

Self-Determination and Achievement of Reading Comprehension in English Language among Grade 2 Learners in Bungoma South Sub-County, Kenya

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ABSTRACT

The study sought to determine the effect of self-determination on Grade 2 learners' performance in reading comprehension, based on a gap in the literature on the study subject in Bungoma South sub-county primary schools. The study is guided by the social cognitive theory and is pegged on the positivist philosophical paradigm. The study adopted the quasi-experimental approach, making use of Solomon's four-group design. The study targeted grade 2 teachers and students in Bungoma South Sub-County public primary schools. Random sampling was adopted in the selection of schools, while purposive sampling was utilized in the selection of ECD teachers in every pre-school. Data collection was undertaken through the use of questionnaires, documentary analysis, focus groups, children achievement tests. Analysis of quantitative data was undertaken by use of paired-samples t test, Levene test, two-way ANOVA, and Welch test, while text search query analysis and matrix coding query analysis were used for qualitative data analysis. Results from the Levene test, Welch test, paired-samples t test, and two-way ANOVA showed that self-determination positively influences learners' achievement in reading comprehension ($P=0.000<0.05$). Matrix coding query analysis and text search query supported findings from Welch's t-test, paired sample t test and two-way ANOVA ascertained that self-determination plays a significant role in positively influencing the achievement of reading comprehension. The results imply that those learners and primary schools that adopted self-determination when teaching English recorded higher learner achievement in reading comprehension of the English language than those that did not adopt self-determination.

Key words: self-determination, capabilities, performance, reading skills, comprehension

INTRODUCTION

Learners with inadequate reading comprehension skills often experience a detrimental effect on their self-determination in learning English. When learners believe in their capabilities, they acquire the skills and knowledge necessary to improve their classroom performance. Without a developed sense of self-determination, pre-school learners may struggle to fully utilize their potential as posited by Söğüt and Melekoğlu (2025). Conversely, a strong sense of self-determination can enhance the development of reading comprehension abilities.

A self-determined learner is described as one who is aware of their strength, weakness, can solve problems, develop an action plan towards the goals they have set, and adjust their plans accordingly, as determined by Buttigieg, Karaosman, and Rizzo (2025). The self-determination framework from the teacher's perspective is focused on teaching skills that are needed to enable well-regulated learning involving phases of goal setting, volitional action, and self-evaluation, as determined by Pathak (2023). To a preschool learner, self-determination

is structured around learners being aware of their current strengths and weaknesses, having an improvement goal, and undertaking a set of actions to meet the goal.

Research has ascertained that self-determination interventions in teaching goal setting and self-regulation skills do accelerate learners' progress and help learners who are struggling with reading comprehension skills to close the gap, as determined by Clark (2023). Initially, self-determination interventions were only utilised in older students with moderate disability; however, recent studies have documented findings about the role characteristics of students play in the development of self-determination skills highlighting the most actionable findings being a positive effect the intervention bears in promoting competence acquisition (Lindsay & Varahra 2022; Burke et al., 2024).

The education field is still struggling with pressure for accountability and providing outcomes for all learners, both with and without disability. Reading comprehension skill is an essential academic outcome that is discussed in special educational frameworks, and effective interventions to enhance elementary reading comprehension outcomes are of particular interest to stakeholders, as determined by Guay, (2022).

The Statement of the Problem

There is a growing importance of English as a global language, necessitating the development of robust reading comprehension skills among learners, especially those in early childhood education. Proficiency in English, particularly in reading comprehension, is essential for students to access a vast array of global knowledge and participate in academic discourse, as determined by Rif'attullah and Putra (2024).

Despite the important role self-determination plays in improving reading skills, many lower primary schools do not fully integrate it into their teaching practices. As a result, learners are often not given enough opportunities to reflect on their own understanding or evaluate their reading progress. Limited adoption of self-determination limits learners' abilities in comprehension, resulting in poor performance in English, as they find it challenging to understand both short and long texts, as ascertained by Phan (2025).

Early identification of reading difficulties in Grade 2 prevents later failure in the Grade 6 KPSEA assessment (KNEC, 2025). The reading comprehension challenges among Grade 2 learners in Bungoma County can be linked to limited use of self-determination in early learning. The majority of the learners struggle to understand both short and long texts, as shown in the KIPSEA report of 2023 and KPSEA results, where over half did not meet expected education standards.

