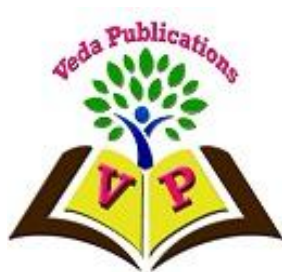# TEACHER AND PARENTAL FACTORS AS A DETERMINANT OF STUDENTS' ACHIEVEMENT IN OGUN STATE SENIOR SECONDARY SCHOOL ENGLISH COMPREHENSION IN NIGERIA

Adekola Busurat Oluwakemi

(*Department of Arts and Social Sciences, Faculty Of Education, Olabisi Onabanjo University, Ogun State, Nigeria.*)

ABSTRACT

The objective of this study is to examine the effect of teachers and parental factors on student's achievement in EnglishComprehension *in senior secondary school in Ogun State, Nigeria. One thousand seven hundred students were sampled using multi state random sampling techniques. The Home* Factor Scale (HFS) and Teacher Factor Scale (TFS) *were used to collect data, which was analyzed with the aid of statistical tool using regression, correlation and t-test statistical.* The findings among others implied that the achievement of students in English language Comprehension could be predicted by the combination of teachers and parental factors.It was recommended that the Government should enforce the concept of teacher/student ratio in secondary schools as the small class size enhances learning while large classes aid rowdiness.

Keywords*: Teacher and Parental factors, Student Achievement, English Comprehension*

INTRODUCTION

The Nigerian educational system places very much emphasis on the adoption and usage of the English language in teaching at school levels. In Nigeria today, there has been continuous high rate of failure in English language at secondary school level which majorly is attributed to teacher's factors like qualification, attitude and use of instructional material.

This poor performance in English language is assumed to have influenced performance in some other subjects in the curriculum like History, Literature, Geography, Government, Economics, etc. The reason for this is that most of the textbooks for other subjects are written in the English language in addition to English being the medium of expression in class as well as for answering examination questions. (2).

Apart from teacher factors, cultural experiences provided by the parents, particularly experiences with books and reading, and parental methods of cultural, intellectual and language activities also influence a child's intellectual development (7). These researchers are of the opinion that differences in linguistic environment of families could bring about differences in children's literacy skill development. This is because according to them, children tend to think in their first language.

It thus appears that the parent and the school are important agencies in the education of the child. Educators like; (1) and (6) believe the home complement the teaching of the school, and the school stands in "*Loco Parentis*" while the child remains the focus. Therefore, the task of the research examinedteacher's factors and parental factors as predictors of students' achievement in Senior Secondary School English Comprehension in Ogun State Nigeria. The following research questions are introduced to guide the study:

1. To what extent will parental and teacher factors contribute to the variance in the students' performance in English comprehension?
2. What is the relative contribution of parental and teacher factors to students' performance in English comprehension?
3. Is there any significant relationship among teacherand parental factors and students' performance in English Comprehension?

METHOD

This study adopted an ex-post -facto design approach. The target group for the study was Senior Secondary School students inOgun State, Nigeria. The samples were drawn from four (4) geo-political zones in Ogun State of Nigeria (Ijebu, Remo, Yewa and Egba).Multi stage stratified sampling technique was used to select the sampled schools. Proportionate-sampling technique was used to select five Public Senior Secondary Schools from each zone. From each School, fifty S.S.3 students were selected using the simple random sampling. In all, 1000 students participated in the study. The data was collected within a period of one month.

INSTRUMENTS

The instrument for the study was questionnaires on Home Factor Scale (HFS) and Teacher Factor Scale (TFS). The HFS and TFS were constructed by the researcher to solicit information on follow up at home, home language, teaching strategy and use of Instructional materials. Each of the questionnaires consisted of fifteen items and has a modified four point Likert Rating Scale from SA – SD. The instrument has two sections – Section A is basically on the demographic information of the English language teachers like age, sex, level of education, etc. Section B of the instruments contains items eliciting information from the students on the theme of the study. The validity and reliability of the instrument were determined by trial testing the instrument on the similar set of the sample and the Kurder- Richardson 21 formula was used to obtain the inter-item reliability coefficient of 0.80 and 0.75 for for teachers and parental factors respectively.

Question 1: To what extent do parental and teacher factors contribute to the variance in students' performance in English comprehension?

