Peer Teaching As a Predictor of Reading Motivation and Literacy Achievement among Standard Two Pupils in Nairobi and Tharaka – Nithi Counties, Kenya

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Abstract

The purpose of this study was to investigate Peer Teaching as a Predictor of Reading Motivation and Literacy Achievement among Standard Two Pupils in Tharaka- Nithi and Nairobi counties in Kenya .The types of peer teaching activities, the levels of peers teaching activities, reading achievement, the relationship between reading motivation and reading achievement among the children under study were investigated. The study was informed by Vygotsky's (1978) theory which states that children learn from more knowledgeable others. The study sample comprised of 108 standard two children purposefully selected from four schools that were selected through simple random sampling .A mixed method design involving a correlational survey and a quasi experimental method were used. To collect data , a reading motivation questionnaire, Peer interaction questionnaire, One minute reading fluency test, Peer teaching questionnaire for teachers and an observation schedule were used. The major findings of the study revealed that peer teaching predicted reading motivation in Tharaka Nithi. A significant mean difference in Peer Teaching was found between pupils in Nairobi and Nithi (t = -2. 94, P < 0.05). The Chi-square tests revealed that reading motivation did not predict reading achievement among learners. The results showed that children from Nairobi who could read an average of between 46-60 words within one minute were 22.2 % whereas from Tharaka-Nithi were 9%. Storytelling and discussions were the most common peer interaction activities. However, technology support to teach reading was not utilized and children with special needs were not given the necessary support for reading. The study concluded that peer interaction aids reading motivation. The study recommended that model classrooms with interactive technology could improve reading achievement. Teacher training should incooporate aspects of peer teaching strategies to promote reading.Deliberate efforts should be made to develop ICT infrastructure to promote reading achievement.

Key words: Peer Teaching, Reading Motivation, Reading Achievement

Introduction

Peer teaching among children occurs when they share knowledge, ideas and experiences among themselves (Boud, 1988). As children interact with each other they assist each other to acquire or catch up with cognitive tasks. A major benefit of peer teaching is that children with different competencies or those with similar competences modify tasks so that others can perform them with ease. Children also develop social interactions that enable them to engage in peer teaching activities among themselves. Peer teaching takes place as children engage in various interactions during play. Peers engage in corroborative interactions and non-verbal communication during which they influence each other's behaviours. Children interact with each other through discussions using words which set the essential foundation for mastery of how words are pronounced and what they mean thus laying down foundation for reading motivation and literacy achievement. According to research, peer teaching among young children begins early

before they join school and it is not confined to the classroom situation only (Mweru, 2009).

As children interact with each other, they learn by explaining ideas to each other and also through participating in joint activities. As a result they develop enthusiasm to perform well in activities just like their peers. Through constant interaction with peers, children perform the role of motivators in developing skills, organizing and planning learning activities, giving and receiving feedback and evaluating their own and peers' learning (Chipman & Roy ,2004) While cognizance is made of the fact that children learn a variety of skills from each other inside and outside classroom, the role of peers teaching in developing a motivation to read and attaining reading fluency has received little attention.

Peer teaching and reading motivation

As children engage in peer interaction they have multiple influences on each other. These influences impact important psychological processes like cognitive development, motivation and aspiration levels. Factors that promote positive peer interaction include admiration, approachableness and enjoyment of each other's company as children undertake different roles (Rabain–Jamin et al., 2003). In addition, children teach each other through guiding and caring for each other. When children work with each other a feeling of autonomy, support and companionship is created which motivates them to learn many skills including developing a love for reading. Different activities that children engage in during their interactions open a variety of experiences for them. Contrary to the view that peer interaction has a negative effect on children, studies have shown the benefits to be enormous. Thus teachers and educators should be encouraged to take guide children's activities so that they have positive influence on each other during their interactions. Quite often, teachers prevent peer influence as a way of maintaining class discipline and control. On the contrary, research carried out by the University of British Columbia on Peer Tutoring Literacy Program (2003, 2004) found that students working with peers outside the classroom setting, make reading more appealing and reinforces the quality of the experiences. The combination of working with peers who enjoy the experiences they have with each other makes reading fun even for the struggling readers. Concurring with this view Vaughn (1995) study established that students with learning disability benefitted from peer support and preferred to work with peers rather than on their own. In fact, many students with learning disability consider other students to be their favorite teachers.

Children who spend a lot of time caring for each other are thus expected to have a positive effect on each other which should lead to language acquisition and an important foundation for subsequent literacy development. As they play with sounds and words they are expected to promote each other's motivation to read and as they join school they are expected to acquire literacy skills with ease and to steadily improve their literacy achievement (Tudge & Winterhoff, 1993).; Snow, Burns, & Griffin, 1998; Whitehurst & Lonigan, 2001). The degree to which children acquire requisite literacy skills is known to be a strong predictor of future reading and academic success and has long-term social and academic and economic implications (Snow, Burns, & Griffin, 1998; Werner & Smith, 1992). Despite the increased attention given to children's early literacy development, gaps remain in our understanding of what is actually the role of peer teaching in children's reading motivation and literacy achievement. Most studies on peer teaching as a predictor of reading motivation and literacy achievement have also been carried out among preschool children, colleges and universities based in western countries, very few if any, have been carried out among lower primary school children in Kenya and in Tharaka-Nithi and Nairobi counties in particular.

The current study wished to establish if a difference in peer teaching existed among children from Tharaka Nithi a rural setting in Kenya where children spend time taking care and interacting with each other and Nairobi County an urban setting where children are expected to spend much of their time with a care giver or electronic devices.

