursuing the goals of education through voluntary accountability within home education communities. They also utilize both local and international curriculums toward academic achievement. In preparation for college, parents will usually facilitate their children to take standardized tests that facilitate their entry into tertiary levels of education. Through home education, parents weave moral education into academic and social activities in order to fully respond to the developmental needs of the children.

Ministry of Education Science and Technology (MoEST, 2016) has recognised the need to increase avenues for the implementation of a basic education for each Kenyan child by leading the enactment of the Alternative Provision of Basic Education and Training,

(APBET) in 2009. The enactment of APBET 2019 recognises night schools, mobile schools and home schools as alternatives to providing basic education to Kenyan children.

The new competency based curriculum seeks to address the very issues that home educators had cited as reasons to pursue home education. A principle of the new curriculum is also to empower parents to engage with their children's learning at all levels and to pursue value-based education with the objective of reversing negative trends that have plagued our education system.

2.4 Local Situation of Home Schools

Mackatiani, Imbovah, Imbova and Gakungu (2016) explain that formal education in Kenya has developed from since pre-colonial era to the present through the influence of political, ideological, historical, geographical, religious and technological factors. The government through the Ministry of Education Science and Technology (MoEST) develops policies, sets standards, increases and improves access to education for all Kenyans (MoEST 2016). Poor public education services and external pressure drew in the private entrepreneurs into the educational scene in Kenya. The Ministry of education launched free primary education which drastically increased enrolment into public schools. According to Wamuswa (2013) enrolment into private schools increased as well due to overcrowding in public schools and the drop of standards in those schools. Wamuswa adds that the other option to gain popularity in this season was home education.

The East African Committee of Homeschoolers, EACH (2016) indicates that in Kenya and East Africa in general, the earliest practitioners of home education were foreigners who had come as missionaries. According to Family Media Family Matters (2017), the practice has caught on with local citizens who now use different curriculums to school and educate their children. Curriculums used by home educators are either foreign or of the local educational curriculum. Home education networks such as EACH and School of Tomorrow hold annual and periodic forums that focus on training and setting of standards. Parents are exposed to both local curriculums such as 8-4-4 and international ones such as IGCSE and ACE. To ensure quality, a network like School of Tomorrow has moderators who ensure that standards

are met. EACH conducts an annual training for parents and focused group sessions that focus on equipping. During these trainings, parents have an opportunity to evaluate their practice and ensure quality standards of learning. Feedback from alumni students has added to the knowledge parents have on quality education and how they can prepare their children for the world outside.

Practitioners of home education in Kenya also point out that the curriculum content they use are the ones used in regular Kenyan schools of both private and public kind. According to Wamuswa (2013) the current resurgence of home education can be traced to the several situations on the Kenyan education scene. Government policy of free primary education in 2002-2003, was not well coordinated. It resulted in increase in teacher-student ratio and a drop in standards. In addition pre-primary, primary and secondary levels have been seen as excessively exam oriented and not learner centred. The education sector saw an increase in teacher strikes, burning of schools and exam cheating. Along with this was the drop in values and character training. According to Van Galen (1989) broad categories of home educators, as either ideologues or pedagogues, the Kenyan home educator seem to have both aspects, nevertheless, research on this has not been done.

Wamuswa (2013) states that parents who choose to pursue home education for their children, can find help through different associations like Elimu Nyumbani. Other organizations are School of Tomorrow (School of Tomorrow 2016) and East African Homeschooling Resource Center (Gitonga 2016). Data from Home School Legal Defence Association (Hslida)-Kenya (2016) indicates that a total of 400 families are pursuing home education in Kenya. Data from School of Tomorrow (2016) is that at least 179 families are pursuing home education with an estimated 333 students under them.

According to Wanjala (2010), more help for parents comes from support groups around their homes where parents can find consistent help. These groupings also known as Co-ops are the forums through which parents meet regularly and organize extracurricular events and activities for their pupils. Co-op members choose their local leaders. One such Co-op is the Mombasa Road Parents (2017) that regularly discusses challenges of home education. They

pull together set books for their pupils and sports programs. One of the challenges to be handled has been motivating children to read. Parents used different methods. Some choose to model reading by being readers, others ensure a plethora of reading material is available; still others pursue gifts as a way of motivating their pupils to get on to the habit of reading. Parents have continued to employ these strategies and others to foster a culture of reading.

2.5 Home Education and Reading Motivation

2.5.1 Theoretical Framework

Reading skills are the foundation of literacy development. Literacy brings together the aspects of reading, writing, listening, speaking and viewing (Mahurt, Metcalfe & Gwyneth 2007). Reading skills are the foundation of success in every area of academic learning. Kathomi (2015) states that reading skills build on each other in a hierarchical nature. The foundational skills prepare one for higher levels of competence and operation. Mastering these skills and to be motivated to use them fully is the key to performance achievement and lifelong learning. Kathomi (2015) also observed that strategies used to motivate must be age appropriate for them to be effective.

Research on motivation has evolved over time, and has taken different perspectives. Behavioural perspectives emphasize the role of incentives, punishment and rewards in bringing desirable outcomes. Through these interventions, stimulated pupils, direct and sustain intended behaviour. Weiner (1990) observed that behavioural views links motivation to performance, functioning, operations, activities or conduct. This view of motivation focuses on what can be seen and little attention to what is happening in the inside. According to Gambrell and Codling (1996), behavioural theories of motivation focus on extrinsic sources of motivation not realizing that pupils are capable of intrinsically motivating themselves.

Behavioural perspectives emphasize the role of incentives, punishment and rewards in bringing desirable outcomes. A behavioural theoretical views on motivation are Expectancy-Value by Eccles, et al (1983); Pintrich and DeGroot (1990); Wigfield (1994). The theorists

state that two components come together to create motivation; value and expectancy of success. Gambrell and Codling (1996) reveal then that a valued goal may not be attempted if the individual feels that the goal is not attainable for some reason. Conversely Gambrell and Codling (1996) observe that an easily attainable goal might be neglected if the task value is inconsequential to the individual. The implications are that the motivation to read rests on an individual's anticipation to succeed in the task and the utility they attach to it.

The social constructivist view of motivation holds that children need critical and meaningful relationships in the process of learning. These relationships have the quality of being secure and useful in the learning process. These relationships could be with parents, peers and teachers that motivate learning. The relationships can be competitive or collaborative in nature. Self-efficacy view is drawn from social learning theory by Bandura (1996) states that motivation is the product of self-perception of one's abilities. One is efficacious to the extent they believe that they can produce an effect. The higher the feeling of efficaciousness the higher the motivation to achieve in a task and the lower the feeling the lower the motivation. Bandura states that when critical members that belong with the student affirm the skills of the student, their feelings of efficacy toward certain tasks is heightened. According to Wentzel, (2010), such relationships in schools promote positive attitude.

Deci and Ryan (1985) proposed the self-determination theory to account for motivation. The theory states that humans seek optimal stimulation that challenging tasks provide. Deci and Ryan theorize intrinsic motivation as a natural basic necessity. Lepper and Deci (1970); Deci and Ryan (1985) proved that extrinsic sources of motivation reduce one's sense of reward and enjoyment of the activity. Durik, Vida and Eccles (2006) study considered intrinsic value and importance values to be related to literacy and attainment among high school students.

The cognitive perspective of reading motivation is based on cognitive development theory by Piaget (Piaget 1896- 1980). Reading should also be tailored to the cognitive stage focus on the pupil's agency to initiate, and persist in reading tasks with the teacher as a creative facilitator. According to White (as cited in Santrock 2011) cognitive constructs such as mastery are responsible for man's desire to reach out to new knowledge and to invent. This is

because man is naturally wired to want to conquer the world or the environment around him. This push drives him to learn, master and take control. Santrock (2011) criticized its proponents for they did not indicate how to intervene in situations of low morale. According to Wigfield et al, (2016), the development of cognitive theories draw light into the processes or strategies that lead to the development of reading. They however, do not give guidance on dealing with reading motivation. Wigfield et al, (2016) also noted that effective teachers of reading have failed where motivation to read was not there.

According to Unrau, Ragusa and Bowers (2015) intervention that focus only on cognitive and reading skill sadly leave out a critical element of reading behaviour and that is reading motivation. Guthrie and Wigfield (1997) study of reading behaviour considered reading engagement and motivation in addition to the cognitive and social dimensions of reading. The reading engagement and motivation was necessary because the cognitive and social constructs of reading could be differentiated from the motivational among readers (Wigfield and Guthrie 2000). They concluded that engaged readers combine cognitive elements (knowledge and strategies) in a social (reading friendly) community to pursue their motivational (self-beliefs, goals and values).

Wigfield (1997) noted that research on motivation had already identified beliefs, values, and goals as the main aspects of motivation. He adapted 11 concepts identified by preceding motivation theorists to the domain of reading and grouped the concepts in three broad theoretical taxonomies. Reading value construct is based on the expectancy-value model by Eccles (1994), and Eccles et al (1983). Reading beliefs construct is based on Bandura (1977) self-efficacy theory and Schunk (1991b). Reading goals construct based on goals theorist Ames (1992b), Dweck and Leggett (1988), Nicholls (1979); and self-determination theory Deci and Ryan (1985) and Deci, Vallerand, Pelletier and Ryan (1991). Wigfield's reading motivation model is assembled on social and cognitive views of learning.

Wigfield (1997) and Wigfield and Guthrie (1997) developed a reading motivation model based on these constructs with eleven 11 dimensions. They also developed the Motivated Reader Questionnaire (MRQ) to test this. Wigfield (1997) states the key reading motivation indicators and factors are self beliefs, values and goals. Wigfield, Wilde, Baker, Fernandez-

Fein, and Scher (1996) verify these through an earlier study conducted among 600 sixth graders of different urban schools, and ethnically mixed population. Guthrie and Wigfield (2004) research on intervention carried out for third grade students, supports that instructional strategies that are based on these three motivational construct successfully foster reading motivation. Wigfield, et al (2016) stated that the most prominent theoretical bases for reading motivation research focus on children's beliefs, values and goals. Baker and Wigfield (1999) noted that the scales used in the MRQ measure reading motivation constructs through the aspects self-efficacy, curiosity, recognition, competition, social, importance and involvement. In order to study reading motivation in home education environments, this research proposed to adopt Wigfield (1997) reading motivation constructs.

