

PSYCHO-SOCIOLOGICAL FACTORS AS PREDICTORS OF STUDENTS' ACHIEVEMENT IN READING COMPREHENSION IN OYO WEST LOCAL GOVERNMENT AREA, OYO STATE

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Abstract

This study identified and analyzed psycho-sociological factors that influence students' achievement in reading comprehension among Senior Secondary School II students in Oyo State, Nigeria. Two hundred (200) class two students randomly selected from ten (10) Senior Secondary Schools out of eleven (11) in Oyo West Local Government Area participated in the study in which three research questions were answered. Four research instruments were used in this study: Students' Self-Concept Scale (SSCS) ($r=.72$); Students' Locus of Control Scale (SLOCS) ($r=.73$); Questionnaire on Students' home background (QSHB) ($r=0.76$); and English Achievement Test on Reading Comprehension (EATRC) (.75). Data collected were analyzed using descriptive statistics of mean and standard deviation; inferential statistics of Pearson Product Moment Correlation and Multiple Regressions at 0.05 level of significance. Findings revealed that there was a positive significant relationship between Self Concept and students' achievement in reading comprehension ($r = .261, p < .05$). Also, there was a positive significant relationship between locus of control and students' achievement in reading comprehension ($r = .169, p < .05$). However, there was a positive significant relationship between home background and students' achievement in reading comprehension ($r = .186, p < .05$). The joint contribution of self-concept, locus of control and home background on students' achievement in reading comprehension was significant $F_{(3,196)}=5.204, p < 0.05$; the relative contribution of self-concept ($\beta = .210, t = 2.556; P < .05$), locus of control ($\beta = .045, t = .548; P > .05$), and home background ($\beta = .061, t = .732; P > .05$) with self-concept being the most potent, followed by home background and locus of control. Based on the findings, recommendations were made to parents, school administrators, government and other relevant stakeholders on the need to arouse students' interest to engender positive attitude to reading comprehension.

Keywords: Self-concept, Locus of control, Home background, Achievement, Reading Comprehension.

Introduction

Reading is one of the important skills multifaceted process involving word in English language. Therefore, it is a recognition, comprehension, fluency, and

motivation. It is germane and crucial to effective academic functioning and it is the determining factor in the achievement of the aims and objective of teaching and learning. Reading is a skill many people take for granted, but the act of reading and properly comprehending a text is a complex and interactive process. It requires different brain functioning to work together and most often requires one's puzzle through multiple layers of context and meaning.

However, reading comprehension is a complex balance between recognising printed symbols and interpreting the meaning behind the symbols (Dennis, 2011). Comprehension is reading with understanding. It is decoding meaning from the printed text, not only in single words or sentences, but also of the interrelationships among the sentences in discourse. There are three elements entails in comprehension process. They are; the reader who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is a part.

Therefore, the goal of comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. According to RAND Reading Study Group (2002), comprehension is the process of eliciting and making meaning through interaction and involvement with written language. Because reading comprehension is so complicated, we can often find ourselves understanding the most basic interpretation of a text, but missing the emotional core or the big picture; or we might just find our brains spinning with no clues at all as to what a text is attempting to convey. This process of reading entails the use of the brain mentally in comprehending, explaining, recalling, perceiving, decoding, and forgetting. Reading comprehension is

considered as a cognitive process that requires myriad skills and strategies. It involves various factors such as background knowledge, vocabulary, and fluency, active reading skills and critical thinking that must work together. It comprises two elements: listening comprehension and word decoding, making it clear that people may have a different ability to comprehend or decode words. A number of researchers have found that there are children facing problems in decoding words, but with good listening comprehension skills. Other children have good decoding skills, but weak listening comprehension.

Moreover, discussions about English Language learning have focused on teaching approaches and methodologies; little emphasis is given to individual's psychosociological factors that affect students' learning. Many studies in English, Yoruba and French have found correlation among self-concept, locus of control, home background and students' achievement, while few do not. These include Yemisi and Adeyinka (2016), Amadi (2010), Liu (2010), Fakeye (2011), Ezeokoli and Fasan, (2013), Araromi (2013), Akintunde (2014), and Mkpae (2014), Shevelson, Hubner, and Stanton, (1976) among others. Few studies exist on the relationship between psychosociological factors and achievements in English language. These psycho-sociological concepts are selected because they are resident in the learners and found significant in the language-learning process; in addition, they can be adjusted and learned. Therefore, this research examined the relationship among locus of control, self-concept, home background and achievement in English Language.