Peer teaching and reading achievement

Peer teaching to a great extent seeks a solution to the problem of effective reading support to many struggling beginning readers in schools. Importantly, peer teaching can improve the reading skills of those facing challenges as peers are known to feel more at ease and concentrate better on the subject matter while with other peers than with adults or a teacher (Ehly, 1986). According to Vygotsky (1978), social interaction plays a big role in the learning process as children scaffold each other thus exploiting the zone of proximal development and constructing the new language through socially mediated interaction. Peers teach other through modeling specific behaviors like how

various words are read from print which is bound to play a big role in enhancing literacy achievement. Studies on peer tutoring have identified various roles of peer teaching on literacy achievement, for example, Kerri-Lee and Jo Shaw (2006) commissioned by social ventures Australia on STAR peer tutoring program revealed that students benefitted from peer teaching by showing improvement in various aspects of literacy: reading proficiency, reading mechanics (decoding), comprehension and increased concentration. In addition, the students' attitude towards reading and the pleasure they derive from it were also enhanced. Consequently, children's confidence in mastering literacy skills improves. Through peer teaching, children with reading difficulties receive specially focused support thus achieving fluency within a short period of time. The children may transfer aspects of their experience to class and this may contribute to the literacy achievement of the class by sharing or reinforcing these techniques which contributes greatly toward literacy achievement. Peer teaching allows teachers to begin teaching reading at a higher level as the children may have acquired the skills or the motivation to learn to read. To the teacher probably, the number of mistakes that need to be corrected may be fewer (Greenwood & Maheady 2001). It was expected that from the counties selected, peer teaching would demonstrate effectiveness in facilitating progress in literacy development.

Utilization of peer teaching activities to promote reading achievement

Though peer teaching has demonstrated positive results, researchers in Kenya such as Onguko (2000) have noted that children's peer activities are considered a waste of time by parents and teachers. Before school age, children in Tharaka Nithi are left taking care of each other as parents tend their farms a phenomenon that occurs across other counties in Kenya. When these children join school, teachers embark more on teaching and completing the syllabus which limits the amount of time children have to engage in peer interaction. In extreme cases, children are not allowed to interact with each other during play time and any little time left is spent on remedial work with teachers. More often, teachers and educators have viewed peer influence as having a negative force among children and thus teachers prevent peer influence as a way of maintaining class discipline and control. This contradicts study findings which show that peer mentoring involving peer teaching can enhance instructional outcomes and its association with academic success among learners as well as the long term benefit of fostering peoples' economic growth. The importance of peer interaction cannot be over-emphasized especially for young children as it provides them with the opportunity to learn from each other. Due to the benefits obtained when children interact with the each other, teachers should not constantly emphasize only the learning that takes place in the classroom (Mweru, 2009). Teachers need to realise that as children interact they teach each other and they learn different experiences from one another which forms a good foundation for reading achievement. This shows that due to their benefits, there was need to promote peer teaching in Kenya perhaps with the intention of promoting literacy.

Urban rural differences in peer teaching activities and reading achievement

This study was conducted among urban and rural children in Tharaka Nithi and Nairobi Counties. Nairobi County is one of the counties in Kenya where it was expected that most parents are able to provide materials and facilities that are necessary to promote reading motivation in children as most parents are either employed or self employed. Parents in employment solicit services of baby sitters and house workers to take care of their children in their absence (Mugambi, 2008). This relieves their children from undertaking household chores which may compete with school activities. Studies indicate that children in the urban areas do not engage in as much peer interaction as the children in the rural areas due to limited social opportunities Weisner (1979). However, due to better learning environments the children in urban areas perform better in reading and mathematics than their rural counterparts (Zhang, 2006). In contrast, Tharaka-Nithi County is a rural set up with an agricultural economy. Children in Tharaka Nithi, like many children living in rural areas, are exposed to different experiences like engaging in household chores, child caring, cooking, playing and entertaining others. These activities promote peer teaching unlike children in the urban areas who do not engage in such activities because the households have fewer children than is the case in the rural areas and also because in urban areas the mothers or house workers attend to household chores (Mugambi 2008, Weisner, 1976).

Statement of the problem

Early acquisition of reading achievement is critical to the academic life of learners due to its association with comprehension of learned material. The prerequisite for reading achievement rest in the linguistic activities children are exposed to early in life. Important aspects of these activities involve the interactions peers have with each other

and which constitutes situations where peer teaching occurs. Environments where children are raised in are powerful determinants of many developmental outcomes among children. Some environments promote socialization opportunities where children interact with each other and in the process engage in peer teaching activities. Peer teaching activities are ideally expected to promote reading achievement. However, the key determinant as to whether children who engage in peer teaching will also be good in reading achievement may be found in other opportunities that children are exposed to. With this in mind, this study intended to establish whether peer teaching is related to reading achievement among children in the Nairobi which is an urban area and those in Tharaka Nithi which is a rural setting.

Study objectives

The following were the specific objectives that were generated to guide the study :
    i. To establish the peer teaching activities children in Nairobi and Tharaka Nithi counties engaged in.
    ii. To establish the levels of peers teaching activities among the children under investigation.
    iii. To establish the Levels of reading achievement among Nairobi and Tharaka Nithi Children.
    iv. To establish the levels of reading fluency among Nairobi and Tharaka Nithi Children.
    v. To investigate the relationship between reading motivation and reading achievement among children under investigation.

Theoretical Framework

The study was informed by Vygotsky (1978) theory that posits that when children interact with More Knowledgeable Others (MKO) in their environment and when they cooperate with their peers, ability to learn is awakened. The theory further asserts that children's interactions with their peers help them to develop in a social matrix that is formed by their relationships. According to this theory the social environment is a major contributor to cognitive development of children because of the open area of communication that exists and which allows them to express and negotiate ideas as well as contribute to each other's understanding. In line with this theory this study theorized that when children engage in activities with other children who have diverse experiences, they are able to modify a task and offer assistance to each other to help complete the task creating a Zone of Proximal Development (ZDP).