Research by Gambrell, Palmer, Codling and Mazzoni (1996) on reading motivation had earlier found reading motivation to be multidimensional. Their model- Motivated Reader Profile (MRP) relied on constructs similar to what Wigfield and Guthrie later used on the MRQ. The MRP used constructs such as, children's' perception of competence and value placed on reading which are also considered under the MRQ. Chapman and Tunmer (1995) developed a questionnaire that also measured self-beliefs and reading behaviour. The dimensions they used were reading self-concept, perceived reading competency, perceived task difficulty, and attitudes towards reading. The dimensions measured in the two related researches are akin to the dimensions that Wigfield and Guthrie used in their reading motivation model.

Learning theories continue to evolve and coalesce in certain ways as seen in Wigfield's reading motivation model. The critical factors internal factors of motivation in learning situations are interests, goals and values. The inward desire that finds significance and objective in a task appears to be more foundational in the understanding of motivation. Whilst self- beliefs as a factor of motivation is more important when the performance of that task is subjected to constant evaluation.

2.5.2 Empirical Review of Effect of Home Schools on Reading Motivation

Ray (2000) stated that home education is home-based education where parents are the key decision makers who make decisions on the daily activities that the children engage in-whether they are social or academic. Rothermel (as cited in Taylor & Petrie, 2000), compared children from public schools and those who are home schooled using a PIP indicator. She studied children age, 4-11 over a period of nine months. She compared literacy and numeracy scores and development between home educated children and those in public schools. Rothermel used the Piers-Harris Self-Concept Scale on social development of home educated children grades 4-12. Through six scales, it was found that as far as social development was concerned, home educated children displayed good and higher scores of socialization than their counterparts in public schools. Kathomi (2015) research recommended that as early as possible parents should get involved the literacy activities of their children for this ensures a lasting positive effect in their literacy development. Kenyan home educators contribute to trends on reading motivation. Their practice of education contributes to the local culture of education. According to Thomas (2016), practices of motivation and instructional practice by home educators could enrich parents on parent-led interventions.

According to Cai, Reeve and Robinson (2002), ideological perspectives impact motivational style of both home school educators and teachers in public schools. Their study compared motivational style adopted by both home educators as well as public school teachers. Their research found teachers and home educators alike, who were conservative were more likely to adopt a controlling motivational style than those who were more liberal. Their observation is that home education situations offer flexibility in curriculum implementation, direct focus on the learner by the parent. The researchers found that home education enhanced the freedom to respond to learner needs with swift and well-timed interventions to learning and therefore ideally, the best environment for motivating learners. According to Deci and Ryan (1991), a controlling environment opposes a learners' motivational development. Cai, Reeve and Robinson (2002) found that in both public schools and home education situations, teachers and educators who were controlling had a negative effect on the motivation of their learners and that those that were supportive of autonomous action recorded positive motivation among

their learners. However, of both groups of conservatives, the home educators were found to be more conservative and controlling than teachers in public schools.

Gambrell (1996) in her survey study of first, third and fourth grade children, parents and teachers on reading motivation sought to investigate effect of classroom environments and home cultures that enhance a love for reading. Respondents were drawn from both rural and urban setting. Following a time-series design the findings were that parents and teachers can help pupils value reading by having a book rich classroom that shows that reading is valuable. In a book rich environment pupils should also be free to prefer, decide and pick what to read. Opportunities should be provided to enhance interaction with other pupils on reading content. And finally, focus should be on use of appropriate reading incentives that foster intrinsic reading motivation.

Gambrell (1997) stated that the best reading motivation environments focus on intrinsic, rather than extrinsic, sources of inspiration. This is achieved by assigning reading tasks that are challenging and allowing freedom in choice of reading material. Competency feelings arise from challenging reading tasks and the freedom to enhance personal interests. Upcoming readers can be helped if teachers and parents skilfully balance independence and scaffolding experiences while engaging individual pupils. Reading motivation is also enhanced by the value teachers and parents place on literacy learning. Through recognition of reading effort, allocation of reading time and modelling, children achieve the value of reading. Gambrell finally encourages that reading be pursued for its own sake rather than for competition.

The conceptual approach of this research was that home education happens in an environment that is different from public and private schools and therein could be solutions to reading outcomes for pupils. It was envisioned that the study would strategically equip the home educator.

2.6 Home Education and Motivation

Thomas (2016) has highlighted motivation as a key contribution of home educators to learning. Thomas (1998) observed and documented his observations of 50 Australian and 50

English families in their natural setting. His study revealed several themes of interest to education such as types of learning styles that worked for the children and teaching methods adopted by parents to respond to the needs of the learners. This flexibility to learner's ways and likes in the learning process was observed to be a source of motivation toward learning. Thomas observed that children in home schools generally learned how to read between the ages of 2-12.

Ice and Hoover-Dempsey (2010) longitudinal study conducted among American families compared motivations of parents on their involvement with their children. Student outcomes in self-efficacy, intrinsic motivation and self-regulatory were compared for both the public and home-schooled children. The study's objective was designed to suggest implications for future research through the observations made. The research suggested the need to research on motivation within the home education setting. Ice & Hoover-Dempsey (2010) study focused on motivation of parents and its effect on students and indicated that home educators could impact student outcomes in the area of motivation.

2.7 Home Education Reading Motivation Conceptual Framework

2.7.1 Reading Motivation Constructs

Research on motivation has been pointing to the need for a domain specific model for domains of learning and achievement. Eccles, Schiefele and Wigfield (1989), relied on expectancy value theory advocated for specificity in coming up with reading motivation constructs over generalized ones. Murphy and Alexander (1990) noted, from their survey of motivation literature that motivation is a personality trait that is situation specific and therefore conditional. Bandura (1994) also states that motivation and motivational constructs are domain specific and go hand in hand with goals and achievement of pupils in identifiable competency area(s). This previous research trend brought Wigfield (1997) to develop a domain specific model of understanding reading motivation based upon the different contributions of motivation as theories of: Self-efficacy Bandura (1977), and Schunk (1991b); Expectancy-value theory by Eccles et al 1983 and Wigfield and Eccles (1992); Goal theory

by Ames (1992b), Dweck and Legget (1988) and Self-determination theory by Deci and Ryan (1985), and Deci, Vallerand, Pelletier and Ryan (1991).

According to Nolen (2007), study of literacy development should take into consideration the schooling settings. Cai, Reeve and Robinson (2002) ideological views of teachers have a direct impact on motivation styles of learners. Their study observes that home educators are poised to have a significant impact on motivational development of their learners if their ideology aligns to such an effect. This study set out to determine the situation of reading motivation in home education settings. The study posited that home education distinctives were ideal for learners' self beliefs, reading values and goal achievement in reading.

2.7.2 Self Beliefs

These beliefs are a student's appraisal of self and therefore what they anticipate their performance to be. Motivation is derived from the belief that one can perform the task of reading and that successfully. It is the display of a desire to be a good reader. Control theories such expectancy-value theory and attribution theory are the basis of determining that self-beliefs are critical in reading motivation. Expectancy-value theory is supported by Bandura's (1994), through his self-efficacy theory studies that espouse that beliefs on ability to produce certain effect, are a major influence in predicting achievement. Bandura (1977) defines self-efficacy as the generative capacity by which different sub skills are organized into courses of action. According to Bandura, this self-assessment is the generative point of choice, willingness and persistence on performing tasks. A feeling of efficaciousness affects performance and the likelihood of doing a challenging task.

Mucherah and Yonder (2008) study found positive self-efficacy on reading motivation to positively affect reading scores on standardized reading test. Schunk & Parajes (2009), in a study where previous performance had been controlled, concluded that competency beliefs and self-efficacy obtain higher reading comprehension. Wigfield incorporated this construct into his model as research had established that beliefs impact reading behaviour.

2.7.3 Value Placed on Reading

This construct has to do with significance conferred to reading. The study sought to know whether pupils interest in reading books just for the joy of it and whether they would attach any usefulness to reading tasks. According to Eccles et al., (1983) and Wigfield and Eccles (1992) findings, task value predicts intentions to read and its actualization. According to Wigfield, Gladstone and Turci (2016) valuing reading predicts what a child will do in their spare time and their achievement in reading tasks. Wigfield (1997) adds that agency of like is important because it signifies that value of reading as intrinsic as opposed to being extrinsic in nature. Deci and Ryan (1985) state that, intrinsic motivation shows that the student will engage in the task for the long haul as opposed to if the task was extrinsically spurred.

2.7.4 Achievement Goals

Achievement goals establish the “why of reading” for learners. The purpose for reading could be driven by the need to advance in some knowledge or activity or to outdo others. According to Wigfield (1997) where there is reading motivation the achievement goal is for advancement in a knowledge area rather than performance. When learners are intrinsically motivated they will most likely persist in tasks in which they are keen to achieve better. When learners are extrinsically motivated, they most likely will choose tasks that they are good at. Wigfield (1997) observed that achievement goals and subjective task values directly affect reading behaviour.

2.8 Reading outcomes

According to Wigfield (1997), the outcomes expected from reading motivation are increased frequency and interest based reading. Wigfield, Gladstone and Turci (2016) observed that reading motivation is strongly associated reading outcomes. They noted outcomes expected from reading motivation constructs goals, values and self-beliefs. Their review noted that reading motivation intervention that focused on reader self-beliefs, values and goals yielded positive changes in student valuing reading, increased social motivation to interact with others over reading, increased perceived autonomy, competency feelings when facing challenging tasks, and a goal orientation shift from performance to mastery.

2.8.1 Reading Frequency

According to Wigfield (1997), frequency of reading and comprehension increases with strategies that improve reading motivation. Gambrell (1996) research of different grades in both urban and rural areas, found that implementation of intentional strategies to motivate readers naturally resulted in higher frequency of reading and improved outcomes. This is because reading intervention strategies naturally curve out times devoted to the exercise.

Durik, Vida and Eccles (2006), conducted a study of reading motivation among fourth grade students and noted that those who saw the significance of reading were more likely to use their leisure time to read than those who didn't.

