

Parental Support, Students' Attitude and Personal Factors as Predictor to Students' Achievement in Reading Comprehension in English Language among Senior Secondary Students in Ogun State.

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Abstract

This study therefore, investigated parental support, students' attitude, and personal factors (sex and age) as precursor to reading comprehension achievement of students. The study adopted ex-post facto design of survey research type. 499 students were selected through multi—stage sampling procedure from Abeokuta North and South Local Government Areas. Three validated instruments were used to gather information in this study. These were parental support ($r = 0.92$), students' attitude ($r = 0.83$) questionnaire and English language reading comprehension achievement test ($r = 0.75$). Three research questions were raised and answered. The data obtained were analyzed using Pearson product moment correlation and multiple regression at 0.05 level of significance. There was significant positive relationship between age ($r = 0.131, p < 0.05$) as a subset of personal factors, students' attitude ($r = 0.259, p < 0.05$) and students' achievement. Besides, the factors jointly accounted for 8% of discrepancy in students' achievement. The paper submitted that: students should be ready to exhibit productive attitude in English language comprehension teaching learning process.

Keywords: Parental-support, Personal-factors, attitude, English comprehension, achievement

Introduction

Parental support has to do with involvement. There is no how the parents will support their wards and not get involved in their wards academic achievement. Parental support is an important key in increasing school and parental interrelationship, and increase in educational performance (Aderibigbe, 2012). Studies have shown that parental support contributes greatly to students' achievement. Mwingi, (2014) said that parental involvement in their child's academic work is positively associated with academic achievement. Wheldall and Limbrick, (2010) gave a report that parents who assist their children to do homework and check their school work, develop a good home-school linkage which is highly essential for children's attainment in educational work.

Similarly, Bushra and Rehana (2010) examined a study on the influence of educational succor, provided by the parents on the academic performance on self—concept of grade government school pupils. The result showed that parents' involvement in their ward's education has a constant and favourable impact

on academic performance and self-concept. Parents can be engaged in schools' activities/programmes as members of committees and councils. Individual parental involvement may include volunteering, tutoring, participating in parent training programmes, ensuring an appropriate choice of schools for their wards and the likes. Parents support their wards by guiding them in their homework and arranging for private tutors to coach their children at home. They pay surprise visits to their children's schools to know how they are performing. They also help by revising what they have been taught in their various schools.

McNeal (2014) reported that parental support influence student's behaviour and attitude but insignificantly influences academic achievement. Chowa, Masa, and Tucker (2013) asserted that parental support for their children can be home or school based. The result showed that home based parental support has a favourable significant correlation with their children's academic achievement while a

negative correlation is revealed between the school based parental support and academic performance. Mwirichia (2013) observed that parental support in an academic achievement of learners can be in term of education related tasks at school, parents' school collaboration and academic tasks at home. Mwirichia (2013) result revealed that parental support at home on academic tasks have a direct impact on the academic achievements of their children. Parental support in academic tasks at school has an indirect influence on academic achievement and its effect on parent-school collaboration on academic achievement was not a significant. Martinez (2015) reiterated that students who enjoyed parental support have positive academic performance than those with no parental support in English Language, Arts and Mathematics. Again, some parents are using their financial resources to purchase relevant books for their wards to read so as to make them proficient. They also create time and environment for their children to learn by allowing them to speak English at home and read educative books. They also encourage them to write some things in English like letters and make jotting in English so as to see their use of tenses and correct them where necessary. They try to instill in them the reading culture. They also encourage them to read and understand.

However, Atanda and Adegbile (2018) examined the attitude of students to English reading comprehension and reported that parental support is not significant on students' academic achievement in English reading comprehension because the performance of those who enjoyed parental support and those who did not enjoy are the same.