Research hypothesis

H0₁: There is no significant difference between the mean score of learners exposed to self-determination in the experimental and control groups in the achievement of reading comprehension skills among Grade 2 learners



Figure 1.1: conceptual framework

LITERATURE REVIEW

Self-determination

Self-determination refers to a form of intrinsic motivation driven by internal factors (Zhou & Zhang, 2024). Children who are self-determined are primarily motivated by their inner drive to fulfil three fundamental needs: autonomy, competence, and psychological relatedness. Ryan and Deci (2022) state that self-determined children develop the capacity to regulate their behaviour, strive to achieve their goals by mastering necessary skills (competence), perceive themselves as being in control of their actions and outcomes (autonomy), and seek meaningful connections with others (relatedness).

Self-determination manifests in learners making their own choice of reading materials based on what they have an interest in, learners taking the initiative to engage in reading activities independently, and learners seeking help when faced with difficulties in reading comprehension. Learners setting simple goals for themselves, freely expressing their likes and dislikes, and showing more willingness to take up new activities and challenges are indicators of a highly self-determined learner, as posited by Dutt, Razavi and Carr (2023).

Reading skills

In Kenya's Competency-Based Curriculum (CBC), reading is seen as a very important skill, especially for learners in lower primary school. It forms the foundation for learning English and supports understanding in other subjects as well. The curriculum encourages learners to identify main ideas, understand how texts are organized, and make meaning from what they read (KICD, 2024). However, reading is not just about going through words; it is about making sense of them. Many young learners find this difficult, especially when they are expected to read quickly and answer questions. Without the right strategies, they may read long passages without really understanding them, which can leave them feeling confused and tired. Over time, this can reduce their interest in reading (Amin & Fadillah, 2022).

Through self-determination, learners reflect on what they understand and where they face difficulties, which helps them take control of their learning. According to Albert Bandura, believing in one's own ability to succeed in a task what can be strengthened through self-determination, encourages learners to persevere, even when reading is challenging. Research shows that when learners practice evaluating their own performance, they become more motivated and engaged in reading activities, gradually improving their comprehension and confidence (Panadero et al., 2019; Ongatoh, 2017). Building this habit of self-determination early on not only strengthens reading skills but also fosters lifelong learning habits, as learners learn to recognize their progress and set goals for improvement.

Social Cognitive Theory

Self-determination manifests in learners making their own choice of reading materials based on what they have an interest in, learners taking the initiative to engage in reading activities independently, and learners seeking help when faced with difficulties in reading comprehension. Learners setting simple goals for themselves, freely expressing their likes and dislikes, and showing more willingness to take up new activities and challenges are indicators of a highly self-determined learner as posited by Francis et al. (2024).

The concept of self-determination is comprised of a wide range of skills such as self-management, self-recording, self-reporting, choice making, problem solving, self-scheduling, decision making, and motivational beliefs according to Reeve (2023). A self-determined learner is described as one who is aware of their strength, weakness, can solve problems, develop an action plan towards the goals they have set, and adjust their plans accordingly. Learners who have a highly developed sense of self-determination are more successful in their access to general education curriculum, accomplishment of their transition-related goals, and achieve high quality of life as they grow into adult life, as posited by Ryan and Deci (2022).

Summary of the Literature Review and the Research Gap

The research undertaken by Muthee and Karia (2024) sought to determine the effect of reading comprehension ability on English language reading performance among grade four learners with Dyslexia in Nairobi and Kiambu counties. The study adopted a cross-sectional research design and was based on Chall's stages of reading and Gough and Tunmer's simple view of reading theories. The study determined that a relationship exists between reading comprehension levels and English performance among grade four learners with dyslexia, as the condition contributed to decreased levels of reading comprehension. Further, Rashid, Masath, and Nkuba, (2024) on pre-primary learner's psychological wellbeing and the association it has on Kiswahili pre-reading outcomes in Tanzania. The study adopted a cross-sectional design, targeted 5 to 7 years learners from 12 pre-primary institutions in the country. The study confirmed psychological wellbeing of learner's affects pre-primary learners' acquisition of Kiswahili pre-reading skills and recommends intervention strategies to improve pre-primary learner's psychological well-being. Moreover, Oyuga, Raburu, and Aloka (2019) investigated the relationship between academic self-determination and academic performance among orphaned secondary school students in Kenya. The study uncovered a positive association between these two variables. These studies did not consider the role of self-determination in enabling students to achieve academic success, which was a key focus in the current research, resulting in a gap in the literature on the effect of self-determination on learners' acquisition of reading comprehension proficiency among grade two learners.

