HOME AND SCHOOL FACTORS AS DETERMINANTS OF ACHIEVEMENT IN READING COMPREHENSION AMONG SENIOR SECONDARY SCHOOL STUDENTS IN OGUN STATE NIGERIA.

AYEDUN TOYIN JULIUS

201008223

UNIVERSITY OF BOTSWANA

PHD THESIS

FACULTY OF EDUCATION

DEPARTMENT OF LANGUAGE EDUCATION AND SOCIAL STUDIES

UNIVERSITY OF BOTSWANA

SUPERVISORS

PROF. H. J. NENTY
&
PROF. K. E. KETSITLILE

APPROVAL PAGE

This research has been examined and approved as meeting the required standards of

scholarship for fulfilment of Doctor of Philosophy in Language Education.

DECLARATION PAGE

The information contained in this research was initiated and compiled by the author at the University of Botswana from September, 2011 to May, 2014. This work is original except where substantial reference is made, neither has it been nor will it be submitted for the award of any other University.

_____   _____

Student Signature   Date

ABSTRACT

Basic to performance in all other subjects is the ability of learners to read and understand in the language of instruction. The deterioration in the performance of secondary school learners in Ogun State of Nigeria in reading comprehension is a problem that bothers parents, teachers, administrators and government. This problem prompts this study designed to identify and analyse home and school factors that influence achievement in reading comprehension among senior secondary school students in Ogun State, Nigeria to determine and analyse factors that underlie achievement in reading comprehension. These fators were identified and the level to which they influence reading comprehension of learners tested for significance. Using a mixed-method study design, qualitative data were collected from teachers through interview and classroom observation to determine the extent to which they use seven strategies for teaching reading. Responses to 66 Likert-type questionnaire items as well as performance on an English language comprehension test were generated for a random sample of 600 learners from 20 senior secondary schools from Ogun State. Qualitative data were collected from four teachers through interview and classroom observation conducted to to ascertain the strategies they use in teaching reading comprehension. Using narrative and discourse analysis, four research questions were answered. The resulting quantitative data from students' data were analysed using population t-test, analysis of variance (ANOVA), Pearson product correlation method, and multiple regressions analysis using Version 21 of SPSS to test 13 hypotheses. The results of the analyses showed that home and school factors significantly predict achievement in reading comprehension. There were also significant relationships between the extent to which teachers used seven strategies to teach and achievement in reading comprehension. Recommendations were made to parents, school administrators, government and other relevant stakeholders on the need to revitalise the dwindling education system orchestrated by underachievement in reading compehension.

Key words: Reading comprehension; achievement; school and home factors; Ogun State;

Nigeria.

ACKNOWLEDGEMENTS

it all by bringing me to this citadel of learning. May the good Lord reward you for everything.

I must of necessity appreciate the Federal Government of Nigeria through the Education Tax Fund (ETF) for affording me this wonderful opportunity. I thank all the members of the staff of this body. My University, the Tai Solarin University of Education, Ogun State Nigeria brought me into limelight academically by making my trip fot further study a reality. I thank the members of the Education Commitee headed by Professor Benedit for considering my scholarship's bid despite the competitions then. May the good Lord continue to let the light of this great citadel of learning shine the more. I also remember with relish the efforts of Mr Adepoju, the Bursar Federal Polytechnic, Ilaro for the quick release of my Intervention Fund. This was made possible by the Salau Adewales. I will never forget this wonderful neighbour turned family. Mama Salau has been wonderful all through. She started it all by ensuring that the money for my form was paid before it was too late. May the Almighty God remember you and your family for good.

What can I say of my bosom friend, Salau Anthony Kayode. Meeting with a rare breed of a friend like you is a blessing. I remember you taking the whole issue of my PhD upon yourself, when you had to drive me to the places we were collecting those samples. I must confess, I feel greatly touched by your labour of love which I know will never be in vain. Yemisi Salau, my friend's wife and the children were never left out of the sacrifices when I, without prior information, had to take their head out of their matrimonial home on trips while collecting the samples for this study. My prayer is that you will reap bountifully for accepting to accommodate me. Dr Gbenga Odeniyi and the family cannot be forgotten for taking the pains to abandon his office in order to take me round the whole of Ijebu and Remo dialectical zones of my study. The cords of love binding me and this family has far gone beyond that of a mere friendship. My hearfelt appreciation to all your friends in attendance while visiting those schools.

. Professor and Dr (Mrs) Adedoyin met my needs. This family refreshed my bowel all the times like Philemon refreshing the bowels of the saints. May you not suffer or lack anything that is good all the days of your lives. Mrs Bunmi Ogunmuiwa cannot be forgotten for her physical and her moral supports. She taught me how to cite APA references working tirelessly.

Of the family of Christ, they are too numerous to mention. Engineer, Dr and Dr Mrs Oladele, Pastor Atanda, Dr Mrs Eyitayo, members of the Deeper Life Church and the Open Baptist Church, Botswana, I appreciate you all for your prayers. Drs Taiwo Lasisi, Bode Thomson, Oluokun Kasali, Akintunde and Olatoye Mukaila and Mr Fatai Adebayo, we have come to Botswana to see and we have indeed not only seen but also conqured. I must not forget Dr Ajayi Moses Adedapo, Engineer Dauda Folarin and Alhaj Abibu. God bless you all for treading this journey with me.

Mr Moyo, the president of the Graduate Student Association, thank you for joining me in a fight against a pharoh of a human being, while I must not forget Mrs Iri Khudu for upholding the tenets of her profession as the Acting Director, International Student. The unwavering philosophy of this woman's fairness and equity far transcends that of parochial nationalism and ethnic chauvinisms. She upholds the truths. Heaven will reward you. All the staff of the Graduate School, University of Botswana starting from the Dean, thanks for standing by me and the truth.

