

PSYCHO-SOCIAL FACTORS AS CORRELATES OF
SENIOR SECONDARY SCHOOL STUDENTS' ACHIEVEMENT
IN ENGLISH READING COMPREHENSION IN IBADAN, NIGERIA
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Abstract

The study investigated self-efficacy, attitude and classroom interaction as correlates of senior secondary students' achievement in English reading comprehension in Ibadan, Oyo State. This study adopted the descriptive research design of correlational type. Ibadan South-West Local Government Area was purposively selected for having the largest number of public secondary schools in Ibadan. Random sampling technique was adopted to select ten (10) public senior secondary schools were randomly selected from Ibadan South-West Local Government Area. A total of 300 Senior Secondary School II students were randomly selected 30 from each school. Four instruments were used for data collection: English Reading Comprehension Achievement Test ($r=0.79$), Questionnaire on Students self-efficacy ($r=0.75$), Questionnaire on Attitude to reading ($r=0.72$) and Questionnaire on Student-Teacher Interaction ($r=0.80$). Data collected were analysed using descriptive statistics, Pearson Product Moment Correlation and multiple regression at 0.5 level of significance. The results indicated that students' achievement in reading comprehension had positive moderate correlation with students' self-efficacy ($r=0.50$), students' attitude to reading ($r=.47$) and student-teacher interaction ($r=.42$). The joint contribution of the independent variable ($F_{(2,296)}=85.19$; $\text{Adj.}R^2=0.18$) was significant, accounting for 18.0% of the variance. Students' attitude to reading ($\beta=0.33$), students' self-efficacy ($\beta=0.28$), student-teacher interaction ($\beta=0.22$) made a significant relative contribution to students' achievement. Based on the findings, it is recommended that teachers should take cognisance of these psychosocial factors to improve students' achievement in English reading comprehension.

Keywords: Psycho-social, Students' achievement, Reading Comprehension

Introduction

Reading is an important skill for educational achievement and one of the vital skills of language. It is therefore seen as a handmaid to national development. Reading is not only necessary for survival but is also the basic skill for life. Reading is essential to life in order to survive and thrive in today's world. It helps an individual to comprehend basic texts such as bills, housing agreements, purchase contracts, directions on packaging and transportation documents. With the ability to read, people are able to live safely and productively, socially, emotionally and

intellectually. With every activity of meaningful reading comes expansion of horizon of learning, hence the more a student reads, the more background knowledge he/she acquires about other ways of life, behaviour and thought. Thus, there is an urgent need to equip learners to become better readers. The four basic skills that can be learned in English are reading, writing, speaking, and listening. Together, the fundamental abilities form a cohesive whole. Reading comes before writing as a productive skill, making it the most crucial literary skill. In other words, while all the skills are crucial, a learner must first be able to read the language fluently in order to write it successfully. However, mastery of one or two of these abilities does not make up for a lack of proficiency in the others. A learner must be able to achieve strong proficiency in all four communication skills in order to be an effective English language student. In the language classroom, reading is a crucial ability.

Bateye, (2017) opined that reading is the key and the pathway to language learning and it is extremely important and basic in the language acquisition process. Reading is also a great method to learn new things among the four language skills. It is accurate to say that reading fosters wisdom. We gain a lot of knowledge through reading than we do when we are involved in the other language skills and that is why reading is believed to be the most important language skill. In general, reading has a huge impact on our life. It permeates so many aspects of our daily life that it is difficult to picture life without it. Due to its significance in business, psychosocial life, and the educational growth of an individual, interest in reading has increased over time. According to psychologists, reading is a behaviour. They believe that any knowledge gained from psychological research on reading can be used to enhance reading education and behaviour. Reading requires a lot of concentration because it is necessary to accomplish a specific aim and goal.

As with all other languages, comprehension is crucial when it comes to the English Language, reading exercise cannot be over emphasized. It relates to other linguistic features including vocabulary growth, grammar, pronunciation, and composition and is germane to learning in general. A pupil must occasionally read in order to develop high levels of comprehension skills. The most significant language course is one that emphasizes comprehension because it is essential to all academic studies. The broadest category of intellectual aptitudes and competencies that schools and colleges place the most emphasis on, is comprehension (Bloom, 1956). It is the process of incorporating or absorbing information. According to Federal Ministry of Education (2021), comprehension is the process of readers interacting and constructing meanings from texts, implementing the use of prior knowledge and the information found in the text. While reading, comprehension requires deliberate thought.