The concept of self-concept is a psychosocial factor to be considered in student's achievements in reading

comprehension. “Self-concept” is a product of reflexive activity and prominent among the psycho-sociological factors of the learners. Like self-concept, no precise definition seems to exist for self-concept. However, Yemisi and Adeyinka (2016) agreed that self-concept is not innate, but rather it is formed through an individual’s experiences and interaction with the environment, where “significant others” play an important role. It is further explained as the component of human personality that is developed through the process of self-reflection and is susceptible to change, (Shavelson, Hubner and Stanton, 1976 and Sanchez and Roda, 2003). Studies such as Marsh and Yeung (1997), Liu (2010), Ezeokoli and Fasan (2013) discover that self-concept positively correlates with academic achievements in English Language, while Arnaiz and Guillen (2012) find no significant difference in the concept.

Moreover, locus of control is another psycho-sociological factor which was developed by Julian Rotter (1966) from his larger personality theory referred to as the social learning theory. It is the most researched because many researchers have investigated on this. Rotter defined locus of control as a “generalized expectancy of internal versus external control over behaviour outcomes. Locus of control was viewed as a cognitive expectancy which defined the individual’s view of fundamental factors related to these outcomes”. Locus of control refers to a person's beliefs about control over what happen to him or her. This means a person has control over his or her life either by a supernatural power or by himself/herself. Individuals with an internal locus of control view events as resulting from their own actions. That is, whatever happens to them is by their own power and also a person with an external locus of

control view events as being under the control of external factors such as luck (Marsh and Weary, 1995).

In the same vein, other researchers have also discussed this concept. Fakeye, (2011) said a student with a high internal locus of control sees failure as his own inadequate preparation and efforts, while the externally controlled one does not blame himself for his errors. According to Amadi (2010) and Araromi (2010) in their studies, posit that both internal and external locus of control are important predictors for academic achievement. Araromi (2010) defines this sense of control or locus of control as the extent to which an individual believes that he or she has control over an outcome. As discussed by Amadi (2010), internal locus of control is related to higher academic achievement. Therefore, Locus of control refers to the extent to which individuals believe that they can control events that affect them. Individuals with a high internal locus of control believe that events result primarily from their own behaviour and actions. Those with a high external locus of control believe that powerful others, fate, or chance primarily determine events. Those people with a high internal locus of control have better control of their behaviour, tend to exhibit more political behaviours, and are more likely to attempt to influence other people than those with a high external locus of control; they are more likely to assume that their efforts will be successful. They are more active in seeking information and knowledge concerning their situation (Araromi, 2010). Also, Amadi (2010) and Fatemi and Elahi (2010) find no significant relationship between achievements in English Language and students’ locus of control, Mkpae (2014) and Akintunde (2014) discover a significant correlation between

students' locus of control and academic achievements.

Furthermore, home background is the psycho-sociological factor that determines student's achievements in reading comprehension. The importance of education in the up-bringing of student cannot be over emphasized. It is a known fact that children or students of today are the leaders of tomorrow. Therefore, home background means the environmental setting or home where the child was brought up and where his experience begins. There is the occurrence of three types of homes, the non-abundant, middle and abundant families. The position one holds, the occupation which one engages in the society, the privileges and prestige received all help to sharpen one's style of life. The presence of adequate potential techniques for helping the child to understand his world or cope with complex situation may have permanent influence his life and academic achievement. Broken homes can also influence the achievement of students in reading comprehension and may have permanent influence in his life and academic achievements. The use of instructional materials may also influence the achievement of students in school.

Home background goes a long way in influencing the reading achievement of every child. Each child has a different background, which reflects in his/her behaviour and performance at school. The study of Daso (2013) had a significant relationship between home support for Mathematics and students' achievement in Mathematics. Most of the child's abilities depend to a large extent on his or her parental influence. The home background being an umbrella in the initiation of the child into the world should provide favorable conditions, which will improve the academic performance of the child, irrespective of the

constraints encountered in his academic pursuits. A lot of researchers have carried out studies in both developed and developing countries and its effect on their academic achievement. They are: Collins (2007), Ekanem (2004), Daso (2013) and Sulaimon (2015) among others.

Sulaimon (2015) opined that home background, environmental factors and emotional intelligence have positive effect on students' academic performance. Hence, parents' educational background, which could be seen in the way parents and other educated people in the home get involved in motivating these students to learn, teach and guide them in doing their home work, train them in making correct sentences and pronounce words correctly. One of the factors of home background (location) had a positive influence on English in the study of Ogbemudia and Aiasa (2013). That is, a positive significance on the influence of location of the home on pupil's performance in English Language. Other factors of home background are; parent's marital status, environmental influence, parent's income, and family size/ population.