2.8.2 Intrinsic and extrinsic motivation

Wigfield's reading motivation factors can be further classified into factors that arise from within and those from without. Reading motivation indicators such as social value, grades value, compliance, and competition can be considered to be extrinsic in nature. On the other hand, goals of curiosity, involvement, and challenge could be more intrinsic in nature. According to Baker and Wigfield (1999), children in a regular school setting tend to reflect higher score on extrinsic sources of motivation since their performance is constantly evaluated. Home Education Outcomes

The study correlated home education and reading motivation. The literature review had pointed out that time, space and curriculum flexibility ideally allow home educator to foster an environment that predisposes the child to positive motivation behaviour. The review also pointed out that parents who home educate have a high sense of efficacy which was identified as key factor to their ability to create a good learning environment. Literature reviewed had showed that home educators had great prospects in establishing reading value, and a love for reading (Ray 2000, Ice & Hoover-Dempsey 2010, Thomas 2016). Research has not yet pointed to a length of time that is ideally set for these conditions to result in learning behaviour change. Home education is the independent variable whose attributes were expected to be evident in the reading motivation scales of its readers.

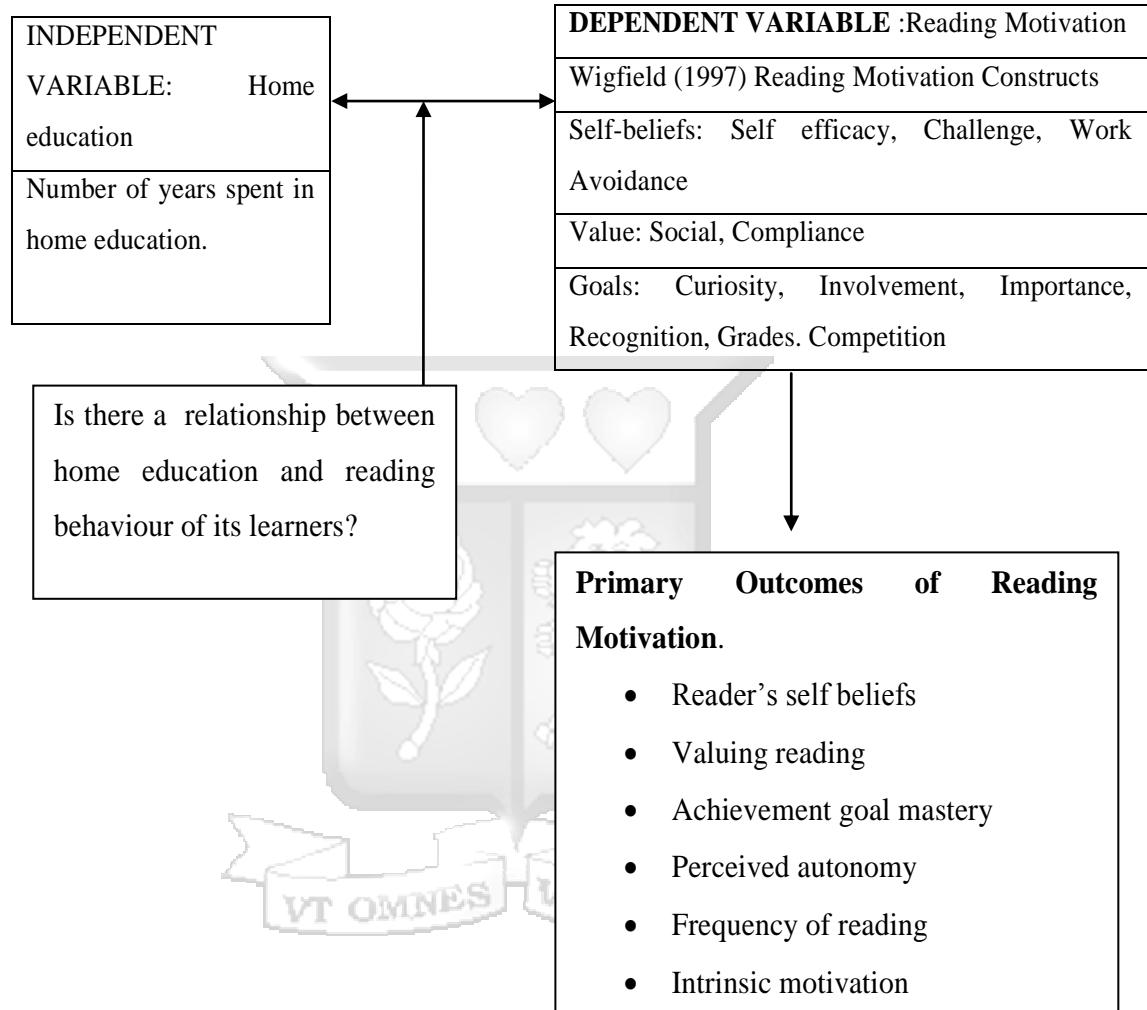
Reading motivation is the dependent variable. The quality of a reader's motivation is expected to change depending on the social environment it is situated. Self-belief construct is

expressed through feelings of self-efficacy; that one can perform a task and be successful at it. Reader self-belief is also expressed by learners who do not shy away from reading tasks even when they are challenging. Reading values is expressed in the way learners utilise their social networks to grow in the skill and love for reading. Value for reading is also expressed in the learner's appreciation of the skill as a critical area of learning. The achievement goal of a reader is expressed in the reasons for which reading is pursued. The objective for reading could be either mastery, curiosity, or to get immersed in the content.



Figure 2.1 is the conceptual framework that the study employed. It is based on the theoretical framework and presents the notions that were hypothesized.

Figure 2.1 Home Education Reading Motivation Conceptual Framework



2.9 Research Gaps

The practice of home education has drawn support among Kenyan families yet data is till scarce. The research responded to the challenge of reading motivation by situating it in the home education environment. The research captured data from home schools and sought to highlight ways that home education contributes to reading motivation trends. As noted earlier, Lopez (2015) in his survey of home education in Colombia recommended that research into the affective contribution of home education would advance knowledge into the practice. The

study would also increase understanding on specific contributions of home education toward reading motivation.

2.10 Conclusion

In this chapter the study linked research on reading, reading motivation, home education and the relationship between the two. Theoretical and empirical foundations of the study were presented as well as the global and local trends in home education. In the next chapter, the study outlined the process that was used to study the situation in the Kenyan context. Discussions on the research design and methodology were presented.



CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this section, the study aimed to outline what data was collected, why and how. The study also outlined how collected data was analyzed. The tools of inquiry were discussed. The purpose of data collection and analysis was to study the relationship between, home education and reading motivation.

3.2 Research Design

This study sought to explain the type of relationship that exists between home education and reading motivation of developing readers in home education situations.

To determine whether the relationship was negative or positive, a descriptive correlational research design was adopted. According to Leedy and Ormond (2001) descriptive research is a system of inquiry that examines the situation as it exists. The research adopted correlational methods to help determine what type of relationship existed between the independent and dependent variables. According to Muijis (2004) correlational measurements helps determine relative power of the independent over the dependent variables. According to Mugenda and Mugenda, (2003), a correlation coefficient of zero, indicates that there is no relationship between the study variables; a correlation of -1 means a negative relationship; and finally, a correlation of +1 signifies a positive relationship. According to Dunn (2001), correlational research is suitable for predicting relationship and giving a measure on how strong the relationship is. The research also sought to establish the direction of the relationship between the number of years a child has been in home education and their score on the reading motivation scale.

The Motivated Reader Questionnaire has operationalized the constructs into aspects, and aspects into items that can be scored on a likert scale of 1-4. The reading motivation variable was measured using sub-scales of the aspects. MRQ was designed by Wigfield (1997) and Guthrie (2004) for rating reading motivation.

Wigfield et al, (2016) recommended use of teacher rating of reading motivation and observational data to be used alongside the MRQ. In the context of home education, parents were interviewed to elicit background information. The study was keen to note the duration for which the student had been in a home education setting.

3.3 Population and Sampling Procedures

Baker and Wigfield (1999) sampled 371 (192 girls and 178 boys) of mid-Atlantic American city of children grades 5 and 6. In their research on reading motivation they examined the extent to which reading motivation varied along gender, grade levels and ethnicity. Graham (as cited in Baker & Wigfield 1999) observed that reading motivation behaviour is not similar across in cultures. Their research indicated that reading motivation decreased as children advanced through elementary grades. They examined gender difference since previous research had shown that girls had stronger reading motivation aspects than boys. Their research also studied effect of ethnicity. They also examined how reading motivation related with other reading outcomes.

A sample of home educated age 8-11 students from the Nairobi County was used in this study. Home educators in Nairobi assemble around two networks which have their own leadership. Each network's members are spread within Nairobi County. Each network has its own structure and nature of working and has had an organizational network of home educators within Kenya close to 20 years. The study worked with one of the networks. The network has 149 home schools, 259 students and 77 pupils within the age 8-11. All the families are divided into three regions. Each region has an overall leader. Within each region families are placed in cell groups depending on the age of their children. Therefore there is a forum for parents of children age 4-6 (pre-school), for age 7-9, and for 10-12. Each forum has leaders whose help was needed in getting to the respondents through their parent/home educator. Thus to sample children from age 8-11, 2 groups of parents were approached out of each of the 3 regions in Nairobi County; age 4-8 and 9-11 groups of each region.

According to Mugenda and Mugenda (2003) 10-30% of the total target population is sufficient for quantitative research. This research planned to use the 30% of total target

population as the sample. Total sample size would have been 23.1. However, Cohen, Manion and Morrison (2000), hold that that a sample size of 30 is deemed to be sufficient for statistical analysis. Therefore 31 home educated pupils were sampled through the simple random method. According to Creswell (2009), random sampling ensures everyone in the target population has an equal chance of being sampled and adds to the validity of data being generalized to the population. Respondents were randomly chosen.

3.4 Data Collection Methods

The MRQ is a self-report measure, (Guthrie et.al 2004) questionnaire that uses a 4-point likert scale type with 53 sub scales that functionalize 11 aspects of 3 constructs of reading motivation (Wigfield &Guthrie, 1997). According to Watkins and Coffey (2004) it can be used with children from 3rd to 11th grades. The first two questions were answered with guided instruction from the researcher, and the rest children answered individually. The MRQ was piloted to test its validity. Feedback on the questionnaire was that it was easy and straightforward. Two questions were rephrased so that they would reflect the home education reality. Two questions were phrased to read “I like having my parent say I read well.” Instead of “I like having my teacher say I read well”. Also “I learn more from reading than most of my home schooling friends.’ Instead of “I learn more from reading than most students in the class.”