One of the sources of poor academic achievement in English Language observed personally by the researcher is disposition to language. Learning of English may be due to phobia on the part of the students, teachers' attitude towards the teaching of English or students' negative attitude towards English Language which they considered as a difficult subject. Some social scientists and educators posited that peer influence aid loss of interest and effort in academic task (Aina and

Olanipekun, 2012). Fakeye (2010) posited that there is a relationship between academic capability and students' achievement in English Language. Learners' attitude will direct teachers to plan their lesson for diverse ability groups in the classroom. Fakeye opined that low academic ability generates poor achievement and in turn graduate into negative attitude to the subject. Kara (2015) posited that attitude to learning beside beliefs and opinions has a substantial impact on students' actions and subsequently on their achievement. It was further argued that learners who have positive opinion about language learning possess a propensity to exhibit more favourable attitude towards language learning (Kara, 2015).

Montano and Kasprzyk (2008) stated that attitude is established through personal conviction about the consequences of exhibiting such an action measured by assessment of various possible consequences. Thus, a person who has a strong conviction that positive valued consequences will emanate from a positive attitude towards the behaviour will exhibit positive attitude. On the other hand, an individual who has a strong conviction that negative valued outcomes will result from the behaviour will have a negative attitude (Eaton and Visser (2008).

Achievement in a particular language relied on the academic capacity and the student's attitude to language learning. It was seen more as a psychological and social incident than academic. Some scholars asserted that negative attitude towards English resulted into poor performance. Kiptui and Mbugua (2009) asserted that unfavourable disposition to English is the most psychological and affective factors that result into the poor achievement in English among the secondary schools' students in Kenya. If students exhibit positive attitude towards learning there will be better performance. Likewise, if students exhibit negative attitude towards learning, there shall be poor performance. Since attitude could be positive or negative this will make the researcher look into two students' personal factors which are age and gender but age shall be discussed.

Some researchers have worked on age and academic performance. Some of them believed that age has an impact on academic performance. Ali, Arif, Pirzada, Khan and Jibrán (2012) discovered that age has a significant impact on academic performance. Jabor, Machtmes, Buntat, Kungu and Nordin (2011) supported the same result by using Mathematics as a measure of academic performance. Similarly, Abubakar and Oguguo (2011) reported that positive substantial relationship exists between age bracket and academic performance in science and Mathematics. However, level of relationship is not significant. Ebenuwa — Okoh (2010) said that gender, age and finance are not significant predictors of academic performance. Aransi (2018) also supported this by saying that there was no interactive influence of gender and age on the academic performance in Economics. This means a weak relationship exists between age and performance. This leads us to gender.

Literature reveals that not only age influences academic achievement but also gender has impact on student's achievement. Observation from research has revealed that literacy rate is higher in boys than girls. It was also observed that females secure better grades than males in almost academic and other competitive examinations. Ado, (2015) investigated on gender matter in academic achievement of students in English Language. The report from this study showed that female students perform better than their male counterparts who perform below average. Wheldall and Limbrick (2010) in their study on gender and reading comprehension said that boys experience reading problems than girls.

Siegel and Smythe (2005) gave a report on their longitudinal study on gender that gender did not influence disparity in reading disabilities. Corpas (2013) carried out research on gender disparity in reading comprehension performance in English as an alien language. The result showed that female learners perform better than their male learners. Madoda (2017) examined gender disparity in English reading comprehension of grade three rural students in South-Africa. The finding reveals that substantial disparity exists in English reading

comprehension between males and females. Didem (2016) investigated gender disparity in reading. The result revealed that gender disparities in reading performance are persistently discovered in domestic and foreign assessment.

Likewise, Anantasa and Sma (2016) carried out a study on gender disparity in reading comprehension achievement. The result of the research showed that females accomplished better than the males in reading comprehension test. Mwingi (2014) said that girls are good in languages while boys accomplished substantially in sciences. Nevertheless, Didem (2016) examined the influence of gender in understanding diverse kinds of genre. The result showed that no significant disparity exists between boys and girls in relation to comprehending the variety of genres. Goni, Yagana, Ali and Butarafa, (2015) reported that there was no statistical difference between gender academic performance. Likewise, Mamadelo (2018) found that there was no disparity in academic performance in terms of gender in teachers' knowledge of meta cognition, possession of textbook and gender as predictors of students' achievement in English reading comprehension in Abeokuta, Ogun State. Aransi, (2018) reported that low influence of gender and age bracket was found on academic performance in Economics. Notwithstanding, a weak correlation exists between performance and age. Having discussed about gender as part of personal factors, it is necessary to consider reading.

