

Comparative Assessment of Parental Involvement and Socioeconomic Status on Comprehension of English Readings among Secondary School Students in Oyo West, Oyo State, Nigeria

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Abstract

This study investigated parental involvement and socioeconomic status as correlates of students' disposition to English reading comprehension in secondary schools in Oyo West Local Government Area of Oyo State. The study adopted the survey research design of the correlational type. Simple random sampling technique was used to select five public senior secondary schools from 11 public senior secondary schools in Oyo West Local Government Area of Oyo State. Fifty SS II students were randomly selected from each school, making a total of 250 students. In all, 250 students participated in the study. Four instruments were used for data collection: Parental Involvement Questionnaire ($r=.75$), Parents' Socioeconomic Status Questionnaire ($r=.76$) and Students' Disposition to English Reading Comprehension Questionnaire ($r=.78$). Data collected were analysed using Person Product Moment Correlation and Multiple Regression Analysis. Findings of the study revealed that there was positive significant relationship between parental involvement ($r = 0.606$; $p<0.05$) and students' disposition to English reading comprehension. There was low significant relationship between socioeconomic status ($r = 0.214$ $p<0.05$) and students' disposition to English reading comprehension. The joint contribution of the independent variables (parental involvement and socioeconomic status) to the prediction of students' disposition to English reading comprehension was significant ($F_{(2,246)} = 74.03$; $Adj R^2 = 0.376$; $p<0.05$). Also, the relative contribution of parental involvement ($\beta = 0.585$; $t = 11.399$; $p<0.05$) to students' disposition to English reading comprehension is significant. The relative contribution of socioeconomic status ($\beta = 0.179$; $t = 2.453$; $p<0.05$) to students' disposition to English reading comprehension is significant. Based on the findings of this study, it was recommended that For effective teaching and learning of English reading comprehension, parental involvement and their socioeconomic status should be strengthened. Parents should be educated on why their involvement in their children's education is important.

Keywords: Parental involvement, socioeconomic status, students' disposition, English reading comprehension

Introduction

According to Smith (2007), reading is a mere understanding of the writer's message when he defines it as an act of communication in which information is transferred from a transmitter to a receiver. Braam (2010) defined reading as the interpretation of reading materials. Harris and Edward (2011) asserted that reading is the meaningful interpretation of printed or verbal symbols. For one to interpret there must be some level of understanding and the ability of the reader to decode the printed pages, this decoding process sees language as a spoken communication rather than written. Yashpal and Sunil (2005) noted reading as a process whereby one looks at and comprehends what has been written. Likewise, Anthony (2015) defined reading as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Getrude (2015) opined that reading as a way of understanding the printed words or symbols. To Brown (2016), reading is the act of knowing the mind of the author. Bright (2018) asserted that reading is the identification of symbols and association of appropriate meaning with them.

Reading comprehension is an intentional thinking during which meaning is constructed through interactions between the text and the reader. The reader's background knowledge is derived from his/her past experience which he connects to the



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background knowledge related to the topic to be learned assists readers in learning from the text (Saricoban, 2002). Adams (2009) noted that skilled reading comprehension involves the use of a number of cognitive skills which include: lowermost cognitive level skilled readers automatically recognise letters and words and they automatically activate the meaning of words when they read them. He states that ‘skilled reading’ depends uncompromisingly upon thorough familiarity with individual letters, words and frequent patterns. It is only to the extent that we have developed such familiarity that can the written word flow effortlessly from print to meaning. In the same vein, higher level cognitive processes relating what one is reading to what one already knows and creating inferential bridges to span between things that are written and things that one experienced. His notion still goes to emphasize the rule of background knowledge in reading comprehension. Generally, contemporary account of reading comprehension implicitly assumes that comprehension process involves helping readers to interpret a given text through the application of prior knowledge which creates a mental picture of what the readers is confronting in a given text. Comprehension is also seen as an integration of skills of vocabulary knowledge and its development marked by purposeful and interactive strategies (NPR 2003).