And without controversy, great is the manifold wisdom of my God, the Creator, who has endowed his beloved with all the spiritual wisdom and blessings in the heavenly to succeed in life. A testimony to this is hereby revealed again in my life simply because He cares.

DEDICATION

This work is dedicated to the glory of His Majesty, my late father and mother, Mr Ayedun Moses and Mary Oluwapenuelerinmo. My helper and loving wife, Mrs. Funmilayo Ayedun and children, Ireoluwa, Aduragbemi and Oluwasemilore.

Table of Contents

List of Tables

List of Figures

List of Appendices

Chapter One

The Problem

Introduction

Reading is germane and crucial to effective academic functioning and it is the determining factor in the achievement of the aim and objective of teaching and learning. Consequently, a learner at whatever level or age, who is deficient in this all-important skill, is already limited in exploiting available opportunities for a successful academic excellence. Sadly, however, as decisive and important as reading is to teaching and learning, researchers have found that underachievement in reading is the bane of effective academic functioning among learners all over the globe (Avid, 2004 as cited in Alderman, 2006).

African countries particularly Nigeria, are confronted with more biting effects of under-achievement in reading. For instance, it has been established to be a national crisis in Nigeria (Lawal, 1987; Okedara, 1997) while in Botswana it is estimated that many students are yet to master literacy and language competencies by the time they enter secondary school (International Reading Association, 2005). Many efforts have been made to address this problem. Some interventionists have viewed it from the angle of socio-psychological factors related to the learner's background, (Gong, Zhang, Zhang & Kiss, n.d.) while others have looked at the student's reading habits as a factor (Clark, 1993 & Eagle, 1989) and others have focused on readability of a text as a prime factor that determines reading efficiency or inefficiency (Dubay, 2004). Yet some others have considered the student's attitude to reading as a factor in reading comprehension (Hall, 2006; Kartal, 2011; Lafotaine & De Serres, 2007; Roberts &Wilson, 2006). More specifically, Ketsitlile (2011) in the study of reading comprehension among the San students of Botswana revealed that under-achievement in reading comprehension at the junior secondary school level is very high and traced the

problem to environmental factors of the home background and the neglect of the San people

by the government. The scholar reiterated the fact that the scourge of poverty among this

community of people, coupled with lack of attention from the government's end, has rendered

literacy and, ultimately teaching and learning ineffective.

Ayodele (2006) opined that the methodology being used by teachers for the teaching

of reading, coupled with poor learning environment in most of Nigeria's secondary schools

had hitherto yielded nothing to enhance the needed reading requirements of today's academic

demands. This has resulted in the major crisis being witnessed in the school certificate results

on English Language examinations of any form according to the scholar. Thus, researches to

combat the challenges posed by underachievement in English reading comprehension among

primary and secondary school students have continued unabated; yet, the problem is still

persisting with continued increase in yearly failure rates in major examinations in English

Language. As it is the case in most African countries adopted English as their official or

second language, the case of Nigeria is not different.

Background to the Study

The Global Spread of English Language

From researches conducted in the mid and late 90s as stated by (Crystal,1995, 1997,

& Graddol, 1997), approximately 375 million people speak English as their first language . It

has official as well as special status in seventy-five countries with a total of two billion

people. About 750 million people are reported to be using the language as foreign language.

The information stressed further that English today is probably the third largest language by

number of native speakers, after Mandarin Chinese and Spanish. The spread of the English

Language has made it to be the most widespread language of any form of communication. In

many of the countries where the language is used, it has been accorded official status. As

Awonusi (2004, pp.42-43) aptly put it, "English is the language of international communication, language of science and technology…, banking and political propaganda". Borrowing a term from Okuwudishu (2003), linguistic globalization has come to stay, "a global common language" (p.3) is now the order of the day and this linguistic globalization is mostly propagated through the wide spread of the English Language. Akindele and Adegbite (1999) highlighted the factors that brought about the incursion of the English Language into the African continent to include colonialism, clothed in missionary activities, trade and commerce. Soon after the language had gained prominence in the African soil, it became the "de facto" language as earlier described. In fact, some foremost educated elites of the period, notably in Nigeria, clamored for the preservation of the "Queen's" or the "King's" English. According to Akere (2006,p.5) "the expectation was that the British variety of the language was the model to which all learners must aspire...., a variety whose phonological, lexical and grammatical features and rules must be acquired and used". In South Africa, it is the language of choice among black parents who would want their children to be trained in the language even at primary school level (Akere, 2006).

        The influx of missionaries into Nigeria to spread Christianity aided the spread of the teaching and assimilation of English language as a medium of communication. The missionaries did not only build churches, they also established schools and the curricula were practically dominated by the English Language (Adetugbo, 1979) and soon the language assumed the status of a language of commerce, civilization and Christianity (Fafunwa, 1974). In fact, the teaching and learning of reading dominated the curriculum because the then heathen had to be taught how to read the Bible for the purpose of propagating the gospel and winning them for Christ. Incidentally, the Nigerian children have to be taught the elementary and the advanced forms of reading in a language that is foreign or alien to them. This has

been attributed to be one of the problems posing a very serious challenge to the teaching and learning of reading (Ayodele, 2012).