There are four skills in English Language which are listening, speaking, reading and writing. Reading, which is one of the skills, is considered in this study. Reading can be defined as an occasion at which literature is read to the audience. Reading is so important that it has some advantages such as development of the mind. Every written word has a meaning, for a mind to grow, understanding is required. It develops the language skills of a learner and helps them to learn better. Reading enables the learner to absorb and acquire knowledge. It is a way to exercise one's brain. It also enables a learner to concentrate. It encourages quest for

knowledge. It also develops a learner's imagination and creativity.

Reading comprehension can be explained as a procedure of making meaning from a written document which include the compound organization of diverse procedure involving "translating word reading and frequency in relation to incorporation of background knowledge and erstwhile knowledge" (Kara, 2015). For English language students, reading comprehension is impacted by the students' vocabulary understanding, word identification expertise, knowledge of passage structure, Oral English language skill and traditional background disparity (Corpas, 2013). Klinger and Geisher (2008) asserted that vocabulary development is highly related to English Language learners' reading comprehension ability. Narkon and Wells (2010) opined that effort-making readers fail to connect fact with previous experience of what they are reading.

Kidspot (2017) highlights the importance of reading with young children. Reading makes children absorb and acquire more knowledge. It develops their language skills, reading exercises their brain, it makes them concentrate on what they are reading, it encourages a quest for knowledge, reading develops a child's imagination and creativity. In addition, Korat (2010) said that well-constructed technology instruments reasonably selected by teachers and parents can equip students with an added enjoyable and efficient learning knowledge for reading advancement. Over the years, it has been observed that poor performance in English Language persists in Ogun State. This has become a major challenge bothering the mind of all stakeholders in education sector.

This study was designed to investigate parental support, students' attitude, and personal factors (sex and age) as precursor to reading comprehension achievement of students.

Research Questions

1. What is the direction and strength of relationship that exist among sex, age, parental support, students' attitude and achievement in English reading comprehension in Ogun State?

2. To what extent will the parental support, students' attitude, and students' personal factors (sex and age) predict students' achievement in English reading comprehension?

3. What are the relative contributions of independent variables: parental support, students' attitude, and students' personal factors (sex and age) in the prediction of students' achievement in English reading comprehension?

Method

Research Design

The research employed an ex-post facto design because the researcher did not manipulate any variables in the study, since they are inherently not manipulable.

Population and Sample

The target population were all senior secondary school students in Ogun State. Four hundred and ninety—nine students were selected as participants in this study through multi-stage sampling process. Selection of samples took four stages; purposive sampling was used to select Ogun central at the first stage out of the three senatorial districts. At the second stage, simple random sampling was used to select two local government areas out of six local government areas which are Abeokuta north and south. At the third stage, purposive sampling was used to select public co — educational schools out of which three schools were randomly selected from each local government. At the last stage, simple random sampling was used to select an intact class from the six selected schools.

Instrumentation

Three instruments were constructed to collect data. These were:

- 1) questionnaire on parental support,
- 2) questionnaire on students' attitude and
- 3) English language reading comprehension achievement test.

Questionnaire on parental support was developed by the researcher and was validated using Cronbach alpha reliability which has a value of 0.92. It has two sections. Section A

comprises students' personal data (like sex, age and class) while section B consists of instruction and 22 items with four-point response scale. Strongly agree (SA) — 4, Agree (A) — 3, Disagree (D) —, Strongly disagree (SD) — (1). It was given to experts to vet and evaluate the quality, adequacy and relevance to the content.