This study perceives peer teaching as occurring between children of different classes, ages and motivational levels and also among children of the same competence level. Thus a child who is more capable of completing a task than another will assist a peer in understanding and completing the specific task. In this regard a more-capable peer can promote the reading motivation and reading achievement of a less-motivated peer by offering support and by so doing create in the other child zeal to want to read. This practice stimulates developmental processes in children that can operate only when they interact with other children in their environment and in cooperation with their peers (Leal, Mowrer & Cunningham, 2002).

In addition, when children are together they form bonds which help them to trust each other. This trust and faith brings them together creating an environment for using words and actions that increase each other's level of experience with the manipulation of the words. Generally, children reinforce each other's ideas and actions and express their own knowledge from their understanding of the situation. With an attempt to nurture a reading motivation and reading achievement among children, peer interactions are critical as children can collaborate to foster each other's maturation of skills that are not yet developed. In an environment where this "natural teaching" occurs, children's minds, communication, and expressions are aroused and brought to life (Tharpe & Gallimore, 1988).
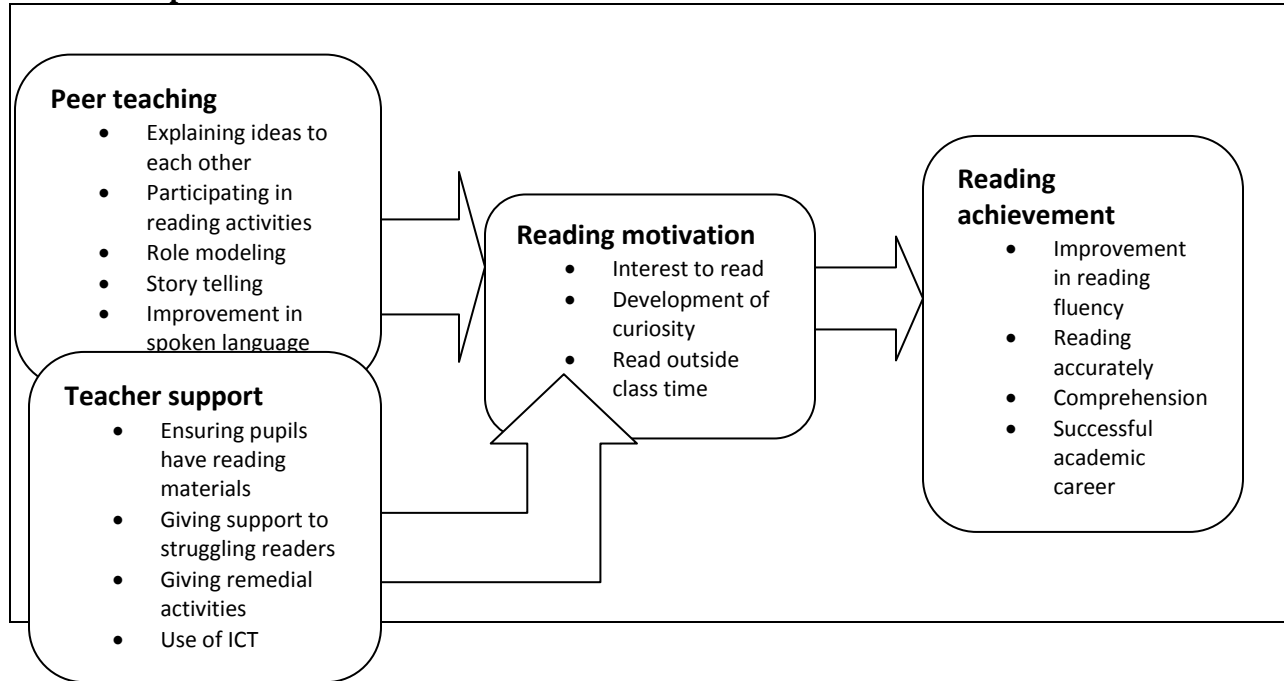
2.1.4 Conceptual framework

Peer teaching
- Explaining ideas to each other
- Participating in reading activities
- Role modeling
- Story telling
- Improvement in spoken language

Teacher support
- Ensuring pupils have reading materials
- Giving support to struggling readers
- Giving remedial activities
- Use of ICT

Reading motivation
- Interest to read
- Development of curiosity
- Read outside class time

Reading achievement
- Improvement in reading fluency
- Reading accurately
- Comprehension
- Successful academic career

Figure 1: Peer teaching, teacher support and reading motivation and reading achievement
The study explores the benefits of peer teaching activities in which peers engage in interactions that involves explaining ideas to each other. Peers also engage in reading activities and share reading materials and activities which may involve role modeling and storytelling which has a direct relationship with improved spoken language. When peer tutoring is coupled with teacher support which may include provision of reading materials, giving support to struggling readers, giving remedial activities and use of technology translates to the development of motivation to read among pupils. Pupils then develop curiosity to search reading materials which may involve learners reading outside class schedules. Peer tutoring, teacher support and motivation may be related to improvement of reading fluency, accurate reading both associated with comprehension as well as successful academic career.

Research methodology
This study adopted a mixed method design which included both correlation and quasi experimental design. The research sample comprised of 108 standard two children fifty two from Tharaka- Nithi County while fifty six were from Nairobi County. Fifty eight were boys while fifty were girls. The children investigated had been in school for one year and six months and were aged between 8-9 years. Class Two children were selected for this study because they were at the age described by psychologists as the "peer world" a time when children have great interest in engaging in peer interaction (Vygotsky, 1978).