Watkins and Coffey (2004) used the MRQ in its entirety to determine reading motivation among elementary (grade 3-5), suburban Mid-Atlantic and South Western American populations. To the best of the researcher knowledge, MRQ had not been used among pupils within Kenya from either private or public schools. It also had not been used in study of reading motivation within home schools in Kenya. The MRQ questionnaire was piloted in one of the Home Education Cells in Embakasi East Constituency of Nairobi County. The study would contribute data on usage of MRQ in the Kenyan home education context.

The main dimension of the independent variable used in this study was the number of years spent in home education. It was expected that the distinctives of home education would bear on reading motivation and be quantified during analysis. A background question was used to note any distinctiveness that the questionnaire would not capture on the independent variable

and to control sample characteristics. Specifically, respondents were asked about their grade level. Though the respondents were chosen by age, the question on grade level was used to ensure sampled children were more or less within the same level. It was assumed that by the time children get to grade 3 they have formed reading behaviour that they can talk about. The grade question was used to ensure that none of the respondents were below grade 3 and none above grade 6.

3.5 Data Analysis

Responses from the MRQ questions were scored on a likert scale; with 1= very different from me 2= a little different from me, 3=a little like me and 4= a lot like me. According to Baker and Wigfield (1999), research in reading motivation concurs that it is multidimensional. Children perform differently on an aspect and these can be measured reliably. They add that this data is more useful to educators since labelling reading motivation as either high or low would not lead to specific intervention where it is needed. Cohen, Manion and Morrison (2000) state that levelled likert scales and ratings bring out sensitive data that dichotomous questions wouldn't. The scales were used to determine quantitative data on correlation.

SPSS is a software package that calculates mathematical equations for data analysis, (Muijis 2004). Descriptives tests on Skewness and Kurtosis were computed on SPSS. Their output was used to determine distribution of the dependent variable within the sample. Data was expected to lie within -1and +1. Pearson's chi-square test statistic which is given in consideration of degrees of freedom and should not exceed .05 was also run. It was the criterion for rejecting or accepting the alternative hypothesis. According to Dunn (2001) a correlation co-efficient of +1 indicates a positive relationship; zero indicates that the two variables do not have a relationship. A negative co-efficient -1 indicates an inverse relationship between the variables. Since home education research is a relatively virgin area of research, the chi square statistic would clarify whether there is an association and what predictions research can build upon.

According to Muijis (2004) Spearman's test statistic is used to determine the strength of relationship between ordinal variables. This was suitable since MRQ questionnaire generates ordinal data whose rankings are not linear. Spearman rank order correlation co-efficient rho,

statistic was computed to determine direction of association between home education and reading motivation whether strong or weak. The years one has spent in home education was tested against the motivation indicators that research found. Spearman's rho varies between -1 and 1. Zero (0) denotes no relationship. The correlation coefficient gave a measure of the relationship between the variable and the direction of that relationship.

Table 3.1 shows how the items in the questionnaire are related to the factors that were investigated. Each questionnaire item is part of a group of questions that reveal an aspect of either self-beliefs, values and goals. Aspects contribute data on reading motivation construct.

Table 3:1 Operationalization of Reading Motivation Variable

READING MOTIVATION CONSTRUCT	ASPECT	QUESTIONNAIRE ITEMS
Beliefs	Self-efficacy	I am a good reader. I learn more from reading than my friends My friends sometimes tell me I am a good reader. I know I will do well in reading next year. I always do my reading work exactly as parent wants.
	Work Avoidance	I don't like vocabulary questions. Complicated stories are no fun to read. I don't like reading something with difficult words.
Goals	Curiosity	I read to learn new information about topics of interest. I read about my hobbies to learn more about them. If my parent discusses something interesting, I might read it. I like to read about new things I like it when the questions in books make me think.

	Involvement	<p>I enjoy a long, involved story or fiction book.</p> <p>I like mysteries.</p> <p>If a book is interesting, I don't care how hard it is to read.</p>
	Recognition	<p>I am happy when someone recognizes my reading. .</p> <p>I like hearing my parent say I read well.</p> <p>I like being the best at reading.</p>
	Competition	<p>I like to finish my reading before my friends.</p> <p>I try to get all the reading answers correct.</p> <p>I am willing to work hard to read better than my friends.</p> <p>I like being the only one who knows an answer.</p>
Value	Social	<p>I sometimes read to my parents.</p> <p>I talk to my friends about what I am reading. .</p> <p>I often read to my brother or my sister.</p> <p>I like to tell my family about what I am reading.</p> <p>I feel like I make friends with people in good books.</p> <p>My friends and I like to trade things to read.</p>
	Grades- Compliance	<p>I want to see my name on a list of good readers.</p> <p>I read to improve my grades.</p> <p>Grades are a good way to see how you are doing.</p> <p>Finishing every reading assignment is very important.</p> <p>I like to get compliments for my reading.</p> <p>I look forward to finding out my reading grade.</p> <p>In comparison, it is very important to be a good reader.</p> <p>I always try to finish my reading on time.</p>

Baker and Wigfield (1999) computed means, and standard deviations of the data. They computed reliabilities for the scales they used. The means were used to determine how students characterised themselves. Wigfield (1997) had stated that reading motivation is multi-dimensional and his data revealed that some dimensions were stronger than others. Table 3.2 is a summary of their findings.

Table 3.2 Baker and Wigfield (1999) Reliabilities and Means and standard deviation for the Motivation scales

SCALE	NUMBER OF ITEMS	M	SD
Self-efficacy	4	3.09	0.65
Challenge	5	3.08	0.66
Work Avoidance	4	2.43	0.76
Curiosity	6	3.20	0.61
Involvement	6	3.14	0.62
Importance	2	3.40	0.79
Recognition	5	3.25	0.66
Grades	4	3.58	0.59
Competition	4	2.93	0.83
Social	7	2.62	0.71
Compliance	3	3.37	0.67

The aspects have almost similar means and low standard deviations. This implies that the outcomes would be fairly consistent within a group. The study did not expect large variations to responses between the questions.

The study also recorded 49 statistically significant p values at 0.05 except 3. The sampled data had high levels of intrinsic and extrinsic achievement goals with social and work avoidance being the lowest. This means their sample was least motivated to read for social reasons yet they did not shy away from reading tasks. Correlations of their sampled data were generally positive and moderately strong. Gender was found to be statistically significant to all the scales except for competition and work avoidance. Except for competition and work avoidance scales, girls had higher means on the other scales than boys.

3.6 Research Quality

The MRQ has been used as a domain specific scale for reading motivation studies. The theoretical constructs of reading motivation identified by Wigfield (1997) have been used to study reading motivation of emergent readers from 3rd to 6th grades. According to Cohen, Manion and Morrison (2000), content validity of items in an instrument is generated by strict

adherence to theoretical constructs of the variable which gives it the right to measure the underlying concept. Based on Baker and Wigfield (1999) MRQ will measure reading motivation.

Baker and Wigfield (1999), Watkins and Coffey (2004) used MRQ with grades 3-5. Baker and Wigfield (1999) conducted exploratory factor analyses of the individual item sets, item-total correlations and reliability analyses which showed the dimensions chosen to have internal consistent reliability. In the same research, MRQ was also tested for construct validity to ensure that items in each dimension of reading motivation correlate with total scale scores and that they are true indicators of the aspect they measure. Other instruments mentioned earlier choose several of the 11 dimensions chosen by Wigfield and Guthrie (1997). According to Cohen, Manion and Morrison (2000) construct validity of an instrument is established through Confirmatory Factor Analysis. This ensures that scales measures what it ought to and not aspect of the concept under study.

Baker and Wigfield (1999) ran (CFA) of MRQ to ensure construct validity. The CFA analysis looked at the data and tested for skewness and kurtosis. The test found the univariate distribution of items as satisfactory. Results of CFA on each of the dimensions showed that the scales were internally reliable at greater than .70. Several goodness of fit indices were used in CFA; chi-square, chi-square divided by degrees of freedom, Joreskog and Sorbom (1989) Goodness of Fit (GFI) index. The chi-square to degrees of freedom ratio of less than of 2.0 shows good model fit. The GFI value of MRQ is .90.

Wigfield and Guthrie (1997) tested children on the MRQ as well the Reading Activities Inventory RAI (Guthrie, Mc Cough, and Wigfield 1994) in comparison with their scores on the MRQ. The RAI measure, explored the number of books a child read, the frequency, and fluency. The scores on both instruments were compared. Students who scored high on reading activities that have to do with intrinsic motivation related strongly with items on the MRQ items that have to do with intrinsic motivation. The scores the students got were related to other measures that have been identified as critical in reading outcomes. According to Cohen, Manion and Morrison (2000), criterion validity of an instrument is acceptable when other

scales that measure the same phenomenon are related to the results gained using your instrument. The MRQ has face validity for it visibly shows that it is measuring reading motivation. This research relied on the face, construct and content validity of the MRQ. According to Muijis (2004) piloting instruments ensures that the tool is culturally sensitive. Muijis recommends that feedback from the pilot exercise be used to make the tool statistically sound before rolling out. MRQ questionnaire was piloted in one of the home education cells in Embakasi East Constituency of Nairobi County.

3.7 Research Ethics

Cohen, Manion and Morrison (2000) state that researchers should explain and give respondents information on how data collected will be analyzed and distributed. This was addressed by discussing and seeking written consent from the gatekeepers who are the cell leaders. Families from whom the researcher sought to engage were under one organization of home educators. The researcher sought written permission and consent from this body. Parental consent was sought and procedures to protect children spelled out. Fargas-Malet, McSherry, and Robinson (2010) state that children under 16 can give informed consent as long as they can see the benefit of participating. The researcher sought written consent of the targeted sample population. The respondents were free to participate after giving written consent. To protect participant children, the reading motivation questionnaire was administered in individual homes, in the presence and guidance of the parent who is usually with the child. To protect the rights of the children the researcher received informed written consent from all the levels of authority within the home education community identified before conducting research.