Questionnaire on students' attitude was developed by the researcher and was validated using Cronbach alpha reliability which has a value of 0.83. It also comprises two sections. Section A consists of students' personal data (like sex, age and class) while section B consists of instruction and 30 items with four-point response scale. Strongly agree (SA) — 4, Agree (A) — 3, Disagree (D) —2, Strongly disagree (SD) — (1). It was given to experts to vet and evaluate the quality, adequacy and relevance to the content. Both questionnaires were tested on 100 learners who were not part of this study

English language reading achievement test consists of two comprehension passages with ten items each and the total was twenty. It was tested on 100 learners who were not part of the research. The test was marked, scored, computed and a Pearson product moment correlation was used to ascertain the psychometric property of the instrument. The Items were validated using K —R 20 before they were given to experts to vet and evaluate their ability, adequacy and relevance. It has a value of Data collection

Data was collected from the selected schools. This was done with the assistance of six (6) research assistants who were well trained and exposed to the importance of the study. The data collection process took eleven weeks.

Method of Data Analysis

Pearson product moment correlation and Multiple regression were employed to analyze the data. Correlation was used for research question one while multiple regression was used for research questions two and three.

Result

Research Question One: What is the direction and strength of relationship that exist among sex, age, parental support, students' attitude and achievement in English reading comprehension in Ogun State?

** Significant @ $p < .05$; $n = 499$

Table 4.1: Correlation Matrix Table of Sex, Age, Parental support, Students' Attitude and Students' Achievement in English Reading Comprehension

Variables	Sex	Age	Parental support	Students' Attitude	Students' Achievement in English Reading Comprehension
Sex	1				
Age	-.049				
Parental support	-.086				
Students' Attitude	.101	.010			
Students' Achievement in English Reading Comprehension	.013	-.037	.056	1	
		.131*	-.020	.259*	

The inter-correlation matrix from table I reveals the relationship coefficients of the predictor variables (sex, age, parental support and students' attitude) and the criterion variable (students' achievement in English reading comprehension) reveals significant positive relationship between age and students' achievement in English reading comprehension ($r = .131, P < 0.05$). Also, the result shows that students' attitude is significant on students' achievement in English reading comprehension ($r = .259, p < 0.05$). This reveals that students' attitude correlates with students' achievement in English reading comprehension. Hence, conclusion can be drawn, therefore, that, age and students' attitude have significant relationship out of four independent variables considered in this study and dependent variable (students' achievement in English reading comprehension).

Research Question Two: To what extent are the parental support, students' attitude, and students' personal factors (sex and age) predict students' achievement in English reading comprehension in Ogun State?

Table 2: Regression Summary and ANOVA of Parental support, students' attitude, and personal factors (sex and age) to Students' Achievement in English reading comprehension (F)

Multiple R = 0.29					
R Square = 0.088					
Adjusted R Square = 0.08					
Standard Error = 3.93					
Source of Variance	Sum of Square	df	Mean Square	F	Sig.
Regression	740.89	4	185.23	11.98	.000
Residual	7639.78	494	15.47		
Total	8380.68	498			

** Significant @ $p < .05$;

Table 3: Relative Contributions of Regression Summary and ANOVA of Parental support, students' attitude, and personal factors (sex and age) to the prediction of Students' Achievement in English reading comprehension

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	13.099	1.483		8.831	.000
Sex	1.169	.357		3.278	.001
Age	-.073	.314	-.010	-.231	.817
Parental support	-.011	.012	-.037	-.848	.397
Students' attitude	.080	.013	.267	6.177	.000

Table 2 shows that the multiple correlation coefficients (R) of all the combined independent variables with the use of Students' Achievement in English reading comprehension was 0.297. This implies that there is 30% association among parental support, students' attitude, students' personal factors (sex and age) and Students' Achievement in English reading comprehension, R square = .088. The adjusted R^2 which estimates the variance on criterion variable measure accounted for by the combination of the predictor variables was 0.081. This implies that, all the independent variables: parental support, students' attitude, and students' personal factors (sex and age) made 8% contribution to the variance in

students' achievement in English reading comprehension. Regression ANOVA produced $(4, 494) = 11.98, P < 0.05$. This indicates a significant composite contribution of all the predictor variables: parental support, students' attitude, and students' personal factors (sex and age) investigated in this research with students' performance in English reading comprehension is statistically significant.