Statement of the Problem

Studies have shown that students' achievement in reading comprehension is very poor in secondary schools. Therefore, it is an issue of concern among researchers, teachers and parents that an average Nigerian secondary school student cannot efficiently extract meaning or information from a text. This problem of poor performance in reading has been ascribed to the methodology and strategies teachers utilize in classroom instructional procedure. Several efforts have been made by researchers to apply various methods and strategies but much attention has not been given to students' self-concept, locus of

control and home background as studies have shown that these three factors have great influence on students' achievement in reading comprehension. This study, therefore, investigated the relationship between the psycho-sociological factors and achievement in English reading comprehension among students in Oyo state, Nigeria.

Research Questions

The following research questions were answered:

1. What is the relationship between the independent variables (locus of control and home background) and students' achievement in reading comprehension in Oyo West Local Government?
2. What is the joint contribution of self concept, locus of control and home background to students' achievement in reading comprehension in Oyo West Local Government?
3. What is the relative contribution of self concept, locus of control and home background to students' achievement in reading comprehension in Oyo West Local Government?

Method

The study adopted the descriptive survey research design of correlation type. The population of the study comprised all Senior Secondary Two (SSII) students in West Local Government Area of Oyo State. The

respondents were 200 SSII students randomly selected from ten (10) schools out of eleven (11) in this Local Government Area. Four self-designed instruments were used in the study, namely: Students' Locus of Control Scale (SLOCS); Students' Self Concept Scale (SSCS); Questionnaire on Students' Home Background (QSHB) and English Achievement Test on Reading Comprehension (EATRC). The questionnaires were structured along four-point modified Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). A reliability test was conducted on the questionnaires using Cronbach-alpha yielding coefficients of: .72 for SSCS; .73 for SLOCS and .76 for QSHB, while test-retest was used in validating the achievement test with a value of .75 obtained. The data collected were analyzed using descriptive statistics of mean and standard deviation, inferential statistics of Pearson Product Moment Correlation and Multiple Regression Analysis to provide answers to the research questions at 0.05 level of significance.

Results

Research question one: What is the relationship between the independent variables (locus of control and home background) and students' achievement in reading comprehension in Oyo West Local Government?

Table 1: Correlation Matrix of the Independent Variables and Students' Achievement in Reading Comprehension

Variable	Mean	Std. Dev.	N	1	2	3
Academic Achievement (1)	4.2400	2.0746	200	1.000		
Student's Locus of Control (2)	42.3400	4.2903	200	.169* (.017)	1.000	
Home Background (3)	40.1700	5.5130	200	.186* (.008)		1.000

* Sig at 0.05 level

Table 1 shows that there was a positive significant relationship between students' achievement in reading comprehension and Locus of Control ($r = .169$, $N = 200$, $p < .05$) and students' home background ($r = .186$, $N = 200$, $p < .05$).

Hence, the result implies that locus of control and home background had positive influence on students' achievement in reading comprehension in Oyo West Local Government in the study.

Research question two: What is the joint contribution of self concept, locus of control and home background to students' achievement in reading comprehension in Oyo West Local Government?

Table 3: Regression Analysis showing the joint contribution of Self Concept, Locus of Control and Home Background to Students' Achievement in Reading Comprehension

R	R Square			Adjusted R Square	Std. Error of the Estimate	
.272	.074			.060	2.0118	
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	63.192	3	21.064	5.204	.002	Sig.
Residual	793.288	196	4.047			
Total	865.408	199				

Table 3 shows the joint contribution of the three independent variables (students' self concept, locus of control and home background) to the prediction of the dependent variable (academic achievement of reading comprehension). The table also shows a coefficient of multiple correlation ($R = .272$ and a multiple R^2 of .074. This means that 7.4% of the variance was accounted for by three predictor variables when taken together. The significance of the composite contribution was tested at $\alpha = 0.05$. The table also shows that the analysis

of variance for the regression yielded F-ratio of 5.204 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Research question three: What is the relative contribution of self concept, locus of control and home background to students' achievement in reading comprehension in Oyo West Local Government?

Table 4: Regression Analysis showing the relative contribution of Self Concept, Locus of Control and Home Background to Students' Achievement in Reading Comprehension

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	-.930	1.524		-.610	.542
Self Concept	8.221E-02	.032	.210	2.556	.011
Students' Locus of Control	2.164E-02	.039	.045	.548	.584
Students' Home Background	2.300E02	.031	.061	.732	.465

Table 4 reveals the relative contribution of the three independent variables to the dependent variable, expressed as beta weights, viz: Self Concept ($\beta = .210$, $P < .05$) had significant relative contribution i.e. could significantly and independently predict students' academic achievement in reading comprehension, Students' locus of control ($\beta = .045$, $P > .05$) and students' home background ($\beta = .061$, $P > .05$) had no significant relative contribution.