METHODOLOGY

Research design

The study used a quasi-experimental design, specifically Solomon's four-group design.

Philosophical paradigms and approaches

This study was based on a positivist philosophical approach. Positivism, introduced by Auguste Comte in the 19th century, posits that knowledge progresses through the use of empirical evidence, logical reasoning, and the formulation of scientific laws to explain phenomena.

Scope of study

The study focused on Grade 2 teachers and learners in Bungoma South Sub-County, which was chosen for having the highest number of schools and teachers among Bungoma's nine sub-counties.

Sampling approaches

The study used simple random sampling to ensure an equal chance of participation when selecting pre-schools to participate in the study. The study also used purposive sampling was used to select the ECD teacher in charge per school and eight learners per school comprising four boys and four girls to participate in the study from the pre-schools.

Sample Size

The study sample comprised 15 teachers from 15 schools, each teacher selecting 8 learners [4 boys, 4 girls], for a total of 120 learners, resulting in a total of 135 respondents. 10 teachers and 60 learners were randomly assigned to the experimental group, whereas 5 teachers and 60 learners were assigned randomly to the control group.

Data Collection Instruments

The study used observation schedules, documentary analysis, children's achievement tests, focus groups, and self-determination questionnaires.

Validity and Reliability of Research Instruments

The researcher conducted a pilot study to pretest the instruments on a small sample of respondents from two schools in the neighboring Bumula Sub-County. Content validity of the research instruments was evaluated by experts in the field, and the Content Validity Ratio (CVR) for each item was calculated using Lawshe's method. Items deemed insignificant or of low importance were removed, resulting in an average CVR of 0.787, indicating strong content validity.

To determine the reliability of the questionnaires, a test-retest method using the Paired Samples Test was employed. The instruments were considered reliable, as the results yielded a P-value of 0.00, which is below the 0.05 significance threshold.

Data Analysis Technique

Both quantitative and qualitative data analysis techniques were used by the study since the data collected was both numerical and narrative. Quantitative data was analyzed using descriptive statistics, measures of central tendency, measures of dispersion, and parametric tests such as one-sample t-tests, Levene's tests, paired sample T-tests and Anova were used to test whether there is a mean difference between variables. Qualitative data was analyzed into statements which have high relevance to the objective of the study and was analyzed using Text-Search Query, Word frequency Search Query and Matrix Coding Query Analysis.

Ethical Approval

The study was undertaken responsibly by using and presenting the data collected, respecting the requirement to keep the respondents anonymous, maintaining the respondents' confidentiality, and maintaining the privacy of their data. The study sought approval from NACOSTI and the University of Nairobi before its undertaking. Permission from the school principal and subcounty director of education were obtained. Subsequently, all learner participants had permission obtained from their guardians to enable their participation in the study. Informed consent was sought from the respondents before they participated in the study, making the respondents aware of the associated discomforts, risks, and inconveniences respondents faced before participating in the study. The research relied on the principle that the participants were volunteers who took part in the study without being coerced.

RESULTS AND DISCUSSIONS

Descriptive statistics

Self-determination and teacher Achievement of Reading Comprehension in English Language

The study conducted central tendency and dispersion tests to examine the relationship between Self-determination and learner achievement of reading comprehension in English language in primary schools in Bungoma Sub-County. The results are as presented in Table 4.1.

Table 4. 1: Self-determination and teacher achievement of reading comprehension

Statements	Experimental group			Control group		
	Frequency	Mean	Std. Deviation	frequency	mean	Std. deviation
Learners are increasingly aware of their weaknesses, enhancing the learning of reading skills.	7(70%)	4.27	.444	2 (40%)	3.14	1.04

Self-determined learner internalizes their ability to control behaviour and satisfy material needs	8(80%)	4.27	.576	2 (40%)	3.33	0.406
Self-determined learners perceive themselves as agents of their destinies	9(90%)	4.33	.474	3 (60%)	3.60	1.104
Learners easily relate with others enhancing their learning.	8 (80%)	4.40	.492	3 (60%)	3.45	1.106