Cohen, Manion and Morrison (2000) add that a study instrument such as questionnaire should ensure confidentiality, safety, anonymity and non-traceability. The researcher ensured that respondents' privacy was protected. Codes were used for each family that participated. The codes were used in the collection, and analysis of results. The codes would be used in the dissemination of results.

The study obtained authorization from Rhino Ethics Board and National Commission for Science Technology and Innovation (NACOSTI) prior to conducting research in Kenya using the instrument. The study sought to uphold its responsibility toward beneficiaries of the research; home educators and other researchers. Care has therefore taken to ensure that the instrument used did not lead to erroneous data.

3.8 Conclusion

In this chapter the study had presented of data needed and where and how to get it was to be obtained and why. In the next chapter, the study presented statistical tests performed. The study responded to the objectives of the research, and made recommendations.



CHAPTER FOUR: RESEARCH FINDINGS

4.1 Introduction

In this chapter summary of the research findings were presented. The study presented statistical data on distribution and correlation, the effect of home education on reading motivation and effect of gender on reading motivation.. The data was compared to Baker and Wigfield (1999) study and characterised.

4.2 Response Rate and Distribution

This study utilised the MRQ questionnaire among 31 children. From a network that had 149 home schools, 259 students and 77 pupils within the age 8-11 with families were divided into three regions the sample was obtained. Regional overall leaders helped to get in touch with families. Families came together in cell groups depending on the age of their children. Children age 8-11 were randomly were randomly chosen. All the respondents participated in the exercise. In addition to the items on the MRQ, parents of the children who were chosen were asked how many years they had been in a home education situation and their grade level. On the advice of the group leaders, the questionnaire was sent electronically to families who at the time were on half-term. The researcher was available on electronic forums to all the parents of participating children before and after the exercise to collect the responses.

Table 4.1 is a summary of the distribution of respondents by gender and the number of years they have been in home education. The data also revealed that most children had been in home education between 1 and 6 years. The table shows percentage of both boys and girls that had been in home education between 1 and 6 years and the percentage of each group out of the total sample. From those sampled, girls had been in home education longer than boys.

Table 4.1 Years in Home education and gender of respondents

Years in Home Education		Gender		Total
		Girl	Boy	
1	% within the group	33.3	66.70	100
	% of Total	3.2	6.50	9.7
2	% within the group	0	100.00	100
	% of Total	0	6.50	6.5
3	% within the group	70	30.00	100
	% of Total	22.6	9.70	32.3
4	% within the group	50	50.00	100
	% of Total	6.5	6.50	12.9
5	% within the group	71.4	28.60	100
	% of Total	16.1	6.50	22.6
6	% within the group	100	0	100
	% of Total	16.1	0	16.1
Total	% within	64.5	35.50	100
	% of Total	64.5	35.50	100

The sampling was by age and not by grade since in home education grade progression is not lock step. However, children were still asked about their grade levels to control for outliers. Sampled children were within the range that they would be in a public school. The data revealed that most were between grade 3 and 6. Table 4.3 summarises this data.

Table 4.2 Grade Distribution

Grade	Frequency	Percent
3	8	25.8
4	9	29.0
5	11	35.5
6	3	9.7
Total	31	100

4.3 Descriptive Data

The study analysis ran a test of normality of the dependent variable indicators from a sample of 31 home educated children aged between 8-11 years from Nairobi County. Skewness showed where our data lay on the scales. Negative values less than -1 meant that we had skewed data toward the lower side of the scale. Positive values greater than 1 also meant that we have skewed data toward the higher side of the scale. Skewness values between -1 and 1 were acceptable. Sub scales of self-efficacy, work avoidance and challenge, measured reader self-beliefs. Data on self-efficacy attribute was generally distributed negatively. Thus readers in home education largely scored on the lower side of the self-efficacy scale. Data on work avoidance was negatively skewed but not strongly. Readers were less likely to avoid reading tasks. Challenge was negatively skewed showing that children did not necessarily score high on those scales.

Goal construct had most of the highly negatively skewed indicators. On the sub-scales of Goal aspects, curiosity, involvement and competition, readers scored low levels on these qualities. In addition children did not receive what they considered high recognition for their reading efforts.

Value had three scales; social, grades and compliance. On the subscales of social and grades the data lay skewed negatively. On the compliance scales some data was skewed to the positive side. This meant that some children read because they felt they had to. All skewness and kurtosis values can be found in Appendix 5.

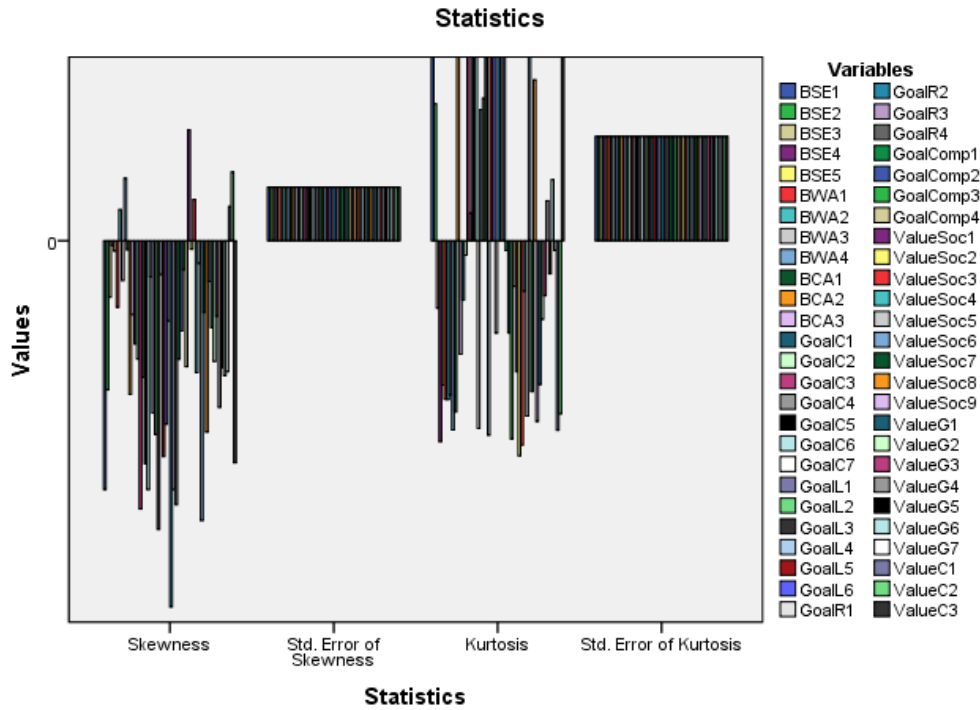
The Kurtosis values tell us how peaked or flat our data is. For normal distribution, the values should be between -1.96 and +1.96. Data was quite peaked, showing that we have kurtosis concerns. A significant number of the indicators were above +1.96 causing tail to be weighty an indication that the sample had outliers and the distribution was not normal. Table 4.4 summarises 11 Kurtosis values that were above the acceptable range.

Table 4.3 Kurtosis Values

CODE	Question	Kurtosis	Std Error of Kurtosis
BSE1	I know that I will do well in reading next year.	2.97	.82
GoalC3	I have favourite subjects that I like to read about.	4.143	.82
GoalC4	I enjoy reading books about people in different countries.	.220	.82
GoalC5	I read to learn new information about topics that interest me.	2.819	.82
GoalC6	I like to read about new things.	2.968	.82
GoalR2	My parents often tell me what a good job I am doing in reading.	9.956	.82
GoalL3	I make pictures in my mind when I read.	4.785	.82
GoalR3	I like having my parent say I read well.	2.968	.82
GoalR4	I am happy when someone recognizes my reading.	3.064	.82
ValueSoc6	I sometimes read to my parents.	4.270	.82
ValueC3	Finishing every reading assignment is very important to me.	3.643	.82

Data on skewness showed that our data was largely negatively skewed and therefore not symmetrical. Figure 4.1 captures skewness and kurtosis distribution pattern of all the aspects investigated in the study.

Figure 4.1 Summary Dependent Variable Distributions



4.4 Correlation

The chi square test measured of how well the attribute in question fitted within the sample. The study correlated the independent variable with dependent variable through the chi square statistic. Home education was operationalised by years one has been under home education. Reading motivation was operationalised through 53 questionnaire items designed along the theoretical constructs of reading motivation. The study also correlated gender to reading motivation.

4.4.1 Home education and reading motivation

This study sought to determine whether there was a relationship between home education and reading motivation. The Pearson's Chi Square statistic at α 0.05, indicated that the p value for only 3 sub-scales were significant. A summary of the 53 p values is under Appendix 6. No belief construct scale was significant. Goal had 2 significant items and value 1. The study showed that home education had no significant relationship with self-beliefs of readers. However, there were instance of significance between home education and achievement goals

and reading value scales. 51 items had not significant relationship with reading motivation. These are items that touch on all beliefs, values and goals constructs of reading motivation. The relationship between home education and reading motivation appears to be weak since only a few items were significant. Therefore based on Wigfield's reading motivation model, home education does not appear to have a relationship with reading motivation. 51 items were not significant therefore we reject our alternative hypothesis: home education has an effect on reading motivation. Table 4.5 summarises significant items of the dependent variable.

Table 4.4 Summary Correlation Home Education and Reading Motivation

CODE	Question	P value
GoalL3	I make pictures in my mind when I read.	0.05
GoalL4	I read stories about fantasy and make believe.	0.01
ValueG6	I always try to finish my reading on time.	0.02

The table shows 3 sub scales of the dependent variable items were significant to years in home education. Involvement as an aspect of achievement goals was significant in two areas of its six sub-scales. Grades as an aspect of readers' value had one significant sub-scale. A summary of all items can be found on Appendix 6.

4.4.2 Gender and Reading Motivation

Three sub-scales with 1 item on belief construct and 2 on goal construct tested significant for correlation. Table 4.6 shows the significant items.