Reading comprehension is an important aspect of English language examinations. The West Africa Secondary School Certificate Examination (WASSCE) and National Examination Council (NECO) use comprehension passage to test students’ reading competence. Reading comprehension is tested in all aspects of the English language in external examinations but it is more efficient in the comprehension part of the examination which carries about 40% of the whole examination. It means that for a student to perform well in external examinations, such student must be able to read and comprehend. Despite the importance attached to reading comprehension aspect of the English language, students’ performance in this aspect of the English language in external examinations is still very poor. The poor performance of students in reading comprehension in external examinations has been the major cause of decline in academic achievement and standard of education in Nigeria (Fakeye, 2011). At the secondary school Certificate Examinations, a credit pass in English language is required for admission into tertiary institutions in the country.

Statistics of the West African Examinations Council show the results of students who obtained credit and above in five or more subjects including English Language and Mathematics. In WASSCE conducted in 2016, 31.28 percent (529,425) of the total 1,692,435 candidates who sat for the examination had similar results. In 2017, 59.22 percent (923,486) of the total 1,559,162 candidates who sat for the examination obtained credits and above in five or more subjects including English language and mathematics and April/May WASSCE conducted in 2018, 49.98 percent (923,486) of the total 1,572,396 candidates who sat for the examination made credits and above in five or more subjects including English language and mathematics. In 2019, 26.08 percent of candidates who sat for the examination pass English language at credit level, while the remaining 73.92 percent failed the subject. It has been discovered that students’ poor performance in English Language is as a result of their poor reading culture. According to the WAEC Chief Examiners Report (2020), our candidates hardly read, if students spend good time reading very good books, English and Literature textbooks they will improve and have good command of the English language. Some candidates also lack good usage of English vocabulary in their scripts. WAEC Chief Examiners Report (2021) states that the performance of the candidates was fairly good as a result of the simplicity of the comprehension passage but on the contrary, some candidates did not demonstrate a clear understanding of the passage, such candidates resorted to copying portions of the passage as answers. Also, most candidates could not give a correct replacement for word as used in the passage.

The poor performance of students in reading comprehension as it affects students’ performance in public examinations is of great concern to everybody because most students are being delayed from advancing in their studies to higher institution of learning, their inability to obtain a credit pass in the subject, which is a prerequisite for admission into any course in tertiary institutions (Ogunyemi, 2012). Ogwuegbe (2000) notes that one of the problems facing the educational system in Nigeria today is lack of reading culture. Many students cannot read and understand any given passage well. This might likely have contributed to mass failure of students in English language in external examinations. As a way of addressing this problem, studies have been carried out on effective strategies of teaching reading comprehension and student-related factors. These studies came up with good contributions to the teaching and learning of reading comprehension but with less research focus on parental involvement and social economic status as correlates of students’ disposition to English



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Reading Comprehension especially in Oyo West Local Government Area of Oyo State. There are more to the problem of teaching and learning of reading comprehension than improving teaching strategies. Parenting is the process of caring and nurturing young children from infancy to adulthood. Kendiora and Leary (1993) define parenting as anything that a parent does or fails to do that may affect the child, and include caring for physical needs, playing, disciplining, teaching and establishing a pleasant emotional environment. It involves all the day to day care of children till they are responsible enough for their own needs. Lamborn (2002) explains that parenting is more about parent's attempts of controlling and directing the behaviour of children. Parenting is a complex activity that includes many specific behaviour that work severally and jointly to influence development in children. It means raising a child from infancy to adulthood and educating that child as well as installing morals and values (Berk, 2000). It involves guiding that child through his life to be a productive member of the society.