Prior to data collection, the researchers visited the schools that were used for the study to create rapport. The actual data collection was carried out after mid–term in the second term of the year 2014. A six-item Peer teaching questionnaire was used. The researchers read the items in the local language (Kiswahili) and asked the pupil which of the responses was the most appropriate. Children would then be guided on where to tick as per their responses. To be considered involved in peer teaching and interaction, the children had to engage in one or more of the following behaviors: verbal exchange, attempts to communicate, engaged listening, involvement in joint activities, and physical interaction (Rabain-Jamin & Greenfield,2003).).

To measure pupils reading motivation, a Reading Motivation Questionnaire was used which had six items. This was administered in the same way as Peer teaching questionnaire. A questionnaire for Teachers was used to investigate

peer teaching activities that children engage in. In addition an observation schedule was used to gather information regarding ICT use by teachers to reading. Observation was also used to complement the responses of the teachers regarding peer teaching activities. These observations were made both when the class was in progress and during break time. In order to gather information about pupils reading achievement a one minute reading test was conducted. The comprehension that was used was matched with the cognitive level of the learners. This was to test the pupils reading achievement and accuracy. Observations were also used to find out the extent to which technology was used to support reading achievement and finally establish the reading achievement support that was given to children with special needs.

Findings of the study

Peer teaching activities among children

The objective of the study was to establish the peer teaching activities children in Nairobi and Tharaka Nithi Counties engaged in. The peer activities singled out for this purpose were: discussion, group work, hide and seek modeling, singing, and storytelling, revision of school work and role play. The findings were presented on figure 2.
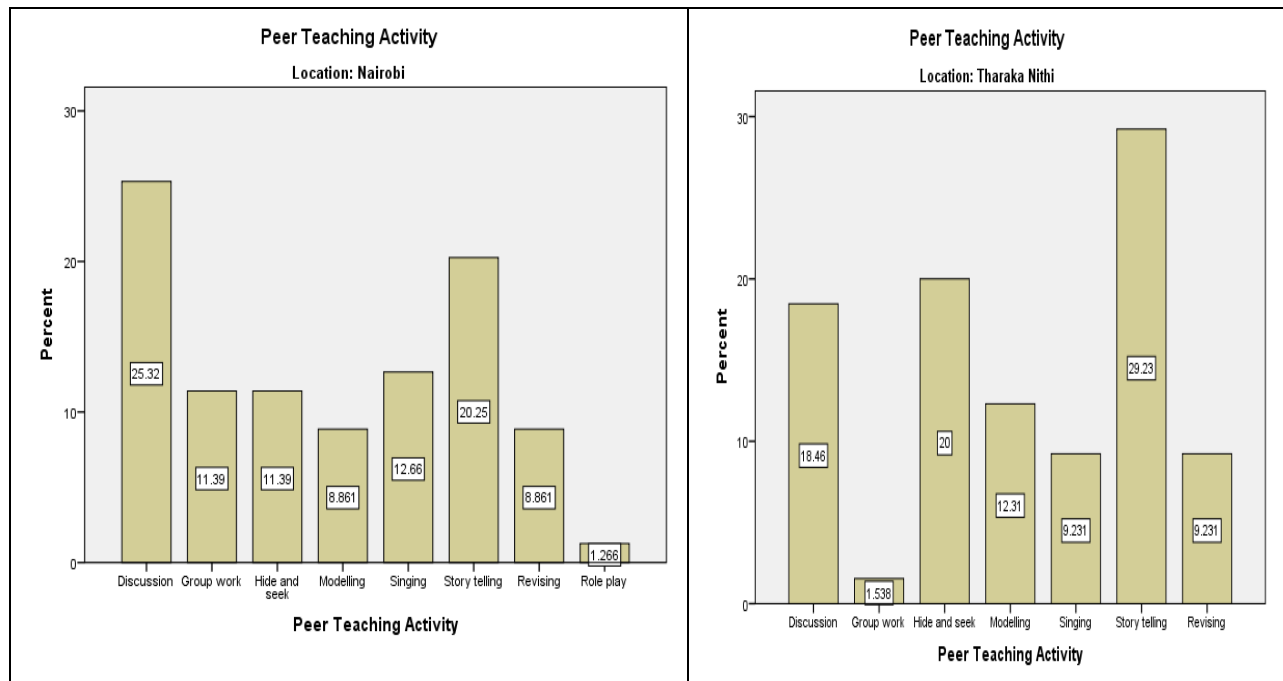

Figure 2: Peer teaching activities among Nairobi and Tharaka Nithi children

The findings revealed interesting differences in the way children in Nairobi and Tharaka Nithi interacted. Those engaging in discussion, group work, hide and seek and modelling in Nairobi was 25.32%, 11.39%, 11.39% and8.86% respectively. Nairobi children who engaged in singing, storytelling, revising and role playing were 12.66%, 20.25%, 8.86% and 1.2% respectively. The pattern of peer interaction among Tharaka Nithi children revealed a slightly different pattern in that those who engaged in discussion, group work, hide and seek and modelling were 18.46%, 1.53%, 20%, and 12.31% respectively. The children who engaged in singing, storytelling, and revision of school work were 9.23%, 29.23% and 9.23% respectively. According to these findings discussion and storytelling were the two peer activities that were prominent among children from Nairobi while discussion, hide and seek and storytelling were the three prominent activities children in Tharaka Nithi engaged in. By and large children in Tharaka Nithi engaged more in peer activities than their Nairobi counterparts. By inference this meant that there was more peer teaching among the Tharaka Nithi children than among their Nairobi counterparts.