Reading comprehension, according to Saricoban (2002), is an intentional process of thinking where meaning is created through interactions between the reader and the text. Reading comprehension is aided by the reader's background knowledge, which is drawn from his or her past experiences and connected to background information about the subject under study. Reading comprehension is a

crucial component of the English language that is assessed in both internal and external exams. Reading comprehension is used as a benchmark by the West Africa Secondary School Certificate Examination and the National Examination Council to assess students' ability and competency in the English language.

Despite the significance of reading comprehension, particularly in internal and external examinations, students' performance in this area of English language is still not encouraging. According to the Chief Examiner's Report for the WAEC examination in 2021, the comprehension and summary passages included topics that the candidates ought to have been able to comprehend and handle with ease. Contrary to expectations, the candidates' performance was atrociously inadequate. Some of the candidates got scores less than the pass mark for the entire paper since they were unable to produce an answer that might have earned them even one point in any of the sections. Students' achievement in English reading comprehension has not been encouraging as most of them demonstrated poor reading techniques thereby failing to understand the summary and comprehension passages and to provide appropriate responses. The chief examiner further suggested some remedies to this problem. Students should make reading their hobbies as this goes a long way to improve their writing skills. Teachers should make the candidates know the importance of reading as this will help in developing favourable attitudes toward reading and it will help their comprehension in reading.

Literature review on this area reveals that there are two main contributing factors to students' academic achievement and they are psychological and sociological factors. Psychological factors refer to the internal elements of an individual including emotional and cognitive domains, whereas sociological factors refer to external factors such as social environment. However, both factors are inter-related and dependable. Most past studies tended to discuss the subject in a specific context. For instance, a study of academic achievement carried out by Yenus (2017) focused on individual's learning style and how it affects his/her academic achievement. A number of researchers have queried the availability of reading materials, environmental factors, parental factors and government factors as contributing factors resulting into this mass failure experience among students in external examination in Nigeria.

However, one key factor contributing to this massive failure has been identified in established literatures to be reading comprehension, as success in all school subjects is largely predicated on the ability of students to read and comprehend notes and textbooks in various school subjects (Adesemowo, 2015). A recent report by the Adediran (2019) showed that, majority of secondary school students in Nigeria are deficient in reading comprehension and this partly accounts for the poor results recorded at public examinations or even internal examination in schools in Nigeria.

Comprehension is the objective of reading, hence, developing an easy comprehension method should be the primary concern in the teaching of reading from the first stage, with emphasis on reading to learn. Children must learn in order to

understand, and learning to read is literally a matter of understanding reading (Tilla, Madoda, Naomi and Nophawu, 2020). In addition, Zint (2009) opined that, majority of teachers agree that pronouncing words correctly without getting meaning from the context is not reading. Students must learn to synthesize meanings as they read through the passages in their textbooks. Thus, reading comprehension is the activity that enables the students to go deeper and deeper to get the meaning which is intended by the writer. It is the activity that depends on understanding and in achieving full meaning through reading, Roberts (2012) observed that, the actual teaching of reading should not be segmented into exclusive sub-skill training where sub-skills are to be taught, they should be practiced within the context of the complete skill so as to achieve the desired comprehension. Unless the reader gets meaning from the passage, he will get merely sounds that may suggest idiosyncratic pieces of information. And unless he is getting a message that makes immediate sense to him, he will be confused as there is a direct link between reading and comprehending and is visibly seen in their external and internal result.

Despite the positive effects past studies have had on reading comprehension instruction and learning, they paid less attention to some psycho-social factors like self-efficacy, students' attitudes, and student-teacher interactions that influence students' success in this area. Even after reading a comprehension question, many students still find it difficult to understand its meaning, and yet their exam scores are proof that something must have gone wrong. It is previously known that a reader's effectiveness in understanding the material being read counts. A reader's efficacy about the subject matter is important. Self-efficacy is the capacity to carry out a task satisfactorily or at an expected level. The term has frequently been used as a synonym and shares the same linguistic roots as effectiveness.