Language Planning and Policy in Nigeria

The issue of Language planning in Nigeria either at the corpus or status level have been so acute and intractable – a very burning issue indeed. This is so because of the multi-linguistic nature of the country. For instance Emenanjo (1990) identified "390 odd Nigerian Languages." Bleambo (1999, p.2) queued after Emenanjo (1990) when he said that "by current knowledge, there are about 390 members' {sic}. Dawulung (1999) on his part identified 395 Nigerian languages, while Crozier and Bleech (1992) listed over 400 languages. The ethnologue cited in Arua (2004) by Oluwabamide and Jegede (2008, p.108) listed 500 languages. Adeniyi and Bello (2007, p.120) queued after Crozier and Bleech earlier cited as they both settled for 400 indigenous Nigerian languages. The recently released information by Alani, Oshun, Ajasin and Adebayo (2014) published by the Punch Nespaper of May 21 provided an ambiguous information with regard to language multiplicity in Nigeria, "The numbers of languages in Nigeria are 599, of these, 7 are extinct. Of the living languages, 21 are institutional, 76 are developing, 357 are vigorous, 26 are in trouble and 42 are dying." The picture above presents how cumbersome it would be for the Nigerian society to have a well-planned language planning and policy in support of any of the indigenous languages as either an official language or language of education.

It is needful to distinguish between these two concepts- language policy and language planning for clarification. Haugen (1959,p.8) said language planning is "... an activity of preparing normative orthography, grammar, and dictionary for the guidance of writer and speakers in a non-homogenous speech community". This definition viewed language planning within the perspective of corpus planning. On the part of Cooper (1989,

p.45) language planning refers to "deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their codes". Cooper then introduced a rhetorical question, which has remained unanswered till now, and it is still a topical issue in every multi linguistic society such as Nigeria. The question is, "who plans what, for whom, and why?" This question seriously touches upon the functions allocated to various languages especially in multilingual communities (Bakmand, 2000). This leads this discussion to the concept of language policy.

Bergenholtz (2006, p.4) opined that the term language policy has been in vogue since 1921 and it connotes, "government regulation of language choice (the interlingua dimension) and regulation or judgment of language use (the intralingua dimension)" quoting Jarvad (2001). Miller (1950) introduced the concept of "Language engineering" (p.4). Baldauf (2004) looking at the two terms, language planning and language policy, noticed not so much difference in the concepts. For example, he referred to Language policy as "statement of intent" and planning as "implementation" (para.1). He stressed further that, "planning is often large scale and national, usually undertaken by government – meant to influence, if not change ways of speaking or literacy practices within a society" (para.1). From this, it can be deduced that language policy has to do with the pronouncement made by the government on which language to assign which function in a given social political setting. The question of what language to be assigned the official language, the language of education, the first, second or even the third language comes into play. The above could then be summarised in line with Pattern's (2001) argument that "Language policy is an issue of considerable ethical, political and legal importance" (p.691). Thus, the only recourse to language planning and policy either at *status, corpus or acquisition* level in Nigeria, hitherto, has been the Nigeria 1979 Constitution and the 1981, Revised National Policy on Education.

For the purpose of clarity, these three terms shall be briefly clarified. Oyetade (2003) described status planning as enactment of legislation or as stated by Cobbarubie and Fissherman (1993) cited in Ngocobo (2007,p.5), "Language status planning issues are related to political issues as status planning focuses on legislative decisions that affect reallocation of language functions". The simple interpretation of the above is that language planning at the status level defines the language policy of a given linguistic environment. It assigns roles for languages, for example, of official, national, first or second or third language.   Another way of looking at this is that some languages or any languages assigned this status are/is accorded greater communicative functions than the ones not accorded the status and this has been a major cause of difficulty in language planning. This difficulty arises because as Beaugrande (1999, p.107), stated, "a language or language variety remains a high exceptional commodity. Unlike cash, precious stones, gems, or metals, and other tangible assets, it cannot be locked up and boarded for your self nor taken away from other who has it."

The foregoing suggests that whenever a particular linguistic environment's language is accorded the status planning in a multilingual society, others, not so accorded often feel humiliated, neglected and marginalized. It is like stripping them off of their most valued apparel. Take a language away from a man; he is left with nothing – culture, religion, politics, self worth, self pride, and so on.

The situation in Nigeria with particular reference to the position just canvassed is worthy of attention in this study. This is so because the 1979 Nigerian Constitution and the revised National Policy on Education (1981) recognised three major indigenous languages, Hausa, Igbo and Yoruba and they are accorded the status of National languages, while the English language assumed the status of the official language or 2nd language. For example,

section 1 paragraph 8 of the National Policy on Education (1981), states that "In the interest

of national unity, every child should learn one of the three major languages in addition to his

own." So, also, it is entrenched in section, "55" and "97" of the 1999 Constitution that:

The business of the National Assembly shall be conducted in English, but the house may in

addition to English conduct the business of the house in one or more other languages spoken

in the state as the house may by resolution approve.

To majority of Nigerians, accepting the English Language did not in any way

generate any heated arguments because of its prestigious position; it is the language of their

former masters, of world's politics, of international business and of many things termed

beneficial. But bequeathing status on three indigenous languages at the expense of others was

the last thing the ethnic minorities whose languages have been denied this important

recognition could savor; thus, diversification in languages then turned to diversification in

politics, peaceful co-existence and harmonious relationships, good governance, sharing

formulas, religious and racial bigot as well as suspicion of diverse kinds. This is so because

these groups felt that they had been marginalized politically, socially and economically in the

Nigeria state of affairs.

In theory, however, and as stipulated in the constitution, all other indigenous

languages in Nigeria are by definition the mother tongue, and as such, based on the

arrangement in the constitution, they are qualified to be taught as subjects especially looking

at phrase 4, section 1, paragraph 8 of the National Policy on Education (1981) which states

that, "In addition to his own," i.e. the child's mother tongue. Thus, the child, apart from his

own, would have to grapple with two other languages, the English and one of the three major

Nigerian languages, namely, Hausa Igbo and Yoruba. There is no doubt the fact that with the

arrangement just described the teaching and learning of reading both at the level of learning to

read and reading to learn would be adversely affected.