The findings revealed that the children in both Counties engaged in all the peer activities investigated. Engagement in peer activities has many benefits and according to the study conducted by Boud (1988) children's engagement in peer activities presented a platform for sharing ideas and experiences among themselves. The findings also found concurrence in Mweru (2009) whose study found that, young children began peer teaching long before they joined school. Peer interaction which eventually translates to peer teaching takes place in an environment where the learner is not tensed or apprehensive thus increasing the potential for children to understand and ask questions about experiences and ideas or what is learned in agreement with (Leal, Mowrer & Cunningham, 2002).). The findings further concured with (Rabain-Jamin & Greenfield,2003) that children engagement in verbal exchange, communication, listening, involvement in joint activities, and physical interaction which eventually leads to varying play activities and hence learning during the developmental years.

Levels of peer teaching among children in Nairobi and Tharaka Nithi Counties
The study wished to establish the levels of peer teaching among the children under investigation. This was deemed necessary because it was important to establish the patterns of peer teaching among children in urban and rural areas. The findings were presented in figure 3.
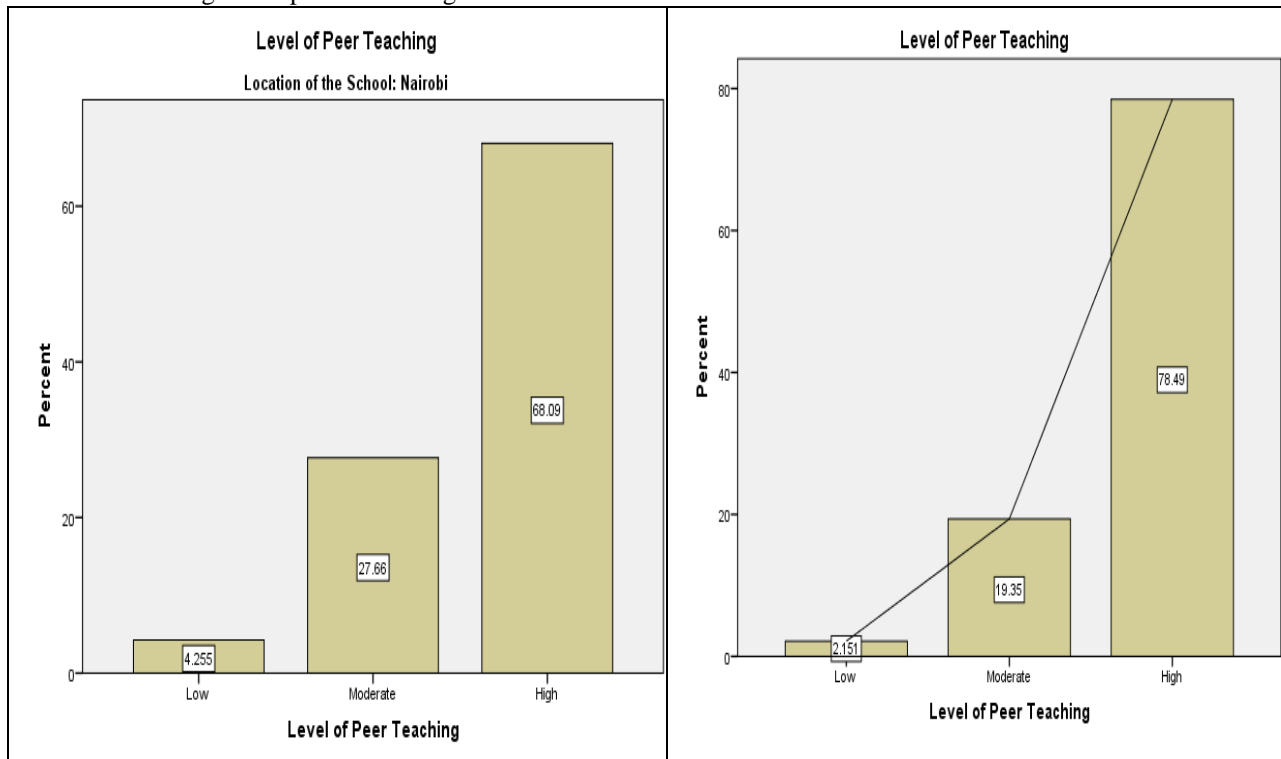

Figure 3: Level of peer teaching among children in Nairobi and Tharaka Nithi

The findings revealed that the levels of peer teaching among children from Nairobi County were low 4.25%, moderate 27.66% and high 68.09% respectively. Their Tharaka Nithi counterparts had higher levels of interaction as revealed by low 2.15%, moderate 19.35% and78.49% high respectively. Statistical analysis revealed significant difference in Peer Teaching between pupils in Nairobi and Nithi (t = -2. 94, P < 0.05) with pupils from Nithi engaging more in peer teaching.

The findings find concurrence in an old study by Weisner (1979) that there were urban-rural differences in social interaction among rural and urban children in Kenya with the rural children displaying more sociability than their urban counterparts. In his study, Weisner (1979) observed that children in rural areas engage in more friendly and sociable interaction like sitting with others, laughing, smiling and entertaining others than their urban counterparts.