Dawit and Simachew (2020) opined that student-teacher interaction is a component that consists of communication processes where students exchange subject-content information with the teacher. This socio-emotional information is very helpful to students and undoubtedly has a positive impact on their academic performance (Simasangyaporn, 2016). Interaction between students and teachers is crucial for effective reading comprehension. In order for the students to feel comfortable sharing their own concerns, stories, and interests, the teacher should build on what has already been read by the students in order to comprehend their personal feelings in the classroom because reading comprehension will depend on this.

Statement of the Problem

Reading comprehension is a crucial component of the English language curriculum because students who perform well in this area will also achieve well in other academic courses in addition to English. In spite of its importance in the senior secondary school curriculum, the performances of the students have not been quite encouraging. Previous studies focused more on interventions than on psycho-social that may likely affect students' performance in English reading comprehension. In

view of this, this study examined the psycho-social factors as correlates of public senior secondary students achievement in English reading comprehension in Ibadan Southwest Local Government Area, Oyo State.

Purpose of the Study

The study aimed at assessing psycho-social factors as correlate of senior secondary school students' achievement in English reading comprehension. Therefore, the specific objectives of the study are to:

1. investigate the relationship between self-efficacy, attitude and student-teacher interaction, and students' achievement in English Reading Comprehension;
2. examine the joint contribution of self-efficacy, attitude and student/teacher's interaction to students' achievement in English reading comprehension; and
3. Find out the relative contribution of psycho-social factors (self-efficacy, attitude and student/teacher interaction) to students' achievement in English reading comprehension

Research Questions

The following research questions guided the study

1. What relationship exists between the independent variables (Self-efficacy, Attitude and Student-teacher interaction) and students' achievement in English Reading Comprehension?
2. What joint contribution exists between (Students' Self-efficacy, attitude and student/teacher's interaction) and students' achievement in English reading comprehension?
3. What is the relative contribution of psycho-social factors (self-efficacy, attitude and student/teacher interaction) on students' achievement in English reading comprehension?

Scope of the study

The study covered specifically 10 public senior secondary schools in Ibadan Southwest Local Government Area of Oyo State using senior secondary schools which was limited only to the class of SS II students and the teachers that are engaged in teaching them. The study focused on psycho-social factors; (Self-efficacy, Attitude and Interaction) as correlates of senior secondary schools students' achievement in English Language Reading Comprehension in Ibadan South- West Local Government Area of Oyo State.

Methodology

The study adopted the descriptive research design of the correlational type. This is because the study is a relational study showing the relationships among students' psycho-social variables and students' performance in reading comprehension in secondary schools. Ten public senior secondary schools were

randomly selected from Ibadan Southwest Local Government Area, while 300 SSII students in 10 intact classes (30 per school) were also randomly selected. Four instruments were used for data collection: English Reading Comprehension Achievement Test ($r=0.79$), Questionnaire on Students self-efficacy ($r =0.75$), Questionnaire on Attitude to reading ($r= 0.72$) and Questionnaire on Student-Teacher Interaction ($r =0.80$). The questionnaires were administered and collected back on the spot, while the student-teacher interaction was measured by observing lessons on English reading comprehension. Data were analysed using Pearson product moment correlation and multiple regressions at 0.05 level of significance.

Results

Research Question 1: What relationship exists between the independent variables (Self-efficacy, Attitude and Student-teacher interaction) and students' achievement in English Reading Comprehension?

Table 1: Correlation Matrix of the Relationship between the Independent Variables and the Dependent Variable

VARIABLES	Students' achievement in reading comprehension	Students' self-efficacy	Students' Attitude to reading	Students' teaching interaction
students' achievement in reading comprehension	1.000			
students' self efficacy	0.496** (0.000)	1.000		
students' attitude to reading	0.472** (0.000)	0.586** (.000)	1.000	
students-teaching interaction	0.420** (0.000)	0.331** (.000)	0.402** (0.000)	1.000

Table 1 shows the relationship that exists between the independent variables (Self-efficacy, Attitude and Student-teacher interaction) and dependent variable (students' achievement in reading comprehension). The table indicates that students' achievement in reading comprehension had positive moderate effect on students' self efficacy ($r=.50$), students' attitude to reading ($r=.47$) and student-teacher interaction ($r=.42$). These imply that students' self-efficacy, attitude and student-teacher interaction were directly related to students' achievement in English Reading Comprehension.