Corpus planning of language has to do with the orthographic, phonon-syntactic,

semantic and morphological planning of language. The following levels of language planning

at the corpus planning are usually identified.: (1) orthographic innovation, (2)

harmonization, (3) change of scripts and spelling reform, (4) vocabulary expansion, (5)

simplification of register, and (7) preparation of language material (Bangbose, 1989, as cited

by Hamisa, n.d, para.2).These seven steps can be summarized in three terms namely,

Grapheme, phoneme and *Standardization. Grapheme* means designing the text or written

format of the language at the level of the smallest meaningful writing format and this includes

the grammar and the vocabulary while *phoneme* refers to designing the phonological format

of the language to ease writing and speaking. *Standardization* deals with a situation whereby

one language dialectical codes are super - imposed on the other ones and it becomes the

preferred language of communication. In this situation, the resources of such language are

often redesigned to meet such demand (Kaplan, & Baldauf, 1997, pp.38-49). Planning

language at the level of corpus involves all the processes just stated and it can be noticed that

the processes are somehow cumbersome and that it requires quite a lot of commitment and

dedication on part of the government of any nation. A situation whereby the standard of one

chosen language becomes the norm over the other existing ones in a given society requires a

lot of persuasions of the linguistic group whose language codes have to give way for the

preferred codes and the promotion of these new codes. It must also be stressed that corpus

planning influences status planning and that it as well has pedagogical implication with regard

to syllabus to be taught in schools (Baldauf, 2004). Another crucial factor in corpus planning

is the intricate nature of the modern neologisms and technological advancement. This may

affect planning at the corpus level.

Acquisition planning is a situation whereby "national, state or local government

system aims to influence aspects of language such as language status, distribution, and

literacy through education" (Liddicoat & Baldauf 2008, p.1). Another way of simplifying this

statement for clarity is that acquisition planning deals with the question of language in

education (Bauldauf, 1989; Bauldauf, & Ingram, 2003; Bauldauf, & Kaplan, 2005 & Ricento,

2000). According to the scholars just cited, the main thrust behind acquisition policy of

language planning at the corpus level much more than political undertone, has educational

implication with multifaceted problems plaguing this level of planning. These problems range

from human and material resources to implement this plan, problem associated with teaching

and the variety to be taught in school, and the plight of the ethnic minority (Ingram, 1990).

These are some of the early problems faced by most African countries, which adopted the

English language as their official language, they had to import foreign texts that are irrelevant

to the peoples' needs because of the lack of local books and taught by teachers who had little

knowledge of the rudiment of the language due to dearth of human resources (Nyati-

Ramahobo, 2000). There is no way the teaching and learning of reading would not be

affected.

Effect of Language Planning and Policy on Reading

It is generally accepted that any child without any form of pathological defect such

as hearing or speaking difficulty should be capable of making use of his/her language of

immediate community. He/she has this opportunity for at least six years before the beginning

of the official primary school career. As Chomsky (1957) stated, the child is linguistically

competent to effortlessly produce novel sentences of his environment. This child should be

able to make good sentences, and also internalize virtually all the linguistic features of his or

her mother tongue language or home language (L1), quite aware of the morphosyntactic

features of the language of his or her first contact. Introducing the child to early education in

this language will therefore not pose any serious problem to him simply because he is already

immersed in that language. Thus, whatever the child encounters in a bid to acquire

knowledge is not new. The early language encounter at home should therefore provide a

suitable ambience towards linguistic competence in the second language.

.   The second language here in the case of Nigeria is English. Swaffart and Arens

(2010, para.2) expressed this tersely thus: "for foreign language learners to read, they have to

be prepared to use various abilities and strategies they already possess from their reading

experiences in their native language." This view is further established in the remark of

Eurydice (2010), which affirmed that many migrant students perform below standard in

reading compared to their L1 standard because of the change in the language of instruction.

In Nigeria, an accomplished educationist, Professor Babs Fafunwa, expressed this view

tersely:

        If a Nigerian child is to be encouraged from the start to develop curiosity,

manipulative   ability, spontaneous flexibility, initiative, industry, manual dexterity,

mechanical   comprehension and coordination of hands and eye, he should acquire those

skills and   attitudes through the mother tongue as the medium of education, which after

all is the   most natural way of learning (Fafunwa, Macauley & Sokoya 1989, p.10).

It should be noted here that, Fafunwa's remark was referring to the cognitive, affective and

psychomotor domains of the child. The question that readily comes to mind is, "How many

Nigerian children are grounded in reading in their native languages before they are introduced

to foreign language?" For example, Fafunwa, conducted an empirical study referred to as "Ife

Six Year Primary Project (SYPP)" in the then University of Ife, (the now Obafemi Awolowo

University) between January 1970 and 1989 in Nigeria). The outcome revealed that children

taught over a period of six years with the mother tongue, Yoruba, (the experimental group)

performed much better than their counterparts whose medium of instruction from the third

year of primary school was English. The latter group known as the control group were taught

based on the National Policy on Education (1977) recommendation of Language of the

immediate background of the child for the first three years of education and thereafter, the

second language. The outcome led to the adoption of at least one of the three Nigerian major

languages as compulsory subject in the Senior Secondary School Certificate Examination

(SSSCE), (Fasokun, 2000). It has also been established by other researchers that "Children

who develop proficiency in using their native language to communicate, to gain information,

to solve problems, and to think can easily learn to use a second language in similar ways"

(Pererez and Torres – Guzman, 1996, p.96). Reiterating the just concluded statement; Clark

(n.d.,) stated, "Even young children who are learning a second language bring all of the

knowledge about language learning they have acquired through developing their first

language" (p.183).

        This suggests that the place of the first language in latent formal acquisition of the

second language cannot be underestimated. But a problem arises if the policy on education

and the planning of language are unstable with regard to the status accorded the English

language as the official language and the languages of the immediate background of the child.