Levels of reading motivation among Nairobi and Tharaka Nithi children

This objective intended to establish the level of reading motivation among the Nairobi and Tharaka Nithi children. To address this objective, children were given a Peer Teaching Questionnaire which had seven items. The children were expected to put a tick on the statement on the space that was provided. There were five levels ranging from strongly agree to strongly disagree and the children were guided to select one. These were such as: In our school we participate in peer teaching activities, Peer teaching experience is enjoyable, I can now read because of peer teaching, our school has not allocated time for peer teaching, In addition, children were given a Reading Motivation Questionnaire which had six items. The results are presented on figure 4.
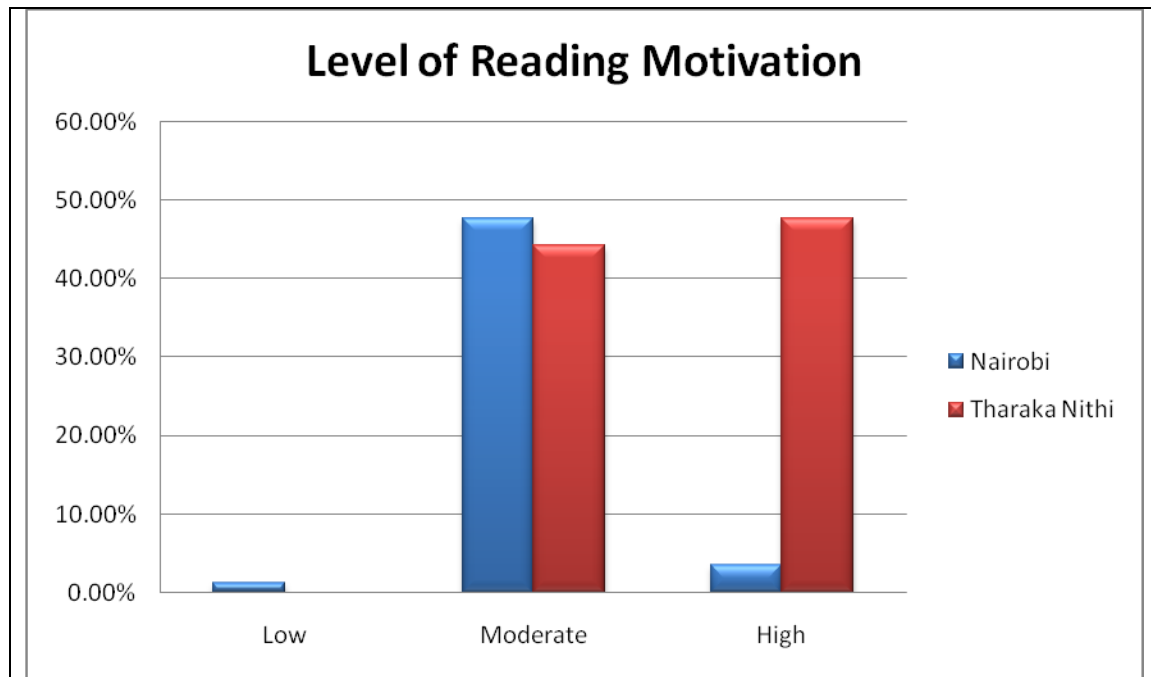

Figure 4: Level of reading motivation among children in Nairobi and Tharaka Nithi

The findings revealed that children from Nairobi had lower reading motivation than their Tharaka Nithi counterparts as demonstrated by 3%, 48% and 4% with low, moderate and high reading motivation respectively. Children from Tharaka Nithi reported higher reading motivation with 45 % and 48 reporting moderate and high reading motivation. These results seem to indicate that peer teaching was significantly higher in Tharaka-Nithi County than in Nairobi County with children from Tharaka –Nithi engaging in peer teaching more than children from Nairobi. Results from a t-test for independent samples was used to compare the means of the two groups and a significant mean difference in Peer Teaching was found between pupils in Nairobi and Nithi (t = -2. 94, P < 0.05). The difference was in favour of pupils from Tharaka- Nithi.

A possible explanation could have been that children in Tharaka Nithi engaged in more peer interaction and by extension more peer teaching than their Nairobi counterparts. Tharaka Nithi being a rural setting may have created more favorable environment for children's interaction than Nairobi an urban setting. These findings concur with other studies that peers who interacted with each other influenced each other in cognitive development, motivational and aspiration levels due to the admiration that children may have had for each other (Rabain–Jamin et al., 2003).

Level of reading achievement among Nairobi and Tharaka Nithi Children
The study also sought to establish the levels of reading achievement among children from Nairobi and Tharaka Nithi counties. The intention was to establish if the high peer interaction among the children translated to highly engaged in peer teaching and consequently to high reading achievement. To achieve this, children were given a one minute reading passage which was timed using a stop watch. The number of correct words that were read without making

mistakes was counted. A peer teaching questionnaire was also used to gather this information. The results were presented in figure 5.
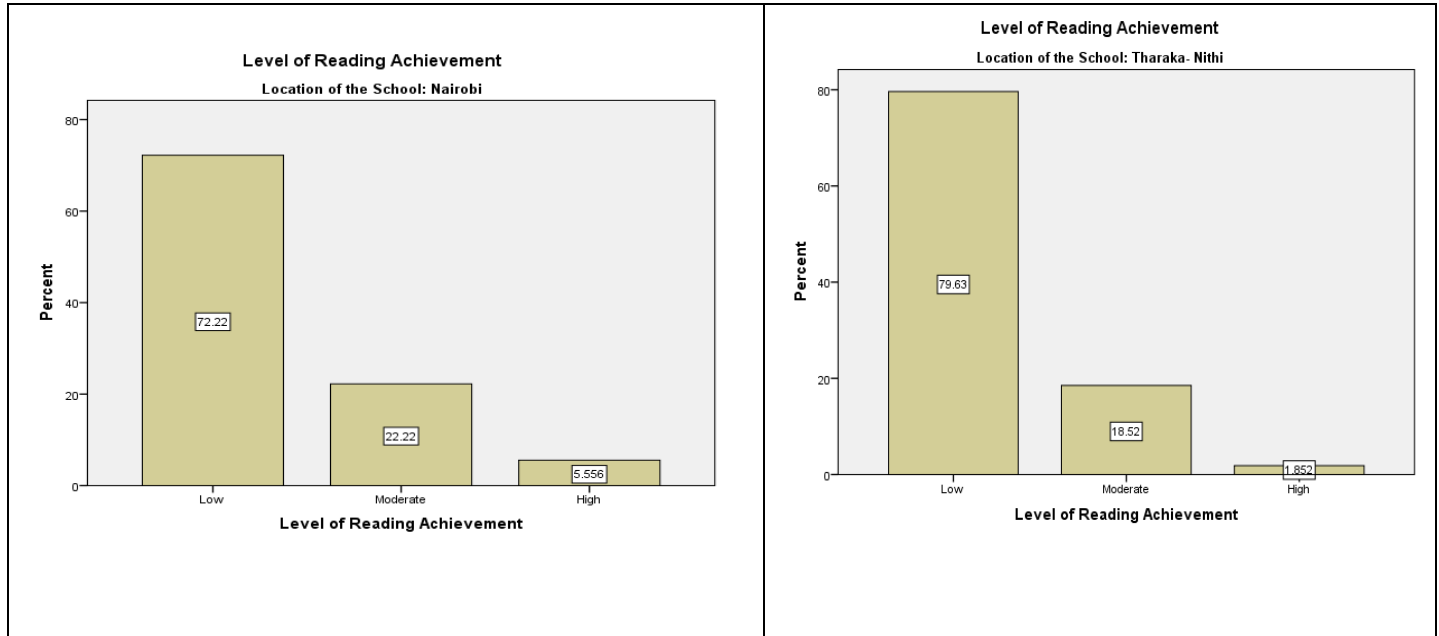