The study revealed that 7 experimental group teachers (70%) strongly agreed that learners in Bungoma South Sub-County are increasingly aware of their weaknesses, enhancing the learning of reading skills (mean=4.27, standard deviation=0.444) compared to 2 (40%) of the control group teachers (mean=3.14, standard deviation=1.04). In addition, 8 experimental group teachers (80%) strongly agreed that self-determined learners internalize their ability to control behaviour and satisfy material needs in Bungoma South Sub-County (mean=4.27, standard deviation=0.576) compared to 2 (40%) of the control group teachers (mean=3.33, standard deviation=0.406). Furthermore, 9 experimental group teachers (90%) strongly agreed that learners in Bungoma South Sub-County who have self-determination perceive themselves as agents of their destinies (mean=4.33, standard deviation=0.474) compared to 3 (60%) of the control group teachers (mean=3.60, standard deviation=1.104). Finally, 8 experimental group teachers (80%) strongly agreed that learners in Bungoma South Sub-County are able to easily relate with others, enhancing their learning (mean=4.40, standard deviation=0.492) compared to 3 (60%) of the control group teachers (mean=3.45, standard deviation=1.106). The results indicate that teachers who utilised self-determination as a self-determination competency method positively impacted learners' achievement of reading comprehension skills in Bungoma South Sub- County. This is evidenced by learners' ability to identify their areas of weakness in reading comprehension; they are able to internally control their behaviour and satisfy their material needs in reading comprehension, perceive themselves as agents of their destinies, as well as being able to relate with their peers when attempting reading comprehension tasks. Similarly, findings by Sajib and Nahar (2020) determined that working in pairs with other classmates helped learners to be their own source of input enhancing their understanding.

Self-determination and teacher achievement of reading comprehension observation schedule

The study undertook a structured observation schedule on teachers' control group as well as experimental group on teacher's self-determination and findings are presented in the Table 4.2 below.

Table 4.2: self-determination and teacher achievement of reading comprehension observation schedule

Behavior category	Operation definition	Control group (without self-determination adoption)		Experimental group (self-determined)	
		mean	Std. dev	mean	Std. dev
On task	Deep content knowledge	3.01	.438	4.03	.731
	Responsive scaffolding	3.81	.141	4.13	.510
	Use of empathy and humor and personal connection with learners	3.13	.406	4.30	.375
	Encouraged students to build each other's ideas	3.1	.270	4.24	.263
Off task	Structured group work	3.67	.599	4.33	.703
	Self-reflection	3.67	.703	4.33	.599

The study determined that self-determined teachers, while on task demonstrated deep knowledge of content in the experimental group (mean=4.03) compared to the control group (mean=3.01) as they demonstrated strong knowledge of the fundamentals of early literacy and delivered them confidently. In addition, teachers showed improved responsive scaffolding in the experimental group (mean=4.13) compared to the control group (mean=3.81) as teachers adjusted their support in the moment to help children grasp reading concepts. Similarly, teachers in the experimental group made use of emotional support and connection with learners (mean=4.30) compared to the control group (mean=3.13), as teachers were observed to make use of affectionate language and connected the stories to the children's lives while on ask.

Off task, teachers were observed to be encouraging learners to build each other's ideas in the experimental group (mean=4.24) compared to the control group (mean=3.10) as teachers were seen facilitating peer interactions. Furthermore, teachers were observed to engage in structuring learners group work especially in the experimental group (mean=4.33) compared to the control group (mean=3.67) as teachers made sure the classrooms had cosy, well stocked reading books, accessible writing centres and learner's names and words displayed prominently. Similarly, teachers in the experimental group were observed to be taking time to self-reflect (mean=4.33) compare to the control group (mean=3.67) as they took time to evaluate their learner interests and level of skill development in preparation for their next class.

Self-determination and learner achievement of reading comprehension

The study conducted central tendency and dispersion tests to examine the relationship between Self-determination and learner achievement of reading comprehension in English language in primary schools in Bungoma Sub-County. The results are as presented in Table 4.3 below.