Table 4.5 Correlation Gender and Reading Motivation

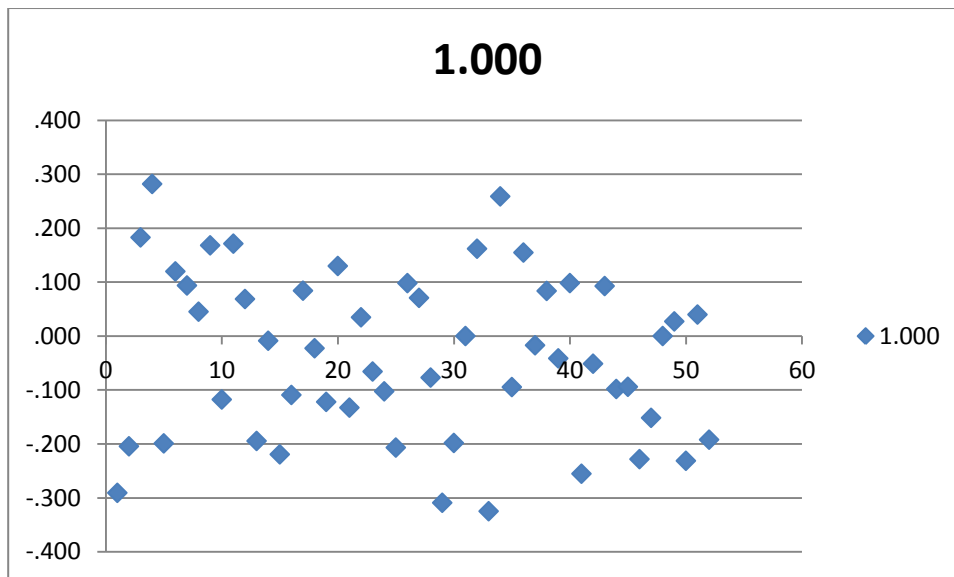
CODE	Question	p Value
BSE4	My friends sometimes tell me I am a good reader	.01
Goal C2	If my parent discusses something interesting I might read more about it.	.03
Goal Comp3	I like being the only one who knows an answer in something we read.	.006

This means that gender has a relationship with these three reading motivation indicators. The significant items were not sizeable enough to indicate the presence of a relationship between reading motivation and gender.

4.5 Spearman Correlation

Figure 4.5 represents Spearman correlation coefficient values on a scatter plot show strength of effect that home education would have on reading motivation.

Fig 4.2. Spearman Correlation Home Education to Reading Motivation



The diagram shows Spearman rank values. The relationship between years of home education and reading motivation is between weak $-.325$ to moderately positive $.282$. The weakest correlation is within the goal construct and the moderate strong correlation is within self-belief construct. Competition an aspect of achievement goals, had the weakest relationship while self-efficacy had the moderately positive.

4.6 Correlation; Home education and reading motivation

In this section the study discussed the summary findings with the aim of addressing the research questions of the study.

4.6.1 Home education and reader beliefs

Data on beliefs was represented by aspects of self beliefs, work avoidance and challenge. None of the 12 sub-scales of the aspects measuring self-beliefs had a significant relationship with home education.

4.6.2 Home education and reading values

Reader values were measured by social, grades, compliance sub-scales. Only 1 social subscale out of 20 subscales of various value construct subscales had a significant relationship with home education. This led to the conclusion that home education has no effect on reader values.

4.6.3 Home education and reader achievement goals

On the goals, 2 sub-scales had a significant relationship with home education. The two scales were indicators of involvement. Nevertheless these were very small compared to the other 18 sub scales of aspects that measure goal construct that were insignificant. Home education has no effect on achievement goals.

4.6.4 Effect of home education on reading motivation

This study sought to determine whether there was a relationship between home education and reading motivation. The Pearson's Chi Square statistic at α 0.05 indicated that the p value for most items to be insignificant. This led the study to reject the alternative hypothesis that home education has an effect on reading motivation.

4.6.5 Intrinsic and extrinsic motivation

Intrinsic viz extrinsic motivation scored 2 of the 3 significant items on reading motivation.

4.7 Gender and reading motivation

Girls had a stronger beliefs, goals and values on reading motivation than boys. The strongest scale for girls was on a sub-scale of competition. However, overall the insignificant items were more leading to the statement that there was no significant relationship between reading motivation and gender of readers in home education.

4.8 Spearman Correlation Test; Home education and reading motivation

The relationship between years of home education and reading motivation is moderately weak $-.276$ to moderately positive $.232$. Therefore reading motivation cannot be attributed to home education.



CHAPTER FIVE: CONCLUSION

5.1 Introduction

In this chapter the study characterised the data in order to draw conclusions on beliefs, values and goals in the context of home education. Conclusions from the outcomes were presented and suggestions on areas of intervention for current home education situation set forth. The study also made recommendations for further research and highlighted its contribution to the study of reading motivation within home education in the current context.

5.2 Reading Motivation Constructs.

Baker and Wigfield (1999) study was among 371, 5-6th graders from urban mid-Atlantic city in the US. Their sample comprised of mixed ethnic background children who attended different schools with a varied social economic mix. The teachers of the pupils employed different reading instructions methods. Similarly this study worked with an urban population. The study choose to use age in this study as the cut off point instead of grade since in home education grade levels depend more on achievement than time scales set by institutions. Most children were between grades 3 and 6. Similarly, it was assumed that not all parents employed the same instructional methods with their children.

Baker and Wigfield (1999) analysed means of the items on the MRQ and found reading motivation to be multidimensional. They observed that as young as 5 year old children had a sense of their reading identity and tended to patronize some aspects more than others. Wigfield (1997) had stated that it was normal for means of items to cluster at the outermost parts of the scales. In this study the means of the data collected did not cluster at the extremes as was the case in some of Wigfield's studies. Baker and Wigfield's sample had stronger goals means with value construct being the least. This study found the means of goals construct to be higher than self-beliefs and self-beliefs higher than value constructs. The means of the scales were generally close to 2.5 and above. This meant that home educated readers generally saw themselves as readers driven by achievement goals. However, Baker and Wigfield's sample did not have varied standard deviations as was the case with the sample of this study.

Baker and Wigfield (1999) further grouped readers characterized as constantly high levels of motivation on all levels, constantly low levels on all dimensions and consistently lower levels of motivation or average. The study characterised sampled data as average to high. Table 5.1 summarises the comparisons between Baker and Wigfield’s study with the current study.

Table 5.1 Means and Standard Deviations of Motivation Scales

Scale	Number of items	Mean	S dv	Baker and Wigfield (1999) Means	Baker and Wigfield Sdv
Self-efficacy	5	3.05	0.9	3.09	0.65
work Avoidance	4	2.4	1.16	3.08	0.66
Challenge	3	3	0.97	2.43	0.76
Curiosity	6	3.32	0.86	3.20	0.61
Involvement	6	3.36	0.89	3.14	0.62
Recognition	4	3.53	0.77	3.25	0.66
Competition	4	3.14	0.96	3.58	0.59
Social	9	2.81	1.11	2.93	0.83
Grades	7	3.21	0.95	2.62	0.71
Compliance	3	2.61	1.04	3.37	0.67

Baker and Wigfield (1999) found that most endorsed scales were social and work avoidance. Therefore most of his sample was motivated to read for social interaction and did not shy away from difficult reading tasks. In this study the r the highly endorsed scales were curiosity, recognition and involvement. Home educated pupils see themselves as engaged readers and affirmed by those around them. They also read around their hobbies in order to develop in them. Baker and Wigfield also found gender to be significantly related to all scales apart from competition and work avoidance. In his sample girls scored higher on the significant scales. Three scales were found to be significant in this study. Girls scored higher all items except 3.

The study found home educated children stronger means on achievement goal constructs than self-beliefs and values, and greater value for reading than self- beliefs on reading. There was a major difference between parents who gave an audience to their children those that did not. Data on curiosity showed that children who did not have a sense of curiosity tended to stay away from self-driven reading efforts. However among those who were curious, high scores were recorded as well as self-driven reading efforts. There was a clear separation between pupils who engaged with reading by creating mental pictures and those that didn't. Parents who recognized their children's reading had a positive impact. Pupils generally displayed eagerness to be compliant on reading assignments.

5.3 Main Findings

This study's main objective was to determine the effect of home education on reading motivation. The conceptual framework set by the study showed the expected outcome to be that the attributes of home education relevant to reading motivation would be observed in the reading motivation levels of readers observed in the study. According to this study home education has no effect on self-beliefs, reader values and achievement goals of its readers such that we can conclude that reading motivation has been achieved.

Other findings were that girls scored more positively on motivational constructs than boys. Girls showed more desire to be curious, involved, read with the intention of improving grades, and less motivated to read for competition. Boys showed less desire to avoid work than girls. Compliance on reading assignments was one of the lowest scored scales (mean 2.61) with girls less compliant on than boys.

As seen in some aspects, home educators can activate certain dimensions of reading motivation. By visiting the library with their children, recognizing their reading effort, and taking time to listen to their children read, a positive impact on reading motivation can be achieved. Their data is a source of learning for those in similar situations.

The choice to home educate is appealing to some sections of the population. However, by itself that social environment will not produce desired reading outcomes unless the educators

are keen to motivate and inspire achievement. Reading motivation interventions especially in the area of self-beliefs and reader values would add value to learners in that context.

5.4 Recommendations

The data collected displayed that home education did not have a significant effect on reading to the extent that we can say that readers have positive self-assessment where reading is concerned. Intervention that bolster reader self-beliefs address self-efficacy feelings of readers, tackle work avoidance behaviour, and encourage a reading diet that is sufficiently challenging.

Though reader achievement goals showed potential, it was not significant. Interventions in this aspect of reading motivation should encourage readers to be curious about their interests and their world through book reading. Home educators can build the level of involvement with reading material by exposing readers to level fiction or adventure reading. By recognising reading effort and participating in competitions that require reading, educators will be addressing this aspect of reading motivation.

Reader values showed need for an intervention. In this area home educators need to build a system of social engagement that helps readers discuss what they are reading. By modelling reading educators can help readers to value reading for its own sakes rather than just a tool to help keep good grades. Rather than just being compliant with reading tasks, learners can be helped to approach reading with delight.

The data also revealed divergent motivation strategies may be at work among the home educators practice. An intervention such as CORI (Guthrie, 1993) would be of value for extrinsic and intrinsic reading motivation behaviour, reading outcomes. Both boys and girls would benefit from an intervention that is holistic.

5.5 Future Research

The study generated data on areas that home educators could address in order to address reading behaviour of their learners. The study identified reader self-beliefs, reading values and achievement goals as areas around which interventions can be designed and executed.