Figure 5: Levels of reading achievement among children in Nairobi and Tharaka Nithi

The findings revealed that 72.22%, 22.22% and 5.56% of children from Nairobi had low, moderate and high reading achievement respectively. Children from Tharaka Nithi demonstrated low, 79.63%, moderate high 18.52% and high 1.85% reading achievement. The differences in reading achievement between the two groups was not significant however, children from Nairobi County seemed to have a slight edge over their Tharaka Nithi counterparts. By inference these findings indicated that peer teaching alone may not always translate to high levels of reading achievement. Hence children may need other support systems like exposure to books, opportunities to read and teachers who support reading acquisition for children to realize the benefits of peer teaching. The argument of this paper is that peer teaching prepares children to attain the zone for optimal development in reading achievement but there is need to ensure more scaffolding as posited by Vygotsky (1978).

Range of correctly read words among children from Nairobi and Tharaka Nithi Counties
The range of correctly read words is a manifestation of reading achievement among the children under investigation was of interest to this study because it was important to establish if the differences in peer teaching lead to differences in reading motivation as well. Reading achievement was measured through a one minute reading test and the findings were presented in the figure 6.
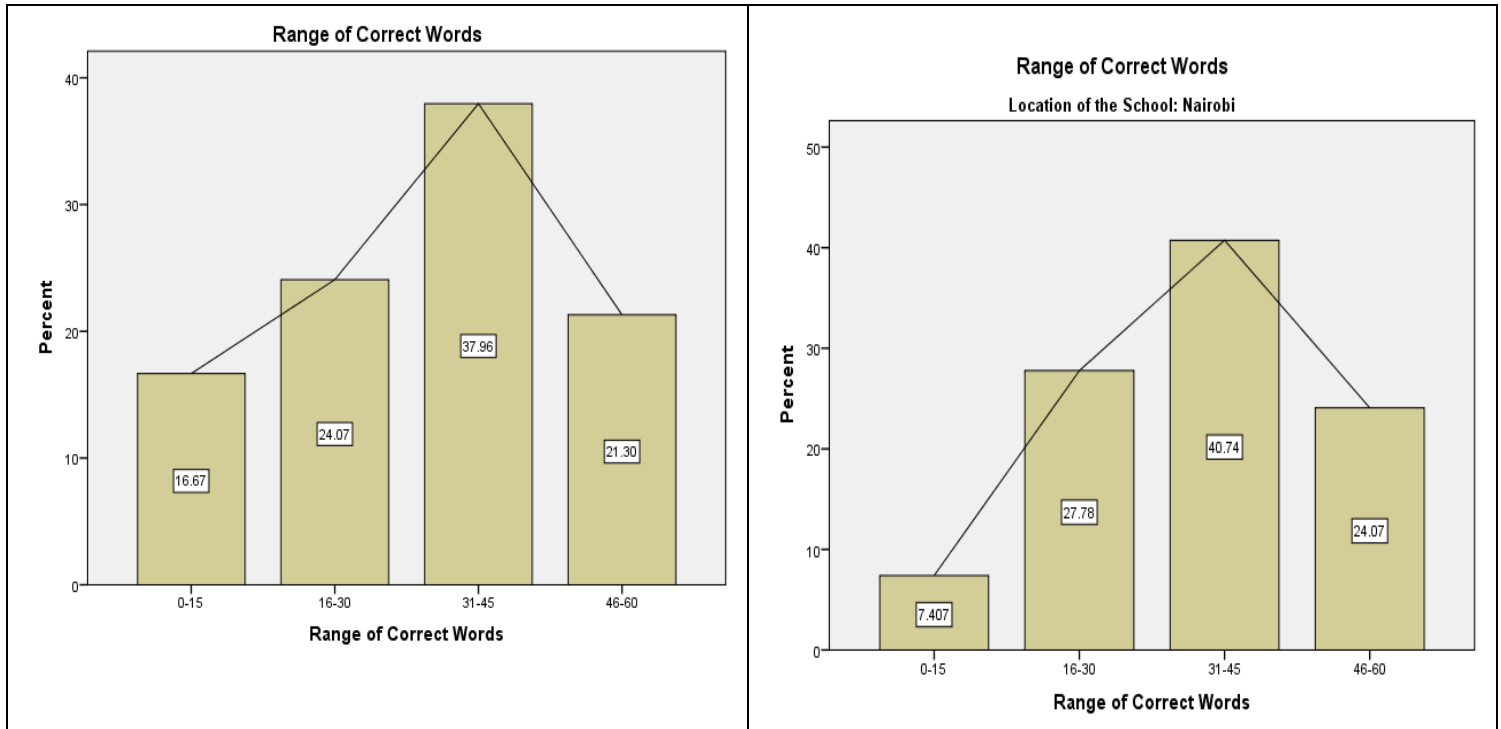
Figure 6: Reading achievement among Nairobi and Tharaka Nithi Children