Parents are regarded as the child's teachers, friends and counsellors as long as child rearing is concerned. Christopherson (2003) stated that parents are role models to their children because children will always do what they see the parents have modeled. A parent is someone who begets or gives birth to offspring (Ejide, 2006). Parental involvement is associated with a wide range of positive child outcomes in primary and high schools, such as good academic skills, positive attitudes and social competence (Lau, Li & Rao, 2011). Parental involvement in learning acts as a gel that helps to make learning for children pleasant and encourages them to work even more as they seek to make those closest to them proud. It is the amount of participation a parent has when it comes to schooling and her child's life. Some schools foster healthy parental involvement through events and volunteer opportunities, but sometimes it's up to the parents to involve themselves in their children's education (Janosik, 2005). A parent can ensure that her child receives benefits from parental involvements by staying up to date on what is happening in the classroom, helping her child with school opportunities and knowing correct safety procedure for the school. Involvement of parents in young children's educational endeavours promotes parental engagement and has a major impact on children's academic success and social development (Pomerantz & Monti, 2015).

Socioeconomic status affects children's academic achievement. The earliest years of development seem to be the most crucial. Children are hardest hit by family economic conditions during their early years. Unlike children from high income families, children who come from poor families have little access to materials and resources. More so, socioeconomic growth and educational development has encountered serious problems, among these problems is that there are unqualified teachers in our secondary schools today which narrowed socio-economic growth of the school system. Child's capability to succeed in school depends on how successfully the child is managed by his /her parents in the home environment. It is an environment where the child learns the skills, attitudes and behaviour which could mould them into a productive and successful student. However, not every child comes from a home that could provide them with the requisite educational resources necessary for their academic success. In accordance with that, a parent's socioeconomic status plays an important role in providing these educational resources and it appears to impose the greatest impact on the child's educational outcomes. Socioeconomic status has a relatively strong impact on parental involvement compared to other factors. However, there is a question as to how far the strength of the parent's socioeconomic status could inspire a child to achieve academic success. Parental involvement has a positive impact on student achievement at all socioeconomic levels, though involvement is probably more important for low socioeconomic schools, as they are more likely to have lower test scores and graduation rates. Those pupils who get involvement and attention from their parents can be more successful in their educational career and more productive to the society. It is a common perceived assumption that academic achievement of students cannot be possible by only providing them with good school and learning environment, until parents play their positive role towards their studies. When parents are involved in their children's education, their children's attitude towards their school and education becomes more positive. Parents can provide a more stable and continuously positive influence that could enhance and complement what the school fosters on their children. In this regard, parental involvement is undeniably critical (Mji & Makgato, 2006). Studies have shown that students perform better academically and have more positive school attitude if they have parents who are aware, knowledgeable and involved (Anthony & Walshaw, 2007). Parents who are involved, tend to guide their children and encourage them to focus on studies and even spend more time developing the students' vocabulary to increase their success rate in an English examination. Results from a study conducted by Cai (2003) indicated that parental involvement is a statistically significant predictor of their children's



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achievement in English language and promoted positive behaviours and emotional development. According to Singh, Mbokodi and Msila (2004) in Pryor and Pryor (2009), one of the challenges that hampers effective parental involvement is low income that some receive per month, which leads them to working more jobs and not to spend enough time at home helping their children with their school work (Chavkin & William, 1989; Janosik, 2005). The above causes a burden to the teachers because they are expected to produce good results yet they are not receiving any support from parents. Parents' socioeconomic status is a reflection and a measure of parents' economic and social status. The general belief is that a strong and stable correlation exists between socioeconomic status and pupils' academic achievement and cognitive development. Despite that, the conclusions from studies are inconsistent (Bradley & Corwyn, 2002; Lareau, 2011). Extensive research has found that factors associated with students' family backgrounds account for much of the variance in their academic achievement and play a more critical role than schools (Arnold & Doctoroff, 2003). Family factors are the conditions and aspects of a family's environment that influence a child's development (Jankowska & Karwowski, 2019). One of these is parents' socioeconomic status. Parents' income as one of many family factors refers to money/materials earned by parents during a specified period. Imperatively, the socioeconomic level is inversely proportional to the level of economic insecurity and housing instability. Numerous studies have been linked to low-income children's lower academic performance and their poorer social skills (Jacob & Pillay, 2021). Having obstacles, especially because of low family socioeconomic can lead to stress, lack of opportunity to socialize and minimal time for family interactions (especially in a bid to secure more income). Therefore, this study investigated parental involvement and socioeconomic status as correlates of students' disposition to English reading comprehension in secondary schools in Oyo West Local Government Area of Oyo State.