Research Question 2: What joint contribution exists between Students' Self-efficacy, attitude and student/teacher's interaction) and students' achievement in

English reading comprehension?

Table 2: Summary of Regression Analysis of the Combined Independent Variables on Students' Achievement in English Reading Comprehension

R = 0.429 R Square = 0.184 Standard Error of Estimate = 4.32 Analysis of Variance						
Model	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Regression	66.916	2	22.305	85.191	.013 ^b	Sig.
Residual	5542.081	296	18.723			
Total	5608.997	299				

Table 2 shows the joint contribution of the three independent variables (self-efficacy, attitude and student-teacher's interaction) to the dependent variable (students' learning outcomes in English Reading Comprehension). The three independent variables, when pulled together, had a significant joint contribution to the prediction of students' achievement in English reading comprehension ($F_{(2,296)}=85.19$; $\text{Adj.}R^2=0.18$). for 18.0% of the variance in students' learning outcomes in English Reading Comprehension

Research Question 3: What is the relative contribution of psycho-social factors (self-efficacy, attitude and student/teacher's interaction) on students' learning outcomes in English reading comprehension?

Table 3: Summary of Relative Contribution of the Independent Variables to Students' achievement in English reading comprehension

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	-8.229	1.787		-4.606	.032
Self efficacy	.280	0.43	.484	6.61	.000
Attitude to reading	.330	.049	.513	6.83	.001
Student-teacher interaction	.221	.037	.392	6.08	.000

Table 3 points to the relative contribution of the three independent variables (self-efficacy, attitude and student/teacher's interaction) to the dependent variable (students learning outcomes in English reading comprehension), expressed as standard coefficient of beta weights. The result indicates that students' Self efficacy ($\beta = 0.28$), Attitude to reading ($\beta = 0.33$) and Student-teacher interaction ($\beta = 0.22$) relatively contributed to students' achievement in English reading comprehension. This implies that each independent variables individually contributed to students' learning outcomes in English reading comprehension.

Discussion of Findings

There was a positive significant relationship between self-efficacy, attitude and student-teacher interaction and students' achievement in English reading comprehension. The finding is in tandem with the expectation of scholars that good teacher-student relationship, attitude and self efficacy would relatively lead to good students' academic achievement. It affirms Timothy and Charity (2014)'s study who highlighted that the better the relationship in terms of mutual respect, knowledge, trust, shared values and perspectives about education, life, time available, the better will be the amount and quality of knowledge gained by the students. It contrasts with Dawit and Simachew (2020) who found that low negative relationships existed between student-teacher rapport and academic achievement for two academic programmes.

The composite contribution of students' self-efficacy, attitude and student-teacher interaction to students' learning outcomes in English reading comprehension is significant. This finding corroborates the studies of Bateye (2017), It also affirms Zint (2009)) and Adesemowo (2015) who found in their various studies that students' attitudes and self efficacy correlated with linguistic performance of learners. This study, thus emphasises the role of attitudes and motivation for efficacy as determinant factors in reading comprehension.

The relative contributions of self-efficacy, attitude and student/teacher's interaction to students' achievement in English were significant. This indicated that self-efficacy, attitude and student/teacher's interaction predicted students' achievement in English when the three predictors were taken separately. The results in this study is consistent with Yenus (2017) who found that psychosocial factors influenced achievement.

Conclusion

From the result of the study, it could be established that the psycho-social factors of students' self efficacy, students' attitude to reading and Student-teacher interaction are determinants of students' achievement in English reading comprehension as students' attitude to reading comprehension appears to be the most potent determinant among the three psycho-social factors.

Recommendations

Based on the findings of this study, the following recommendations are hereby offered:

- Teachers of English should take cognisance of these factors to improve students' performance in English reading comprehension.
- School counsellors should work on students' self-efficacy for improved performance

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