This situation is not, however, peculiar to the Nigerian society alone as most of the African

countries colonised by the British are either bilingual or multilingual communities of

speakers, and have either adopted English language as official as well as language of

education with one or more languages of the immediate background as the national

language(s). It is needful to use one example from another country to illustrate this assertion.

The Botswana National Commission on Education (1977)   recommended three

years of instruction on early education only for the (1994) Revised National Policy on

Education to limit it to only one year. The child has hardly been thoroughly immersed in the

language before he now comes in contact with the second language. Even if the child has

been using the language for communication right from home, it has only taken place at the

level of aural – oral, not at the reading – writing levels (formal education). This would have

an adverse impact on reading instruction the child will face in his/her ability to learn the target

or the second language. The question of the minority ethnic groups is also very germane and

crucial in this arrangement because any child from this geographical setting plus the English

language as the official language, has to grapple with the mastery of his or her language, the

national language which he now confronts in the early stage of his or her education, then the

official language. To worsen the situation, he only has a year to develop linguistic

competence in Setswana before "all English" as the sole medium of instruction according to

the arrangement of the Revised National Policy on Education (1994).

However, as the child gets home from school on daily basis, it is either Bakalaka,

Barsawa, Wayeyi, Hambukushu, Baherero, Basubiya, Baciriku, Bakgalagadi, Bakgothu,

Bashaya, and Banajiya according to (Janson & Tonope,1991 as cited in Nyati-Ramahobo,

2000) depending on where the child comes from. Although the minority languages are not

taught in school but the child has already developed his linguistic and communicative

competence cum early concept formation in this language, and when he is introduced to

Setswana for a year, and later English language, he has a task of which one to choose from.

The problem confronting the minority Botswana child is that he is neither competent in his

national language, Setswana, nor the target language. Equally, there are the interference

features of his first language on Setswana and English languages. This is a big challenge for

the teaching of reading. Clearly, minority children have a herculean language problem to

confront.

This is the case for most of the African countries where English language has been

adopted as the official language and one or more languages as the national languages

recognized at the primary level of schooling with other unrecognized minority languages.

Children whose mother tongue is the language of instruction have been found to outperform

in reading instruction more than their counterparts from the African regions who are most of

the time polyglot or bilingual (Fafunwa, 1971). According to Ayodele (2012,p. 7):

The average Nigerian secondary schools' child cannot fare well in reading compared with her

British or American secondary schools' child, the Nigerian secondary schools' child reads

less than 160 words per minute even at reduced comprehension, the faster the Nigerian

secondary schools' child reads the less competent in comprehension he becomes. This is not

the case in countries like the American and the Japanese whose language of instruction is

their mother tongues. To conclude, this researcher submits that lack of cogent National

Policy on Education especially with regard to the question of language and inexpert language

planning in Nigeria, constitute an albatross to the progress of teaching and learning of reading

in English language. The effect of this has been an increase in failure rates of the students

sitting for examinations in various subjects.

The Nigerian Educational System and the English Language

In Nigeria, the adoption and usage of the English language is placed in very high

pedestal. This is because of the prime of place it occupies in the Nigeria state of affairs- it is

the language of business and commerce, official language and that of education etc. All

students have to undergo the same syllabus in all school subjects. The National Policy on

Education (2004) stressed that the teaching of English language has wide range of language

skills. Thus every child should be taken through these varieties of these skills with reading

being very crucial among them.

Today however, there has been a continuously high rate of failure in English

language at secondary school. As opined by Adekola (2012), poor performance in English is

the source of failure in most of the other subjects such as Geography, Government,

Commerce, and so on.

As in most West African countries, the problem of English language learning and reading in

particular can be traced to the strategy being used to teach in most Nigerian secondary

schools. This study shall consider this later.

Theoretical and Conceptual Framework

The Concept of Reading

One of the skills of communication for successful academic prowess to be learnt is

reading communication and this is the crux of this academic exercise. Many scholars have

defined reading, all pointing to the fact that reading is a complex process involving three

important stakeholders; namely, the reader, the text, and the writer. Bond and Tinker (1967)

stated that "reading is a process involving both the acquisition of the meanings intended by

the writer and the readers' own contribution in form of interpretation, evaluation and

reflection about these meanings" (p.22). Reading has also been defined as "a mental process

involving the interpretation of signs perceived through the sense organs" (Unoh, 1968, p.2).

Harris (1970, p.5) stated, "Reading may be defined as the act of responding with appropriate

meaning to printed and written symbols".

From these definitions, it is clear that reading is not a one-way affair; it is an interaction that cuts across the reader(s), the writer(s) and the material being read. There must be a kind of mutual agreement among these three agents. This is necessary because effective communication requires that the message being passed across by a would-be writer be thoroughly understood by a would-be reader for the purpose of the needed feedback. Here, it is clearly visible that the type of reading being talked about is not for the beginning readers still trying to recognize the printed symbols. However, in this type of reading, the understanding of the message can be hindered through the use of improper message symbols represented in black and white before the reader or the reader's inability to decode the message properly or correctly. This last statement has for long been the major focus of reading diagnosticians and researchers. Sharing his views about the concept of reading, Leedy (1956) as cited in Unoh (1968) states:

Reading is a matter of searching for the thought that was in the mind of the author and which now lies in the meaning of words, which are before the reader. In essence, there is one thing that the efficient reader does, that is, discovering what thought lies beneath the printed words (p.2). Corroborating this view further, Braam and Sheldom (n.d.) cited by Ayedun (1995) opined that:

Reading is defined as the interpretation of reading materials. This interpretation is based on the ability of the reader to understand the purpose of the author as well as what the author is saying. Reading is not only a rapid recognition of verbal symbols but also an understanding of the thoughts and ideas for which they stand (p.4).