Adekola Busurat Oluwakemi

VEDA'S

JOURNAL OF ENGLISH LANGUAGE AND LITERATURE (JOELL)

An International Peer Reviewed Journal

http://www.joell.in

Vol.3 Issue 2
2016

Table 1: Regression Analysis of Teacher Factor on English Comprehension

R	= .436					
R Square	= .190					
Adjusted R Square	= .189					
Standard Error	= 5.67071					
Source of Variation	**Sums of squares**	**Df**	**Mean Square**	**F**	**Sig**	**Remarks**
Source of Variation	**Sums of squares**	**Df**	**Mean Square**	**F**	**Sig**	**Remarks**
Regression	**15401.329**	**3**	**5133.776**	**159.647**	**.000**	**Significant**
Residual	**65471.588**	**2036**	**32.157**			
Total	**80872.917**	**2039**				

Significant (P<0.05)

Table 1 reveals a multiple r of .436, R square of .190 and adjusted R square of .189 using teacher factors as a predicting factor of students' performance which is significant at 0.05 level with F ratio of 159.647. This means that teacher factor contributed almost 19 percent to the variance observed in the performance of students in English comprehension.

Table 2: Regression Analysis of Parental Factor on English Comprehension

R	= .317					
R Square	= .100					
Adjusted R Square	= .099					
Standard Error	= 5.97899					
Source of Variation	**Sums of squares**	**Df**	**Mean Square**	**F**	**Sig**	**Remarks**
Regression	**8125.190**	**4**	**2031.298**	**56.822**	**.000**	**Significant**
Residual	**72747.727**	**2035**	**35.748**			
Total	**80872.917**	**2039**				

Significant (P<0.05)

From table 2, using parental factor as a predicting factor of students' performance reveal a multiple r of .317, R square of .100 and adjusted R square of .099 which is significant at 0.05 level with F ratio of 56.822. This means that parental factors contributed 10 percent to the variance observed in the performance of students in English comprehension.

Table 3:   **Model Summary of the Combined Contribution of Parental and Teacher Factors in the Prediction of Students' Performance in English Language Comprehension**

$R = .592$
$R^2 = .351$
$R^2_{(adjusted)} = .348$
Standard Error of the Estimates = 5.08669

	Sum of Squares	Df	Mean Square	F	Sig
Regression	28347.928	9	3149.770	121.773	.000
Residual	52524.989	2030	25.874		
Total	80872.917	2039			

Significant (P<0.05)

The results in table 3 indicated that parental and teacher factors combined to significantly predict the performance of students in English language comprehension (R = .592; R^2 = .351; $R^2_{(adjusted)}$ = .348; F 121.773; p = < .05). This implies that 35.1% of the variance in the performance of students in English language comprehension is significantly predicted by the combination of parental and teacher factors. The finding implies that the performance of students in English language comprehension could be predicted by the combination of parental and teacher factors.

Question Two: What is the relative contribution of parental and teacher factors to students' performance in English comprehension?

Table 4:   **Multiple Regression Analyses of Relative Contribution of Parental and Teacher Factors Predicting Students' Performance in English Comprehension**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model	**B**	**Std. Error**	**Beta**		
(Constant)	-7.258	0.855		-08.494	.000
Trs' qualfn	-0.759	0.154	-0.103	-04.934	.000
Trs attitude	0.247	0.011	0.412	21.585	.000
Parental lang.	0.333	0.161	0.039	02.070	.039
Family size	0.864	0.168	0.098	05.154	.000
Parental involve	0.032	0.021	0.039	01.543	.123
Parental qualification	0.363	0.030	0.235	12.125	.000

Significant (P<0.05)

The results in table 4.above revealed that teachers' attitude, which is one of the variables in the teachers factor, is the most potent predictor of performance of students in English Language comprehension (β = .247; t = 21.585; p < .05). Similarly, parents' qualifications are also potent predictors at (β = .363; t = 12.773; p < .05) and (β = .235; t = 12.125; p < .05) respectively. The findings of this study indicate that teachers' attitude and parental qualifications contributed to students' performance in English comprehension. Other variables such as parental involvement are not powerful predictive factors in students' performance in English language comprehension.

Question Three: Is there any significant relationship among teacher and parental factors in students' performance in English Comprehension?

Adekola Busurat Oluwakemi

Table 5:   **Pearson Product Moment Correlation of the Relationship among Parental and Teacher Factors and Students' Performance in English Comprehension**

			TQ	TA	IM	HL	FS	PI	PQ	GM
			0.163	-0.042	0.125	-0.022	0.026	0.138	0.284	0.285
			0.140	0.147	0.608	0.179	0.142	0.615	0.213	0.161
TQ	0.163	0.140		-0.104	0.341	0.162	0.426	0.170	-0.038	-0.027
TA	-0.042	0.147	-0.104		-0.081	0.107	0.037	0.210	-0.010	0.434
HL	-0.022	0.179	0.162	0.107	0.108		0.158	0.047	0.040	0.091
FS	0.026	0.142	0.426	0.037	0.240	0.158		0.248	-0.085	0.072
PI	0.138	0.615	0.170	0.210	0.519	0.047	0.248		-0.037	0.098
PQ	0.284	0.213	-0.038	-0.010	0.092	0.040	-0.085	-0.037		0.282
CM	0.285	0.161	-.027	.434	-.045	.091	.072	.098	0.282	