Table 4.3: self-determination and learner achievement of reading comprehension

Statements	Experimental group			Control group		
	Frequency	Mean	Std. Deviation	frequency	mean	Standard deviation
I am less anxious when learning new skills.	49(81.7%)	4.07	.858	25 (42%)	3.67	1.08
I have the capability to handle situations effectively on their own without relying on others.	53(88.3%)	4.40	.492	30 (50%)	3.43	.507
I show perseverance, consistency and maintain interest for an extended period.	54(90%)	4.47	.721	27 (45%)	3.15	.307
I believe in my abilities leading them to perceive learning and reading a new language with courage.	55(91.6%)	4.60	.492	34 (56%)	3.55	1.09

The results indicated that 49 experimental group learners (81.7%) strongly agreed that learners in primary schools in Bungoma South Sub-County are less anxious when learning new skills (mean=4.07, standard deviation=0.858) compared to 25 (42%) control group learners (mean=3.67, standard deviation). In addition, 53 experimental group learners (88.3%) strongly agreed that learners in Bungoma South Sub-County have the capability to handle situations effectively on their own without relying on others (mean=4.40, standard deviation=0.492) compared to 30 (50%) control group learners (mean=3.43, standard deviation=0.507). Furthermore, 54 experimental group learners (90%) agreed that learners in Bungoma South Sub-County show perseverance, consistency, and maintain interest for an extended period (mean=4.47, standard

deviation=0.0.721) compared to 27 (45%) control group learners (mean=3.15, standard deviation=0.307). Finally, 55 experimental group learners (91.6%) strongly agreed that learners in Bungoma South Sub-County believe in their abilities, leading them to perceive learning and reading a new language with courage (mean=4.60, standard deviation=0.492), compared to 34 (56%) control group learners (mean=3.55, standard deviation=1.09).

Learners in Bungoma South Sub-County primary are able to help other students to develop the ability to marshal or identify main points and central issues in English language. These results indicate that learners in Bungoma South Sub-County demonstrate a strong self-determination competency, as evidenced by their ability to assist peers in identifying or marshalling the main points when reading English texts. This capacity reflects not only their own comprehension skills but also a willingness to take initiative in collaborative learning environments. By guiding others through the process of pinpointing key ideas, these learners exhibit goal-oriented behaviour, persistence, and a sense of responsibility for collective academic success. Such peer-support practices foster deeper understanding for both the helper and the recipient, strengthen teamwork, and cultivate leadership qualities, all of which are integral elements of self-determination. This competency also suggests that the learners are intrinsically motivated to share knowledge, which can enhance overall classroom performance and promote a supportive, learner-centred learning culture. Findings by Maree and Westhuizen (2020), determined that class conversations encourage learners reflect and contribute their idea as they assist in co-construction of knowledge raising leaners reading comprehension skill through peer support.

Self-determination and learner achievement of reading comprehension observation schedule

The study undertook a structured observation schedule on learners control group as well as experimental group on self-determination and findings are presented in the table below

Table 4.4: self-determination and learner achievement of reading comprehension observation schedule

Behavior category	Operation definition	Control group (without self-determination adoption)		Experimental group (self-determined)	
		mean	Std. dev	mean	Std. dev
On task	Learner selects own book from a limited set	3.20	1.08	4.13	.103
	Learner stays with challenging task	3.18	1.24	4.23	.201
	Learner, responds to questions and asks for help from teacher	3.23	.206	4.10	.372
Off task	Learner can tell main events of a story in own words	3.71	.470	4.14	.163
	Learner connects story to personal life	3.57	.499	4.23	.403
	Learner seeks to predict the hard part of the story	3.37	.503	4.53	.399

The study determined that while on task, learner's abilities to select their own books from a limited set grew from a mean of 3.2 in control group to 4.13 in experimental group suggesting they grew in autonomy and taking ownership of their reading process growing their cognitive efforts improving their ability to recall the main event in the story. Similarly, learners' ability to say with challenging asks improved from a mean of 3.18 in the control group to 4.23 in experimental group as the learners did not give up easily suggesting they had developed persistence which is linked directly to their ability to successfully decode a picture ad understand a plot twist. It was also observed learner's ability to respond to questions and ask for help from teacher and peers grew significantly from a mean of 3.23 to 4.10 in the experimental group as learners actively engaged with teacher's

questions and explained to their peer suggesting an improvement in their ability to make inferences, organise their thoughts and make use of vocabulary.

While off task, learner's ability to retell the main events of a story after reading improved significantly from a mean of 3.71 to 4.14 in the experimental group insinuating improvement in their comprehension skill similarly, earners showed an improved ability in relating the stories they read to their real life and seeking to predict the hard part of the story (mean=3.57 to 4.23: mean=3.37 to 4.53 respectively). This illustrated learner's persisted in trying to understand the confusing picture which shows their sense of competence tied to a growth mind-set as they employed different strategies whenever they did not understand.

Paired sample t test

Paired sample t test was undertaken to compare pre-test and post-test within each group. The results from both learners and teachers are presented in Table 4.6.