It is the recommendation of this study that further research on different teaching and motivating styles of Kenyan home educators be pursued. Further study on the relationship between instructional methods and learning styles and the effect it has on reading motivation within home education situations could enhance our understanding of learners and reading motivation.

Further study on ideologies of Kenyan home educators would increase understanding of this social and educational phenomenon. It would be a source of information on what public education needs to focus on to increase support by its citizens.

The recently implemented Competency Based Curriculum of Kenya is open to the fact that different pathways suit different learners- one size does not fit all. Parents who are willing to invest opportunity cost to educate their children should be considered by state efforts to train and equip as the implementation machinery begins. The study drew this parallel from the South African context where home education grew with the introduction of competency based curriculum.

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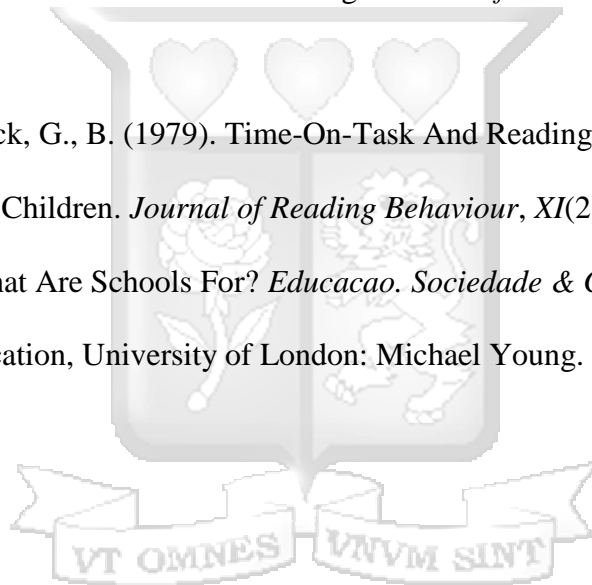
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APPENDICES

APPENDIX A: INFORMED CONSENT FORM1.

INFORMED CONSENT FORM.1

To Parents

TITLE OF RESEARCH PROJECT: Effect of home education on reading motivation.

UNIVERSITY: Strathmore University

RESEARCHER: Elizabeth Nzisa Kuthimba

ASSISTANTS:

PURPOSE OF STUDY. The purpose of the study is to document the contributions that home education makes on children's desire and interest to read.

1. PROCEDURES:

- The main participants in the study are children within the grades 3 and 4. To do the questionnaire they will need a comfortable place and no more than 40 minutes to answer the questions.
- The participant's consent form will need to be filled by the child who has chosen to participate.
- The questionnaire will ask children to give their views on certain aspects of reading.
- The parent/guardian must be present during the administration of the questionnaire.
- Where questions are not clear, the question can be skipped and done at the end of the others: the researcher can be asked to guide the child; finally, the question can be omitted altogether.

2. RISK AND DISCOMFORT:

- The research bears no foreseeable risk on the respondents.
- Children can communicate verbally or non-verbally. Any verbally expressed discomfort from the children should be noted and the administration of the questionnaire stopped. Non-verbal discomfort such as; disruptive behaviour that interferes with the administration of the questionnaire, silence, avoiding eye contact;

fidgiting and rigid posture could be signs of discomfort depending on your child. Non-verbal communication of discomfort should be treated as non consent to participate and therefore that child should not be compelled to participate in the questionnaire.

- Children who need more than the anticipated time of completing the questionnaire could be experiencing discomfort and therefore the exercise should be stopped.
- If for any of these or other reasons the exercise has to be stopped, the child should be engaged in conversation that leave them feeling positively about themselves.

3. BENEFITS:

With your help, our society will know some of the contributions of home education. Other educators stand to learn on home education.

The exercise allows raises awareness on the reading behavior of your pupil and provides a basis for discussion on reading outcomes.

4. TIME REQUIREMENTS:

Responding to the questionnaire will take approximately 20 minutes.

5. RIGHT TO ASK QUESTIONS:

As a parent you can call the number provided if you have questions on this questionnaire.

Some of the questions are designed to allow the child to comment a bit more on that area of reading.

6. STATEMENT OF CONFIDENTIALITY:

The researcher pledges to keep your participation confidential.

This questionnaire is used with permission from the IRB that checks to ensure that researchers do not violate of your right to privacy, anonymity.

The questionnaire does not expose you to traceability.

7. COST OF PARTICIPATION:

The participant will spend time and energy to answer the questions. There is no monetary compensation.

As mentioned above the exercise allows raises awareness on the reading behaviour of your pupil and provides a basis for discussion on reading outcomes.

8. VOLUNTARY PARTICIPATION: Respondents reserve the right to participate or withdraw from the process. There is no penalty on the respondent should they choose to withdraw. Your decision to allow your child to participate in this study is voluntary and is authenticated by signing below.

For any questions;

The researcher:

Elizabeth Nzisa Kuthimba

Strathmore University

Email:nzisa@life.or.ke

My Supervisor:

Dr Alfred Kitawi

Strathmore University

PARENT/GUARDIAN SIGNATURE

RESEARCHER'S SIGNATURE



APPENDIX B: INFORMED CONSENT FORM 2.

TO: Children

TITLE OF RESEARCH PROJECT: Effect of home education on reading motivation.

UNIVERSITY: Strathmore University

RESEARCHER: Elizabeth Nzisa Kuthimba

My name is Elizabeth. I am doing research among children in grade 3 and 4. I am seeking to study how children in home schools read. Children like you.

You have received this form because you fall within this category.

To participate in this study, you will need to say that you are okay with participating in the study.

How do you participate?

You will fill a form that will ask you questions about the way you read. There is not right or wrong answer. We are interested with what actually happens.

Answering the questions is estimated to take about 40 minutes.

You are NOT required to participate. You only participate if you want to.

Your parent will be with you as you do this.

You can ask questions where something is not clear.

To participate please sign below.

CHILD'S SIGNATURE

RESEARCHER'S SIGNATURE

APPENDIX C: MRQ QUESTIONNAIRE

Name _____ Date _____

Teacher _____

Motivations for Reading Questionnaire

We are interested in your reading.

The sentences tell how some students feel about reading. Listen to each sentence and decide whether it talks about a person who is like you or different from you. There is no right or wrong answers. We only want to know how you feel about reading. For many of the statements, you should think about the kinds of things you read in your class/ home school. Here are some to try before we start on the ones about reading:

I like ice cream.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

If the statement is very different from you, circle a 1.

If the statement is a little different from you, circle a 2.

If the statement is a little like you, circle a 3.

If the statement is a lot like you, circle a 4

I like spinach.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

If the statement is very different from you, what should you circle?

If the statement is a little different from you, what should you circle?

If the statement is a little like you, what should you circle?

If the statement is a lot like you, what should you circle?

Okay, we are ready to start on the ones about reading. Remember, when you give your answers you should think about the things you are reading in your class.

There is no right or wrong answers, we just are interested in YOUR ideas about reading. To give your answer, circle ONE number on each line. The answer lines are right under each statement.

Let's turn the page and start. Please follow along with me while I read each of the statements, and then circle your answer.

1. I like being the best at reading.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

2. I like it when the questions in books make me think.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

3. I read to improve my grades.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

4. If the teacher discusses something interesting I might read more about it.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

5. I like hard, challenging books.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

6. I enjoy a long, involved story or fiction book.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

7. I know that I will do well in reading next year.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

8. If a book is interesting I don't care how hard it is to read.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

9. I try to get more answers right than my friends.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me

1	2	3	4
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10. I have favorite subjects that I like to read about.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

11. I visit the library often with my family.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

12. I make pictures in my mind when I read.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

13. I don't like reading something when the words are too difficult.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

14. I enjoy reading books about people in different countries.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

15. I am a good reader.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

16. I usually learn difficult things by reading.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

17. It is very important to me to be a good reader.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

18. My parents often tell me what a good job I am doing in reading.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

19. I read to learn new information about topics that interest me.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

20. If the project is interesting, I can read difficult material.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

21. I learn more from reading than my friends.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

22. I read stories about fantasy and make believe.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

23. I read because I have to.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

24. I don't like vocabulary questions.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

25. I like to read about new things.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me

1	2	3	4
---	---	---	---

26. I often read to my brother or my sister.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

27. In comparison to other activities I do, it is very important to me to be a good reader.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

28. I like having my parent say I read well.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

29. I read about my hobbies to learn more about them

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

30. I like mysteries.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

31. My friends and I like to trade things to read.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

32. Complicated stories are no fun to read.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

33. I read a lot of adventure stories.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

34. I do as little schoolwork as possible in reading.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

35. I feel like I make friends with people in good books.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

36. Finishing every reading assignment is very important to me.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

37. My friends sometimes tell me I am a good reader.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

38. Grades are a good way to see how well you are doing in reading.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

39. I like to help my friends with their schoolwork in reading.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

40. I don't like it when there are too many people in the story.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

41. I am willing to work hard to read better than my friends.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

42. I sometimes read to my parents.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

43. I like to get compliments for my reading.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

44. It is important for me to see my name on a list of good readers.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

45. I talk to my friends about what I am reading.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

46. I always try to finish my reading on time.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

47. I am happy when someone recognizes my reading.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

48. I like to tell my family about what I am reading.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

49. I like being the only one who knows an answer in something we read.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

50. I look forward to finding out my reading grade.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

51. I always do my reading work exactly as the teacher wants it.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

52. I like to finish my reading before other students.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

53. My parents ask me about my reading grade.

Very Different From Me	A Little Different From Me	A Little like Me	A lot like me
1	2	3	4