Significant P < 0.05

Legend:

TQ - Teacher qualification

TA -   Teacher attitude

IM -   Instructional materials

HL – Parental language

FS -   Family size

PI -   Parental involvement

PQ - Parental qualification

CM - Comprehension

In table 5, there is thetest of relationship among the independent factors and dependent factor. The highest significant relationship is between family size and parental involvement (r = 0.426), therefore, the student who has positive parental involvement will also have a high performance in English comprehension. The next highest relationship is instructionalmaterials (r = 0.608). Another important factors is teachers attitude and performance in English comprehension (r = 0.434). However, of all the independent factors, teacher's attitude have the highest positive relationship therefore parental factor is very important to reckon with in predicting students' performance in comprehension.

DISCUSSION OF FINDINGS

The multiple Regression analysis indicated that there is a significant combined contribution of home and teacher factors in the prediction of students' achievement in English comprehension. This finding corroborates that of (6) who examined the degree of family enlightenment and its effect on children academic aspiration. It was discovered that the home, which is the first socializing agent, has a considerable effect on the child's later development and academic achievement. Similarly, (3) also found that parental education has a positive relationship with academic pursuits of their children. He supported his findings by probing into the home environment of the educated as well as the illiterates parents.He believed that there exists a relationship between the home and academic performance of students. (4) stated that there exists a link between parental attitude to education and academic performance of their children. This is also in line with attribution theory. In attribution theory, the casual attributions that individuals make about the success or failure of their actions are presumed to influence their subsequent performance expectancies. Home and teacher factors are powerful factors in students' achievement in English language comprehension. This supports the popular slogan by many

researchers that it appears that the home and the school are important agencies in the education of the child. Educators like (7) and (1), believe the home compliments the teaching of the school, and the school stands in "*Loco Parentis*" while the child remains the focus.

CONCLUSION

Based on the findings of this study, it could be concluded that there is a great level of interaction between the factors. They have a greater influence on the academic achievement of English Language Students. Parents' level of education is very important in the academic achievement of their children, so parents should enable to acquire some level of educational in order to assist their wards. The home environment must be conducive and accommodating since it also determines the academic achievement of English language student most especially when it comes to class test. The teacher should provide the 'Loco parents' for the students when they are in school. There should also be follow up at both home and school to facilitate learning experience by the students. From the discussion, the factors are inseparable with the academic achievement in English language.Both the teachers and parent should develop positive attitude to the students learning.

RECOMMENDATIONS

There is a need for Government to enforce the issue of teacher/student ratio in secondary schools as small class size enhances learning while large classes' aid rowdiness. Government should make provision for instructional materials to be used in teaching and learning in public schools.. Managers of Schools must take cognizance of the domineering influence of the teachers in the achievement level of students generally in their academic pursuits. Parents themselves are stakeholders in education and as such cannot fold their arms and wait on the government for the provisions and maintenance of facilities in school. Through the Parents/Teachers Association, they could play active roles in ensuring adequate provisions of facilities for the teaching of their children. More importantly, Parents should develop positive attitudes to their children education as a way to imbue them with the right level of self-confidence that could promote their learning of English language

at school. Teachers should perform their supervisory roles of given out exercises and marking at the expected time so that the students can get the feedback at the appropriate time.

REFERENCES

[1]. Evans, J.L. (2000). Parent's participation: what's about? Early Childhood Matters.*The bulletin of the Bernard Van Lee Foundation*, 95.

[2]. Jiboku, O. (2003). Relationship between Students, Socio-economic Background and Performance in Comprehensive Reading.*Journal of Educational Focus*, Vol. 4, the African Cultural Institute, 93 – 99.

[3]. Maynard, S. &Hawley, A. (1997).*Parent and community involvement in rural schools.* ERIC Digest. Charleston WV. ERIC Clearinghouse on Rural Education and Small Schools.

[4]. Odinko, M.N. (2002). *Home and school factors as determinants of literacy skill development among Nigeria pre-primary school children.*Unpublished Ph.D. Thesis, University of Ibadan, Ibadan.

[5]. Okpala, N.P. &Onocha, C.O. (1988).Student Factor as correlation of Achievement in Physics.*Physics education (A journal of British institute of Physics)* 23(6), 361-365.

[6]. Olopoenia, S. (2004).Influence of English Language Comprehension, Age, Home, and School Environment on Students Achievement in Economics.*An Unpublished Ph. D. Thesis*, University of Ibadan, Ibadan.

[7]. Oyetunde, T.O. (1997). The Why, the what, and the How of Helping Children learn to read in *Helping Children Become Good Readers: A Guide for parents and Teachers*. Akanji Printing Press, Jos, Nigeria.