From this last definition, it can be seen that much more than learning to read i.e. the "recognition of verbal symbols or capacity to decode letters and phonemes with no regard paid to meaning of the words larger units of expression" (Unoh, 1968, p.3), which is

comprehension; other advanced form of reading is needed for effective academic functioning.

This is referred to as reading to learn, the one being emphasized in this study.

In another term, reading can simply be interpreted to mean, knowing what the author

says about what s/he writes, and pre-empting him/her for what he/she intends to say but which

he has not said. In other words, an effective reader is able through reading, to search for the

deep intended meaning of a writer. Another way of elaborating the aforementioned further is

that reading entails flowing with the writer's thoughts. To therefore judge or evaluate

effectiveness in reading, the readers as well as the writers are expected to have shared a

common bargaining – the writer, taking into cognizance a number of factors, such as the

target audience's age, culture, religion as well as other socio-psychological and environmental

factors while the reader is expected to decode the message of the writer rightly. Any

alteration of this joint venture otherwise has been the cause of underachievement in reading

comprehension.

Another interesting side to the definition of reading is emphasized in the statement of

Ayodele (2012,p.2) where reading is perceived to be the "ability to make meaning from the

queer looking signs on paper". A way of interpreting the just concluded statement is that the

printed word does speak and the speech can only be heard through the accurate interpretation

of the reader. To summarize the foregoing, the statement of Austin (2010, para.1) is very

crucial. It reads thus:

> .... Reading is a process undertaken to reduce the uncertainty about meanings a text
>
> contains the process results from a negotiation of meaning between the text and its
>
> reader. The knowledge , expectations and strategies a reader uses to uncover textual
>
> meaning all play decisive roles in the way the reader negotiates with the text meaning.

From the above statement, it is clear that the concept of reading from time immemorial and its

perception even now is not much different looking at its several definitions. One thing central

and common to all these definitions is that the writer, the text, the reader as well as his or her

background knowledge are essential for any meaningful reading to take place. The roles of

these agents in the process of making meaning out of what has been read which effective and

efficient reading entail cannot be underestimated. Arising from these various definitions of

the reading concept is that reading is a cognitive activity involving the process of   *accurately*

interpreting the printed symbols of a writer. The fore-grounded adverbial is germane to this

study because inaccurate interpretation of the intended meaning of the text is the harbinger of

so many reading problems among readers.

Reading plays a pivotal role in the life of every human being and particularly in the

expression of the school curriculum of any form be it primary, secondary and tertiary

institutions of learning. This statement connotes that, as noted by Obanya, (1982, p.16)

"reading is very important because it is used as a tool for study, for awareness, for future

employment and recreation". The implication of this statement is that reading is synonymous

with scholastic excellence and that teaching and learning only can be guaranteed through

reading.

Factors Determining Reading Achievement

As imperative as reading is to successful academic venture, the following factors,

grouped   into "A" and "B" have been discovered to be determinant of reading achievement.

In the "A" group are the home related factors- very crucial as far as this study is concerned In

"B" group, the school related factors are considered, also crucial as far as this study is. The

other important   factors that are outside of home and school to be briefly considered include

the intellectual capacity of the child, interest, and education system and language situation in

the country. These are also relevant within the context of other issues to be raised as this

research continues.

(A) Home Related Factors

As the first socialising agent, the home background of a learner to a very large extent

plays crucial role on a child's later development and school development. It determines for

example, the attainment, the height as well as the depth of the child's academic achievement.

The home serves as the first school of the child and the home, through the parents, is expected

to develop in the child proper reading culture to enhance optimum academic achievement.

Sadly, however, the reverse is the case in many instances. This is due to a number of factors.

A home where both parents are illiterates would not enhance positive reading. This is the

situation of reading and education in general (Adepoju, 1999 & Ayodele, 1988).

The home of the learner can also be viewed in terms of the family related factors

dealing with the socio-economic status of the parents and how they cater for or provide the

basic learning needs of their wards. In Nigeria, most parents cannot provide for the basic

necessity of their children such as clothing, housing and even food, so buying reading

material is out of the question. In other words, poverty in most homes has rendered ineffective

the sole aim of teaching and learning (Ijaiya, n.d; Ndagana, & Ogunrombi, 2006; Noble,

Farah &McCandliss, 2006; Okafor, 2004; Onyile & Olawolu, 2011; Robert, 2011, &

Ukaobasi, 2012). Associated with this is the effect of single parenthood (Alika, 2012;

Akomolade &Olorunfemi- Olabisi, 2011; DiSibio, 1981; Lawal, & Adeniran, 2007;

Oluwatosin & Joseph, 2011; Uchenna-Obike, 2013 & Uwaifo, 2008). This is also a very

important factor determining achievement in reading comprehension and academic

performance in general because even in the advanced countries, the effect of single

parenthood on achievement in reading and academic performance generally, has been

negative (Pong, 1997; as cited in Barajas, 2011). This is because rearing a child by both

parents is an arduous task on its own, not to talk of being a single parent taking up the

responsibility of the child or children.

   Another home related factor essential for achievement in reading has to do with

parents' involvement in their children's school activities (Chia-Huichiu & Hwa-Wei-Ko,

2008; Hara, & Burke, 1998; Loucks, 1992; Michigan Department of Education, 2002; Rogers,

Theule, Ryan, Adams, & Keating, 2009; Michigan Department of Education, 2002, Weihua,

& Williams,2009). It has also been established that involvement with reading activities at

home has positive influence not only on reading achievement, language comprehension and

expressive language skills (Baker; 2003; Baker, Aflerbach, & Reinking, 1996; Gest, Freeman,

Domitrovich, & Welsh, 2004; Jhonson, Bornman & Alant, 2010; Rowell, 2012, & Wilson,

2011) but also "attitudes toward reading and attentiveness (Rowe, 1991 cited in Clark, 2007).