Table 4.5 paired sample t test statistics

	Paired differences					t	df	Sig. (2-tailed)
	Mean	Std. Dev	Std. Error mean	95% confidence interval of the difference				
				lower	upper			
Pre-test –post-test (Learners)	3.40	1.21	.4472	1.41	1.53	49.704	119	.000
Pre-test – post-test (Teachers)	2.14	1.50	.2445	1.52	1.45	42.301	14	.000

The p-value ($0.000 < 0.05$) shows the results were significant as post-test results illustrated that students' and teachers who adopted self-determination enhanced their academic performance. There is a statistical mean difference between self-determination and achievement of reading comprehension in English language in primary schools in Bungoma Sub- County.

Therefore, Welch's t-test was used instead of the standard t-test. The results are presented in the table 4.6 below.

Table 4.6 Welch t test

	statistic	df1	df2	sig
welch	2.171	3	71.811	.000

The Welch t test ascertained ($p=0.000 < 0.05$) suggesting that reading comprehension in English language in primary schools in Bungoma Sub-County was highly affected with the adoption of self-determination in schools. Further, there is a statistical mean difference between self-determination and learner achievement of reading comprehension in English language in primary schools in Bungoma Sub- County. The results imply that those primary schools that adopted self-determination when teaching English to their learners had higher achievements in reading comprehension of the English language than those that did not adopt self-determination.

Two-way Anova

Table 4.7: Two-way anova

	Sum of squares	df	Mean square	F	sig
Trs	20.136	3	6.712	7.00	.000

Lns	125.612	131	0.959		
Total	145.748	134			

The results imply that those primary schools that adopted self-determination when teaching English to their learners had higher achievements in reading comprehension of the English language than those that did not adopt self-determination. Significance ($P=0.000<0.05$) implies the results are statistically significant. The F value of 7.00 shows the variance between the group means were significantly larger than the variance within the groups as a result, the null hypothesis is rejected.

Quantitative Analysis

One-sample T-test

One Sample T-test was undertaken to examine whether there is a statistically significant mean difference between Self-determination and learner achievement of reading comprehension in English language in primary schools in Bungoma Sub- County. The results from both learners and teachers are presented in Table 4.9.

Table 4. 8: One-Sample Test Statistics for Self-determination and Achievement of Reading Comprehension

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Self determination	31.503	104	.000	.808	.76	.86

There is a statistical mean difference between self-determination and learner achievement of reading comprehension in English language in primary schools in Bungoma Sub- County ($P\text{-value}=0.000<0.005$). The results imply that those primary schools that adopted self-determination when teaching English to their learners had higher achievements in reading comprehension of the English language than those that did not adopt self-determination.

Levene's T-test

A further Levene's test was undertaken to examine whether there is homogeneity in variance between Self-determination and learner achievement of reading comprehension in English language in primary schools in Bungoma Sub- County. The results from both learners and teachers are presented in Table 4.9.

Table 4. 91: Test of Homogeneity of Variances Statistics for self-determination and achievement of Reading Comprehension

Self determination		Levene Statistic	df1	df2	Sig.
Reading comprehension	Based on Mean	26.115	6	98	.000
	Based on Median	5.332	6	98	.000
	Based on Median and with adjusted df	5.332	6	32.291	.001
	Based on trimmed mean	23.752	6	98	.000

There is a statistical mean difference between self-determination and learner achievement of reading comprehension in English language in primary schools in Bungoma Sub- County ($P\text{-value}=0.000<0.005$). The results imply that variances are significantly different, violating assumptions, and as such, the Welch t-test was adopted

These findings are supported by findings from descriptive analysis of focus group discussions, which indicate that self-determination positively influences learner achievement of reading comprehension in the English language among Grade 2 primary school learners in Bungoma South Sub County.

Qualitative Analysis

Matrix Coding Query Analysis

A matrix coding query analysis was conducted to investigate the relationship between self-determination and the achievement of reading comprehension in primary school learners in Bungoma Sub County. The results are presented in Figure 4.1.