Research Question Three: What are the relative contributions of independent variables: parental support, students' attitude, and students' personal factors (sex and age) in the prediction of students' achievement in English reading comprehension in Ogun State?

Table 3 shows the relative contributions of independent variables on criterion variable (Students' Achievement in English reading comprehension). The contribution of the independent variables in the prediction of students' achievement in English reading comprehension are different. These are: sex ($\beta = .141, t = 3.278, P < 0.05$), students' attitude ($\beta = .267, t = 6.177, P < 0.05$). However, the following variables contributed negatively insignificant in the prediction of Students' Achievement in English reading comprehension: age ($\beta = -.010, t = 0.231, P > 0.05$) and Parental support ($\beta = -.037, t = -.848, P > 0.05$). The value of the standardized regression weight associated with sex and students' attitude show that sex and students' attitude are the potent predictors of students' achievement in English reading comprehension. This implies that two out of four independent variables considered in this study, are the major predictors of students' achievement in English reading comprehension.

Discussion of Findings

The finding reveals a significant correlation between sex and students' achievement in English reading comprehension. The result implies that sex or gender play a significant role in the achievement of the students and that the teacher should always consider sex when making selection for group work in reading comprehension, because female students highly demonstrated positive attitude to reading during field work. The result negates Wheldall and Limbrick (2010) who asserted that more boys experience reading problems than girls. Apart from this report, researches had shown that males experience reading disabilities than females students although the degree varies.

The result of the relationship between age and students' achievement in English reading comprehension was not significant in this study which implies that age is not a determinant when it comes to students' achievement, that is to say, anybody can learn at any age bracket. However, Abubakar and Oguguo (2011) reported that, positive substantial relationship exists between age bracket and academic

performance in science and Mathematics, however, level of relationship is not significant.

The result of the relationship between parental support and students' achievement in English reading comprehension was not significant in this study. The finding negates some research discovery. For instance, Aderibigbe (2012) asserted that parental support is an important key in increasing school and parental interrelationship, and increase in educational performance. Likewise, the result is not in consonance with Mwingi (2014) studies have shown that, parental support contributes greatly to students' achievement. Wheldall & Limbrick, (2010) gave a report that parents who assist their children to do homework and check their school work, develop a good home-school linkage which is highly essential for children's attainment in educational work.

The finding from this study reveals a significant correlation between students' attitude and students' performance in English reading comprehension. From this study it was discovered that students' attitude improves students' achievement in English reading comprehension. The result is in consonance with Kara (2015) who found that attitude to learning beside beliefs and opinions have a substantial impact on students' actions and subsequently on their achievement. Fakeye, (2010) Learners' attitude will direct teachers to plan their lesson for diverse ability groups in the classroom.

Conclusion and Recommendations

This paper examined parental support, students' attitude, and students' personal factors (sex and age) as precursors of students' achievement in English reading comprehension in Abeokuta North and South Local Government Areas of Ogun State. Owing to the result of the research, it has been observed that gender and students' attitude are essential in making students become successful in the learning process of English reading comprehension. In other words, students' attitude is an aid to achievement in school subjects. Attitude exhibited by the students to a subject determines the success or failure.

Therefore, the researcher submitted that students should be ready to exhibit productive attitude during English language comprehension teaching-learning process. That is, they should do away with disruptive attitude. Although the result on parental support was not significant, this may be as a result of sample size, parents should support their wards by providing all the necessary assistance to make them perform better during English language reading comprehension lesson. Teachers should use methodology that will develop positive attitude in the learners during teaching _learning process.

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