APPENDIX D: BACKGORUND QUESTIONS

BACKGROUND QUESTIONS

1. What is your grade?
2. How many years have you been in home schooling?



APPENDIX E. DISTRIBUTION OF DEPENDENT VARIABLES

a. Beliefs

	Self-efficacy	Skewness	Std Error of Skewness	Kurtosis	Std Error of Kurtosis
BSE1	I know that I will do well in reading next year.	-1.95	.42	2.97	.82
BSE2	I am a good reader.	-1.17	.42	1.08	.82
BSE3	It is very important to me to be a good reader.	-1.71	.42	1.89	.82
BSE4	I learn more from reading than most of my home schooling friends.	-0.45	.42	-0.53	.82
BSE5	My friends sometimes tell me I am a good reader.	-0.038	.42	-1.58	.82
BSE6	I always do my reading work exactly as my parent wants it.	-0.082	.42	-1.136	.82
	Work Avoidance		.42		.82
BWA1	I don't like reading something when the words are too difficult.	-0.52	.42	-1.25	.82
BWA2	I don't like vocabulary questions.	0.246	.42	-1.25	.82
BWA3	Complicated stories are no fun to read.	-0.314	.42	-1.22	.82
BWA4	I don't like it when there are too many people in the story.	0.493	.42	-1.49	.82
	Challenge		.42		.82
BC1	I like hard, challenging books.	-0.072	.42	-1.35	.82

BC2	I usually learn difficult things by reading.	-1.21	.42	1.73	.82
BC3	If a project is interesting, I can read difficult material.	-0.58	.42	-0.89	.82

b. Goals

	Curiosity	Skewness	Std Error of Skewness	Kurtosis	Std Error of Kurtosis
GoalC1	I like it when the questions in books make me think.	-.812	.42	-.467	.82
GoalC2	If my parent discusses something interesting I might read more about it.	-.932	.42	-.113	.82
GoalC3	I have favorite subjects that I like to read about.	-2.109	.42	4.143	.82
GoalC4	I enjoy reading books about people in different countries.	-1.075	.42	.220	.82
GoalC5	I read to learn new information about topics that interest me.	-1.753	.42	2.819	.82
GoalC6	I like to read about new things.	-1.958	.42	2.968	.82
GoalC7	I read about my hobbies to learn more about them	-.284	.42	-1.475	.82

	Involvement		.42		.82
GoalL1	I enjoy a long, involved story or fiction book.	-1.355	.42	1.031	.82
GoalL2	If a book is interesting I don't care how hard it is to read.	-1.522	.42	1.122	.82
GoalL3	I make pictures in my mind when I read.	-2.271	.42	4.785	.82
GoalL4	I read stories about fantasy and make believe.	-.266	.42	-1.531	.82
GoalL5	I like mysteries.	-1.698	.42	1.955	.82
GoalL6	I read a lot of adventure stories.	-1.443	.42	1.549	.82
	Recognition		.42		.82
GoalR1	I like being the best at reading.	-.632	.42	-.728	.82
GoalR2	My parents often tell me what a good job I am doing in reading.	-2.881	.42	9.956	.82
GoalR3	I like having my parent say I read well.	-1.958	.42	2.968	.82
GoalR4	I am happy when someone recognizes my reading.	-2.077	.42	3.064	.82
	Competition		.42		.82
GoalC1	I try to get most reading answers right	-.933	.42	-.077	.82
GoalC2	I am willing to work	-.709	.42	-.725	.82

	hard to read better than my friends.				
GoalC3	I like being the only one who knows an answer in something we read.	-.229	.42	-1.560	.82
GoalC4	I like to finish my reading before the required time.	-.991	.42	-.360	.82

c. Values

	Social	Skewness	Std Error of Skewness	Kurtosis	Std Error of Kurtosis
ValueSoc1	I visit the library often with my family	.871	.42	-1.030	.82
ValueSoc2	I often read to my brother or my sister.	-.068	.42	-1.691	.82
ValueSoc3	My friends and I like to trade things to read.	.324	.42	-1.606	.82
ValueSoc4	I feel like I make friends with people in good books	-1.037	.42	-.399	.82
ValueSoc5	I like to help my friends with their schoolwork in reading.	-.180	.42	-1.378	.82
ValueSoc6	I sometimes read to my parents.	-2.201	.42	4.270	.82
ValueSoc7	I talk to my friends	-.565	.42	-1.187	.82

	about what I am reading.				
ValueSoc8	I like to tell my family about what I am reading.	-1.506	.42	1.266	.82
ValueSoc9	My parents ask me about my reading grade.	-.320	.42	-1.422	.82
	Grades		.42		.82
ValueG1	I read to improve my grades.	-.683	.42	-1.132	.82
ValueG2	In comparison to other activities I do, it is very important to me to be a good reader.	-.949	.42	-.619	.82
ValueG3	Grades are a good way to see how well you are doing in reading.	-.596	.42	-.432	.82
ValueG4	I like to get compliments for my reading.	-1.311	.42	.315	.82
ValueG5	It is important for me to see my name on a list of good readers.	-.998	.42	-.261	.82
ValueG6	I always try to finish my reading on time.	-1.060	.42	.481	.82
ValueG7	I look forward to finding out my reading grade.	-1.030	.42	-.074	.82
	Compliance		.42		.82

ValueC1	I read because I have to.	.271	.42	-1.492	.82
ValueC2	I do as little schoolwork as possible in reading.	.541	.42	-1.362	.82
ValueC3	Finishing every reading assignment is very important to me.	-1.747	.42	3.643	.82



APPENDIX F: P VALUES OF MRQ ITEMS

	Reading Motivation Indicators	p Value
BSE1	I know that I will do well in reading next year.	0.89
BSE2	I am a good reader.	0.48
BSE3	I learn more from reading than most of my home schooling friends.	0.82
BSE4	My friends sometimes tell me I am a good reader.	0.37
BSE5	I always do my reading work exactly as my parent wants it.	0.07
BWA1	I don't like reading something when the words are too difficult.	0.92
BWA2	I don't like vocabulary questions.	0.68
BWA3	Complicated stories are no fun to read.	0.92
BWA4	I don't like it when there are too many people in the story.	0.64
BCA1	I like hard, challenging books.	0.30
BCA2	I usually learn difficult things by reading.	0.54
BCA3	If a project is interesting, I can read difficult material.	0.74
GoalC1	I like it when the questions in books make me think.	0.65
GoalC2	If my parent discusses something interesting I might read more about it.	0.66
GoalC3	I have favorite subjects that I like to read about.	0.80
GoalC4	I enjoy reading books about people in different countries.	0.72
GoalC5	I read to learn new information about topics that interest me.	0.74
GoalC6	I like to read about new things.	0.17
GoalC7	I read about my hobbies to learn more about them	0.62
GoalL1	I enjoy a long, involved story or fiction book.	0.25

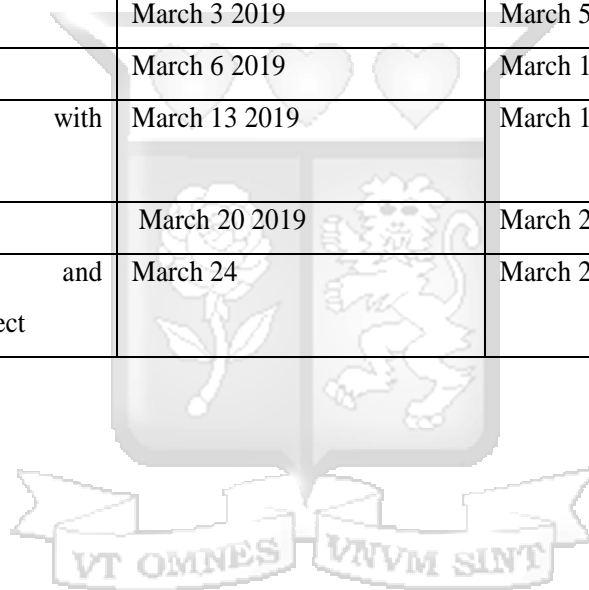
GoalL2	If a book is interesting I don't care how hard it is to read.	0.19
GoalL3	I make pictures in my mind when I read.	0.05
GoalL4	I read stories about fantasy and make believe.	0.01
GoalL5	I like mysteries.	0.89
GoalL6	I read a lot of adventure stories.	0.45
GoalR1	I like being the best at reading.	0.77
GoalR2	My parents often tell me what a good job I am doing in reading.	0.55
GoalR3	I like having my parent say I read well.	0.89
GoalR4	I am happy when someone recognizes my reading.	0.69
GoalComp1	I try to get most reading answers right .	0.52
GoalComp2	I am willing to work hard to read better than my friends.	0.72
GoalComp3	I like being the only one who knows an answer in something we read.	0.69
GoalComp4	I like to finish my reading before the required time.	0.82
ValueSoc1	I visit the library often with my family.	0.47
ValueSoc2	I often read to my brother or my sister.	0.42
ValueSoc3	My friends and I like to trade things to read.	0.39
ValueSoc4	I feel like I make friends with people in good books.	0.37
ValueSoc5	I like to help my friends with their schoolwork in reading.	0.34
ValueSoc6	I sometimes read to my parents.	0.48
ValueSoc7	I talk to my friends about what I am reading.	0.24
ValueSoc8	I like to tell my family about what I am reading.	0.64
ValueSoc9	My parents ask me about my reading grade.	0.13
ValueG1	I read to improve my grades.	0.61
ValueG2	In comparison to other activities I do, it is very important to me to be a good reader.	0.10
ValueG3	Grades are a good way to see how well you are doing	

	in reading.	0.39
ValueG4	I like to get compliments for my reading.	0.43
ValueG5	It is important for me to see my name on a list of good readers.	0.53
ValueG6	I always try to finish my reading on time.	0.02
ValueG7	I look forward to finding out my reading grade.	0.71
ValueC1	I read because I have to.	0.73
ValueC2	I do as little schoolwork as possible in reading.	0.53
ValueC3	Finishing every reading assignment is very important to me.	0.52



APPENDIX G: WORK PLAN

Research Stage	Estimated date of starting	Estimated Date of Completion
Clarifying ideas	October 1, 2018	October 5, 2018
Exploring Methodology	October 1, 2018	October 10, 2018
Checking for permission from participants.	October 8, 2018	October 20, 2018
Preparing final draft of instrument.	October 22, 2018	October 26, 2018
Piloting	February 2019	February 2019
Data Collection	March 3 2019	March 5 2019
Data Analysis	March 6 2019	March 10 2019
Discuss results with Supervisor	March 13 2019	March 18 2019
Write Draft Report	March 20 2019	March 24 2019
Revise Draft and completion of project	March 24	March 26, 2019



APPENDIX H: BUDGET

ITEM	COST (KES)
Printing reports	5,000.00
Research Permit	2,000.00
Communication to respondents	1,000.00
Miscellaneous	2,000.00
TOTAL	10,000.00