Discussion

This study revealed that locus of control had a positive influence on students' achievement in reading comprehension in Oyo West Local Government in the study. Locus of control refers to the extent to which individuals believe that they can control events that affect them. Also, this concept is seen by Araromi (2010) who divided locus of control into two non-dimensional units which are internal locus of control and external locus of control. A learner who has an internal locus of control orientation believes that his or her behaviour is guided by his or her personal decisions and efforts while a learner with an external locus of control orientation believes that his or her behaviour is guided by fate, luck or external circumstances. To support this finding, Dollinger (2000) and Noel et al. (1987) found a positive correlation between academic success and students' locus of

control. Also, Fakeye (2011), in his study of students' locus of control and achievement in English language, found that the locus of control of students positively correlates with their English Language achievement, but students with internal and external locus of control did not differ significantly in their English Language achievement. This result resonates with most of the literature on these variables (Curtis & Trice, 2013; MeiMei and Chiung-Mei, 2009; Hrackova, 2012; Chan, 2010). A weak level of association conforms to the findings of Suphi and Yaratani (2012), who attributed deep learning strategies to students with internal LOC and surface learning to those with external LOC, which makes them less successful achievers than those with external LOC. Also, Mkpae (2014) and Akintunde (2014), found significant correlation between students' locus of control and academic achievements. In this view, a student initially having difficulty in achieving reading comprehension and appreciating the importance of reading comprehension to his/her future educational advancement may be encouraged to read and achieve positively. The study is in agreement with the outcomes of Frances Ernestine (2010) suggested that self-reported academic achievement was significantly related in a positive direction to locus of control, self-efficacy, and perceptions of parent involvement. Thus, locus of control explains

how individuals see their own actions affecting the events that surround their lives (Baker, 1998).

The result indicated that home background had a positive influence on students' achievement in reading comprehension. This is supported by the study of Daso (2013) that there is a significant relationship between home support for Mathematics and students' achievement in Mathematics. The reason for this view is that home background as a concept on its own are the circumstances surrounding one's family, be it social class, experience, education, etc. The findings agree with Sulaimon (2015) that states home background, environmental factors and emotional intelligence have positive effect on students' academic performance. In this view, the result of the data analysis showed a positive significance on the influence of location of the home on pupil's performance in English Language. Also, the findings agreed with Ogbemudia and Aiasa (2013) where one of the factors of home background (location) had a positive influence on English. That is, a positive significance on the influence of location of the home on pupil's performance. The above statement was also agreed by Durojaiye (1976), who opined that physical and psychological conditions of the home environment affect the children academically. Also, this study supports the findings of Hung and Majoribanks (2005) of an academic qualification of a father does have a positive correlation with the level of reading among their children.

The study shows the joint contribution of the three independent variables (students' self concept, locus of control and home background) to the prediction of the dependent variable (achievement of reading comprehension) but

at different levels and ranks. The result of the study implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance. Moreover, the result of this study corroborates the findings of Ezeokoli and Fasan (2013) who found the composite contribution of the socio- psychological factors (self-concept, locus of control, attitude to reading and parental involvement) positively significant in students' academic achievement in English reading comprehension.

Finally, the result of the study showed the relative contribution of self concept, locus of control and home background to students' achievement in reading comprehension which follows this ascending order: self-concept, home background, and locus of control. This implies that self-concept had significant relative contribution. That is, it could significantly and independently predict students' achievement in reading comprehension while students' locus of control and home background had no significant relative contribution. Hence, self-concept has the highest contribution.

Recommendations

1. Stakeholders in Education should focus attention on psycho-sociological factors such as self-concept, locus of control, and home background in order to enhance students' achievement in reading comprehension.
2. Government should organize seminars, conferences and workshops for teachers on the influence of psycho-sociological factors on students' achievement in reading comprehension

3. Parents should provide incentives and enabling environment for students to study at home so as to improve the achievement of students in reading comprehension.

Conclusion

This study revealed that students' self-concept, locus of control and home background made greater contributions to students' achievements in reading comprehension, though at varying degrees. Reading comprehension is a challenge to students, therefore, there is need for parents/guardians and government to provide enabling and stimulating environment for the learners, motivate them and enhance their self-concept positively in order to arouse students' interest in reading comprehension and improve their performance.

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