   Other home factors whose availability or otherwise will either make or mar

achievement in reading comprehension include parents' earning power, ' (especially a sole

mother's) and education attainment. Even in homes where both parents take care of the

child, the role of the mother in early reading education cannot be underestimated. While

comparing the impact of the fathers and mothers socioeconomic status on student's

performance, Mark (2008) found that in so many countries, the effects of mother's education

on reading are stronger than those of father's education (Bock & Miller, 2010 & Yetis-

Bayraktar; 2008).

Early research has also linked the low academic achievement of Latino students to "parents

with low level household income and low level of formal education". (American Federation

of Teachers, 2004, p. 5).

(B) The School Related Factors

   The second home of the child is the school. The child spends about eight hours of the

twenty four hours each day in school. The school setting itself is made up of the learners, the

teachers and the learning environment. The extent to which a child learns is determined by

these three important factors under which there are so many other factors that are determinant

of achievement in reading. For example, the teacher's qualification, experience, attitude to

teaching, professional acumen, etc., would determine teaching learning efficiency and

consequently, optimum achievement in reading.

   Rockoff (2004) reports that, "School administrators, parents and students themselves

widely support the notion that teacher's quality is vital to student achievement" (p.247).

Equally important are the school based factors and teaching methodology adopted by the

school to teach reading. These include availability of reading materials – that is, whether the

school library, if available, is stocked with relevant reading materials, (Anderson, Wilson, &

Fielding, 1988; Bauqartner, Lipowski & Rush, 2003; Carlson, *etal,* 2008 & Gambrell, 1996);

how the teaching of reading is carried out by teachers (Darling-Hammond, 2000; Pianta, &

Stuhlman, 2004; Rockoff, 2004 & Welinglinsky, 2000); and the types of instructions (Bloom,

1984; Galbraith, 1998; Knapp & Associate 1995; Smith, Lee & Newman, 2001). Other

factors include infrastructural facilities (Browers & Urick, 2011, Cellini, Ferring & Rosthtein,

2008, & Jegede, 1982), and how specialization regarding instructions are maintained so that

each teacher handles an aspect he or she is best suited to teach (Hill, Rowan & Ball, 2013 &

Slavin,1984); dimension and type of school/teacher/student ratio in the classroom; interest

and attitude of students to reading (Gatabu, 2012; Rivkin, Hanushek & Kain , 2005 &

Scavedra & Opfer, 2012).

It has been observed that one of the strong factors boosting effective learning and good reading achievement has to do with school type and how the school is managed. This has a lot to do with whether the school is learner friendly. Young learners would not want to learn in an hostile school environment (Adeyemo, n.d & Angeline, 2008). This however, depends on how dexterous the school management usually headed by the principal in a secondary school system, is able to manage both the teaching and the non-teaching members of his/her staff. This is determined to a very large extent by the leadership qualities of the school's head. For instance, effective leadership and good communication will determine how the head issues instructions to both the teaching and non-teaching staff. As has been strongly noted by James, Stronge, Richard & Catano (2008, para.5). "The development of a clear vision and goals for learning is emphasized by principals of high achieving schools. They hold high expectations that teachers and students will meet those goals and hold themselves responsible for the success of the school." An effective school manager also ensures that organizational structure of the school is conducive to teaching and learning not only of reading, but also of other learning activities in the school. It sets up an organizational structure capable of boosting the morale of the teachers and inducing the learners to learn, thus, promoting optimum achievement in reading. Proactive school heads champion this type of leadership.

In addition, a school leader should be highly resourceful. Resourcefulness of a school leadership is predicated upon the number of exposure that he/she provides for his/her teaching and non-teaching staff. For example, in-service training such as continuing professional development program has been found to be strong determining factor of positive reading achievement (Daniel, 1982; Dildy, 1982; Furchs, Deno & Mirkin, 1984; Lassen, Steele, Michael, Sailor, 2006; Rowe, 1995; Stallings, 1980, & Walberg & Tsai, 1985) and the

frequency of time teachers are exposed to such trainings could be a strong predictor of

achievement in reading comprehension. Lastly, Edmonds (1979) also listed five ingredients of

an effective school thus: "Strong administrative leadership from the school head, high

expectation of student achievement, safe and orderly atmosphere conducive to learning, an

emphasis on the acquisition of basic skills and frequent monitoring of students' progress"

(Rowe, 1995, p.69).

To anchor the discussion on school factors, it can be stated that factors such as

teachers and/or instructors characteristics, students' cognitive (Meece & Hoyle, 1988) and

affective and characteristics (Herbert, Smith & Barness, 1985; Rowe, 1991; Wayne, John &

Anita, 2006) administrative and management style of the school, which are all composite of

the leadership qualities of the principal, are strong predictors of achievement in reading and

learning generally. All these factors are school- related and the extent to which they can be

manipulated will determine achievement in reading and learning generally.

(C) Outside of Home and School Related Factors

Apart from the home and the school related factors, Ayodele (2012) identified the following

factors as outside of home factors.

(i) Intellectual Capacity of the Child

No matter what the school or the home does, a child whose intelligence quotient (IQ)

falls below expectation cannot read. Most often, such children perform below their age. At

say, twelve years old, when they should be completing their elementary schools, they are

there in the lower classes. In appearance and their oral presentation, a quick observer is able

to notice and discern their condition (Blackwell, Trizesniewski & Dweck, 2007; Chronister,

1964; Share, Mcgee & Silva, 1989).