Statement of the Problem

Reading comprehension is an important aspect of the English Language as students' good performance in this aspect of the English Language would help them to perform well not only in the English Language but also in other school subjects. However, studies have shown that students' poor performance in English language examinations as well as other subjects is as a result of their poor reading skills. Efforts to address this problem have made scholars and researchers to carry out studies numerous studies. Although these studies came up with useful insights to the teaching and learning of reading comprehension but with less parental involvement and socioeconomic status as correlates of students' disposition to English reading comprehension in secondary schools especially in Oyo West Local Government Area of Oyo State. Therefore, this study investigated parental involvement and socioeconomic status as correlates of students' disposition to English reading comprehension in secondary schools in Oyo West Local Government Area of Oyo State.

Research Questions

1. What is the relationship between parental involvement and socioeconomic status on students' disposition to English reading comprehension in Oyo West Local Government Area?
2. What is the joint contribution of parental involvement and socioeconomic status on students' disposition to English reading comprehension in Oyo West Local Government Area?
3. What is the relative contribution of independent variables to students' disposition to English reading comprehension?

Significance of the Study

The study revealed the relationship among parental involvement and socioeconomic status) and students' disposition to English reading comprehension. This study revealed extent to which parental involvement and socioeconomic status correlate with students' disposition to English reading comprehension. Through the findings of this study, educational stakeholders especially government would be guided on identifying and working on factors that could help or affect English reading comprehension. Also, the study would provide empirical evidence on parental involvement and socioeconomic status correlate with students' disposition to English reading comprehension. This would in turn, lead to providing improvement guide for teaching and learning in schools. This study would add to the existing body of research on English reading comprehension.

Research Methodology

The study adopted the survey research design of the correlational type. Simple random sampling technique was used to select five public senior secondary schools from 11 public senior secondary schools in Oyo West Local Government Area



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Presentation of Results

Research question 1: What is the relationship between parental involvement and socioeconomic status on students' disposition to English reading comprehension in Oyo West Local Government Area?

Table 1: Correlation Matrix Showing the Relationship between Independent Variables and Students' Achievement in English Reading Comprehension

Variables	Disposition	Parental Involvement	Socioeconomic Status
Disposition	1		
Parental Involvement	0.606** 0.000	1	
Socioeconomic Status	0.214** 0.001	0.154* 0.015	1
Mean	60.66	61.57	60.48
STD.D	9.95	9.87	6.90

* denotes significant at $p<0.05$

Table 1 shows that there is positive significant relationship between parental involvement ($r = 0.606$; $p<0.05$) and students' disposition to English reading comprehension. This means that parental involvement is related to students' disposition to English reading comprehension. Also, there is low significant relationship between socioeconomic status ($r = 0.214$ $p<0.05$) and students' disposition to English reading comprehension. This means that socioeconomic status is related to disposition to English reading comprehension. This implies that parental involvement and socioeconomic status can enhanced students' disposition to English reading comprehension

Research question 2: What is the joint contribution of parental involvement and socioeconomic status on students' disposition to English reading comprehension in Oyo West Local Government Area?