Self-determination and achievement of reading comprehension

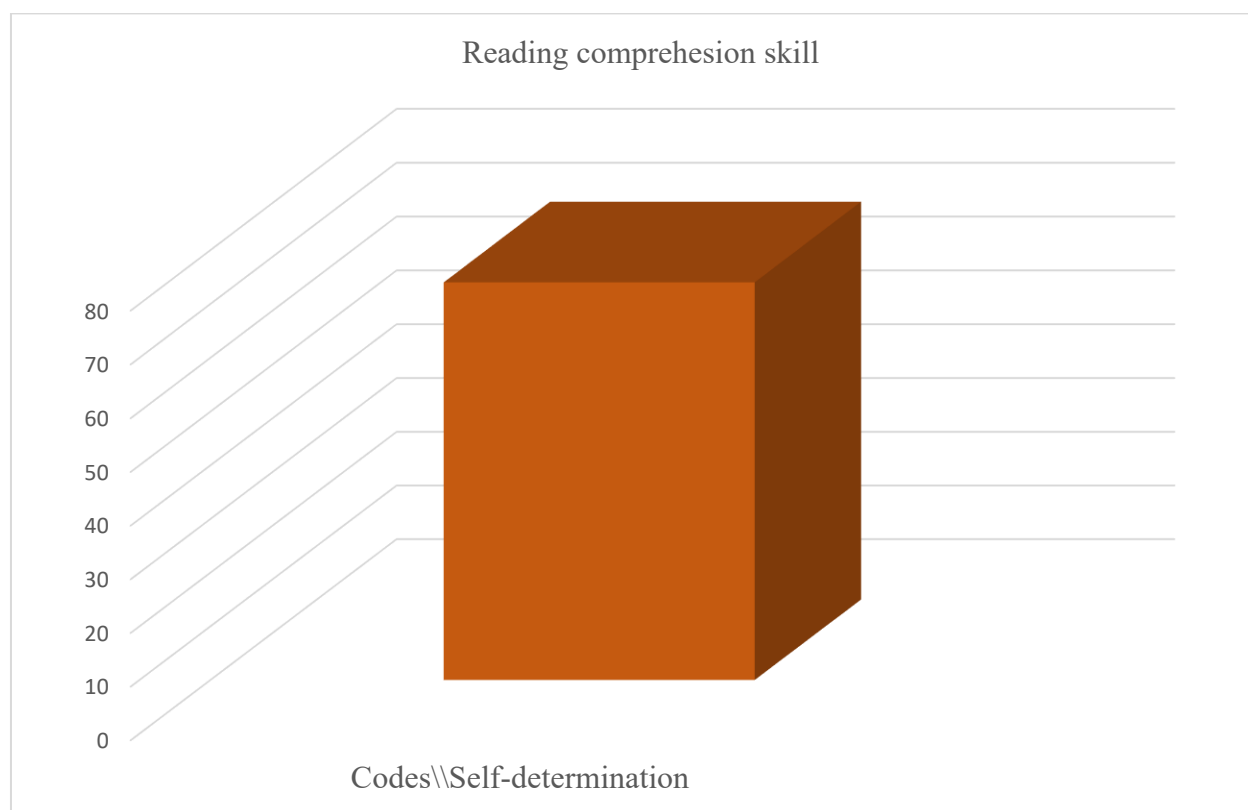


Figure 4.1: Bar graph for self-determination and achievement of reading comprehension

The results indicate that self-determination has a coding reference count of 74. The results imply that the higher the use of self-determination competency, the higher the achievement of reading comprehension among Grade 2 primary school learners in Bungoma South Sub County.

Text search query

A Text search query analysis was undertaken to describe the relationship between self-determination and achievement of reading comprehension among primary school learners in Bungoma Sub County. The results from both learners and teachers are presented in Figure 4.2.

Text search query on Self-determination and the achievement of reading comprehension