The findings revealed that children 16.67% of children in Tharaka Nithi read the 0-15 words correctly while 24.07% read 16-30. In addition 37.96% of the children read 31-45 words were read by while 21.30 % read 46-60 words correctly. The results further revealed that children in Nairobi County displayed slightly better reading fluency with 7.40% of them 0-15 word while 27.78% of the children read 16-30 words. In addition 40.74% of Nairobi children read 31-45 and 24.07% reading 46-60 words respectively. These findings were contrary to the expectations of the study that children from Tharaka –Nithi who were found to be more involved in peer interaction, would perform better than their counterparts in Nairobi in reading achievement. The results seemed to indicate that although peer interaction aids reading achievement as revealed by Maheady (2001) and Kerri-Lee and Jo Shaw (2006), there were other overriding factors influencing reading achievement other than peer teaching. The children in Nairobi County may have had the benefit of more enriched literary environment which may have promoted development of reading achievement among them while their counter parts in rural Tharaka Nithi did not have. The findings concur with Zhang (2006) study that children in rural areas in Sub-Saharan Africa encounter certain educational disadvantages which see then underachieving in reading as compared to their urban counterparts.

The relationship between reading motivation and reading achievement among children
The intention of this objective was find out if there was a relationship between reading motivation and children's achievement of reading fluency. To achieve this, a reading motivation questionnaire and a one minute reading passage were used. The findings were presented on figure 7.
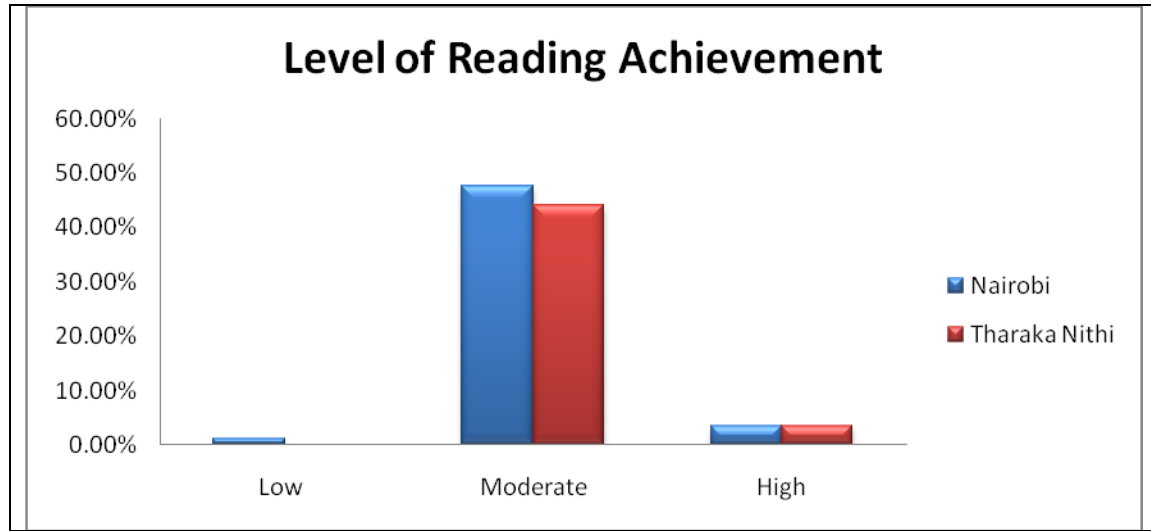
Figure 7: Levels of reading achievement among Nairobi and Tharaka Nithi children

The results revealed that 3 % of children from Nairobi County had low motivation for reading and also scored low in terms of the number of words that they could read within one minute. However, majority (48%) of children from Nairobi had moderate reading fluency as compared to children from Tharaka-Nithi who did not have any child with low motivation but had 45%. One interesting finding was that both Nairobi and Tharaka –Nithi had 3% each of children who were in the high category of fluent readers. Despite high performance in reading motivation and peer teaching, children from Tharaka -Nithi experienced difficulties in literacy achievement. These findings are contrary to Snow (2001) whose results suggest that reading motivation at an early age strongly predicts later achievement in reading. The findings therefore clearly indicated that reading motivation did not predict reading achievement among the children investigated.

Conclusion of the study
The study established that the children in Nairobi and Tharaka Nithi Counties engaged in all the peer activities investigated: singing, storytelling, revising school work, role playing and hide and seek. This means that all the children were involved in the kind of peer teaching that goes on with these peer interactions. However, it was notable that children in Tharaka Nithi Nithi which is set in a rural setting engaged in the peer activities much more than urban counterparts which implied that there was more peer teaching among them a fact established by the study findings. The study further established that children from Tharaka Nithi demonstrated higher reading motivation than their Nairobi counterparts. However, contrary to the expectations of the study the Tharaka Nithi children demonstrated lower levels of reading achievement than their Nairobi counterparts. This meant that the high levels of peer interaction and reading motivation did not translate to equally high levels of reading achievement. By inference the children from Tharaka Nithi did not benefit from enriched literary environments which were expected to provide the scaffolding experiences which would have enabled them to supersede their Nairobi counterparts.

Recommendations
Based on the findings and the conclusions drawn, this study it is recommended that children in the urban areas be provided with environments that promote peer interaction and consequently peer teaching in order to promote the benefits accruing from both with regard to reading achievement. The study further recommends that schools located in the rural areas be enriched so as to provide children with the scaffolding experiences necessary for the realization of reading achievement.

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