Table 2 Summary of Multiple Regression Analysis on Composite Contribution of Independent Variables to Students' Disposition to English Reading Comprehension

Sources of Variance	Sum of Squares	Df	Mean Square	F	Significant
Regression	9129.892	2	4564.946	74.03	.000*
Residual	15168.502	246	61.661		
Total	24298.394	248			

$R = 0.613$

$R \text{ Square} = 0.376$

Adjusted $R \text{ Square} = 0.371$

Std. Error of the Estimate = 7.85242

Table 2 indicates that the joint contribution of the independent variables (parental involvement and socioeconomic status) to the prediction of students' disposition to English reading comprehension is significant ($F_{(2,246)} = 74.03$; $\text{Adj } R^2 = 0.376$; $p<0.05$). This implies that when parental involvement and socioeconomic status were taken together, they jointly contribute to students' disposition to English reading comprehension. Table 2 reveals a multiple regression coefficient ($R = 0.613$), which means that parental involvement and socioeconomic status have a joint positive relationship with students' disposition to English reading comprehension. This implies that parental involvement and socioeconomic status are positively and significantly related to students' disposition in English reading comprehension.

Research question 3: What is the relative contribution of students' disposition to English reading comprehension in Oyo West Local Government Area?

Table 3: Summary of Multiple Regression Showing Relative Contribution of Independent Variables on Students' Disposition to English Reading Comprehension

Model	Unstandardized Coefficients		Standardized Coefficient	Rank	T	Sig.
	Beta	Std. Error	Beta (β)			
(Constant)	13.777	5.045			2.731	0.007
Self-Efficacy	0.585	0.051	0.581	1 st	11.399	0.000*
Student-Teacher Interaction	0.179	0.073	0.125	2 nd	2.453	0.015*

Table 3 shows that the relative contribution of parental involvement ($\beta = 0.585$; $t = 11.399$; $p < 0.05$) to students' disposition to English reading comprehension is significant. This indicates that parental involvement predicts students' disposition to English reading comprehension. The relative contribution of socioeconomic status ($\beta = 0.179$; $t = 2.453$; $p < 0.05$) to students' disposition to English reading comprehension is significant. This indicates that socioeconomic status predicts students' disposition to English reading comprehension.

Discussion of Findings

Table I showed that there was positive significant relationship between parental involvement students' disposition to English reading comprehension. This finding is in line Fauzia, Muhammad and Aabida (2016) who revealed that parental involvement had a significant impact on secondary students' achievement level. It was proved that parental involvement played a vital role in their children academic achievement. This is against the finding of Ahmad (2016) who found negative significant relationship between parental involvement students' disposition to English reading comprehension.

Table II revealed that the joint contribution of parental involvement and socioeconomic status to the prediction of students' disposition to English reading comprehension was significant. The finding corroborates John (2018) who reported the joint contribution of parental involvement and socioeconomic status to the prediction of students' disposition to English reading comprehension was significant. This finding is against the study of Bjorman (2005) who reported that there was no joint contribution of parental involvement and socioeconomic status to the prediction of students' disposition to English reading comprehension

Table III showed that the relative contribution of parental involvement to students' disposition to English reading comprehension was significant. This is in line with the finding of Smith (1998) reported that the relative contribution of parental involvement to students' disposition to English reading comprehension was significant. This finding is against the study of Kainuwa and Yusuf (2013) who found that the relative contribution of parental involvement to students' disposition to English reading comprehension was not significant.

Conclusion

From the findings, it can be concluded that the variable that best variable predicted students' disposition to English reading comprehension was parental involvement. It could be concluded from the study that students' disposition to English reading comprehension could be enhanced by focusing on parental involvement and socioeconomic status.

Recommendations

Based on the findings, the following recommendations were made:

1. For effective teaching and learning of English reading comprehension, parents should be involved in their children's English reading comprehension.



2. Parents should strengthen their socioeconomic status for their children to perform as expected.
3. Parents should be educated on why their involvement in their children's education is important.
4. Students should be exposed to different psychological variables that can influence their achievement in essay writing.

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