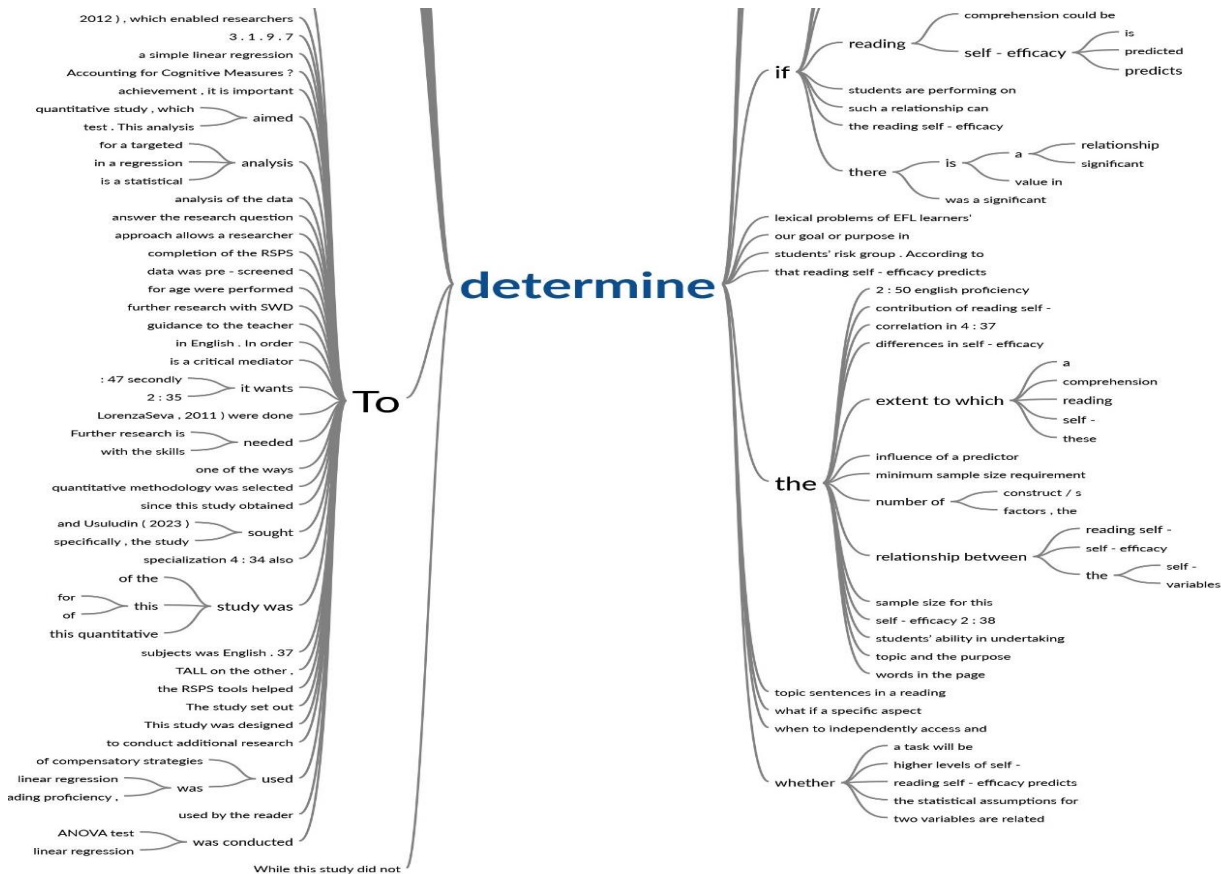


Figure 4.2: Word tree on self-determination and achievement of reading comprehension

The results from the text search query indicated that in primary schools which adopted self-determination competency, the learners had better reading comprehension abilities, had higher self-determination levels, which resulted in proficiency in reading comprehension in the English language.

The results are in support with the findings from descriptive analysis of focused group discussions, one-sample T-tests and Levene Tests that indeed self-determination played a critical role in positively influencing the achievement of reading comprehension among Grade 2 primary school learners in Bungoma South Sub County.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Relationship between self-determination and achievement of English reading comprehension skills.

The study aimed to investigate whether learners' self-determination levels affect their achievement in English reading comprehension. Results from a Welch t-test indicated a significant difference between self-determination and learners' reading comprehension performance in primary schools in Bungoma Sub-County ($P\text{-value} = 0.00 < 0.05$). These findings were further supported by one way anova test, which also confirmed a significant difference ($P\text{-value} = 0.000 < 0.05$). This suggests that primary schools that adopted self-determination when teaching English to their learners had higher achievements in reading comprehension of the English language than those that did not adopt self-determination.

Qualitative analysis using a matrix coding query indicated that self-determination positively impacts learners' achievement in English reading comprehension. Additional qualitative insights from text search query analysis confirmed that the level of self-determination among Grade 2 learners in Bungoma South-County significantly enhances their performance reading comprehension skills.

Conclusion

Based on the findings of study, the study found a statistically significant mean difference exists between self-determination and learner achievement of reading comprehension in English language in primary schools in Bungoma Sub-County.

Recommendations

Based on the findings of the study, Self-determination has a positive effect on learners' achievement in English reading comprehension in primary schools. Therefore, head teachers should consider incorporating self-determination as an instructional strategy to improve learners' proficiency in English reading comprehension skills.

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