(ii) Education System

It is needful to stress that the Education system in Nigeria according to the 1977

National Policy on Education and its Revised Edition of 1981 was 6-3-3-4 system, now it is

9-3-4 system based on Universal Basic Education arrangement during the second coming of

the Obasanjo led Civilian Administration in Nigeria in 1999 (Kusamotu, 2007). Also, it is

axiomatic that a well- planned education system is likely to boost the performance of reading

in our schools. But a situation whereby policies are spelt out on white paper without being

backed up with financial as well as moral commitment by the formulators and planners have

been the bane of teaching and learning in most African countries.

Also, constant change of educational policies can negatively impact on teaching and

learning and invariably, the teaching and learning of reading. For example, the National

Policy on Education in Nigeria on a number of times (1977, 1981, 1998, 2004) have been

changed. Another good example is the Botswana school arrangement where there is the

English medium school system where the language of instruction from the lower to the upper

grade of school is English language as well as the government schools where the medium of

instruction at the lower primary schools is the Setswana language. This, to the researcher, is

double standard not auguring well for the education system.

(iii) Language Situation in the Country

The Revised National Policy on Education (1981) compelled the child to learn the

language of his or her background as the national language. This means that a child from any

of the minority groups must master the English language, either of Hausa, Igbo or Yoruba as

well as his local language. In Nigeria, it must be realised that the child must have internalised

the features of his or her mother tongue before the official school age of six years. If the child

is, however, unlucky to be residing in places where the three major recognised languages-

Hausa, Igbo, and Yoruba are the major instruments of communication (The Nigeria

Constitution, 1979), then he has to struggle with the mastery of his or her native language

being used at home, any of the officially recognised major languages in addition to the the

English language that he now confronts in school. Thus an average Nigerian child is either a

bi-lingual or polyglot, that is, either speaking two or more languages. Compare a Nigerian

child with an English child in either London or Birmingham; he confronts the language at

home and in school. But in the Nigerian case, when s/he is at home, it is the local language, in

school however, it is English. There is no way the child can be more proficient in reading

than those who use the language as that of instruction in school and medium of

communication at home.

(iv)Values of Reading

Reading plays a very pivotal role in the life of not only scholar of any category, who

has to read very large numbers of textual materials but also, of a layman. Imagine a large

volume of reading texts flooding our various streets. Billboards are displayed everywhere

offering a wide range of information on how to do one thing or the other, giving information

on the new products, directing motorists, and a host of many other necessary and crucial

information for our daily survival. For example, somebody who had just bought an electronic

product would have to read up the manual for its installation. Likewise, a patient who had just

been introduced to a drug needed for his or her ailment must read the manual to know how to

apply it. Various transactions in form of written agreement must be read before accords are

reached on issues. For instance, legal documents are to be read before being agreed upon in

signature – landlord / tenant agreement, land purchase agreement, etc. So also, a new graduate

would have to read a large number of information on newspaper to seek for employment

opportunity. Equally is the importance that the Nigerian society attaches to being efficient

readers. For example, some of the nursery rhymes and songs in the Yoruba speaking society of Nigeria are composed with vocabularies and dictions emphasising the importance of reading. Notable among them is "Eko dara, e jeka lo si ile iwe", interpreted to mean "learning is good let us go to the *house of books*". The literal interpretation of   the italicised phrase could be interpreted to mean where reading is taking place or emphasised.

The meaning of the above expression is that the modern man cannot afford not to read unless he or she is residing in a cave according to Ayodele (2012). Going back to the academic circle, reading is very crucial to achieve the goals of teaching   and learning. Thus, for any meaningful expression of the school's curriculum, ability to read is required of a would-be scholar. Obanya (1987) opines that "reading is important because it is used as a tool for study, for awareness, for future employment and recreation ''. Indeed, reading is synonymous with scholastic excellence. The Nigeria National Policy on Education places a lot of emphasis on literacy education, which deals first of all with the ability to read, and thereafter, writing.

The Nigeria National Policy on Education of (1977), and its revised versions of (1981, 1994, 1998, 2004) all stressed the importance of early reading education directly or implied. Similarly, the Revised National Policy on Education in Botswana (RNPE, 1994) accorded reading a prime of place. One of the aims of the policy's ten years basic education is "developed awareness and /or literacy… ability to express themselves clearly in English, in Setswana…'' (Curriculum Blueprint, 1995, cited in Article 26{1}, Universal Declaration of Human Right).

Onukaogu (2003, p.2) states that " Reading is indispensable to a people in the promotion of their culture and civilization''. Today's world is fraught with quite a lot of reading challenges and it is utterly impossible for anybody to cope with the quantity of

printed materials that are daily confronting the humans' world. Consequently, this stresses

the need to greatly enhance our reading techniques and strategies.

Reading Strategies

The methods being used to unlock or determine the meaning of a given text is

referred to as reading strategy. Readers as well as teachers of reading could adopt variety of

strategies to comprehend what a given text is all about. Readers could engage in going over

the passage to re-read what has been read depending on the task of reading before the reader

as well as the reader's level of comprehension. A reader can also depend on his or her

background knowledge to know the gist of a given text. As spelt out by Baldrige (1970), the

following reading strategies have been found to be very useful for teaching reading:

(1) Survey reading, (2) speed-reading, (3) phrase reading, (4) close reading, (5) critical

reading, (6) inquiry reading, (7) and aesthetic reading. (pp. 1-163).

Each of these strategies has objectives and methods, which we shall deal with briefly.

Survey reading is used to grasp the meaning of major points quickly. It can help the

reader to discover overall organization of material within a short period of time. The purpose

is to gain an overall familiarity with the material in a very brief time. To survey, the reader

asks himself or herself the following questions: who is the author? What is the book about?

Why read it at all? Survey reading is not ideal for serious academic reading but it can be used

to arrive at major decision about academic reading.

Speed reading or *scanning* is used to obtain general familiarity with the content of the text by

scanning at exceptionally high speed. This is a special application of speed that helps a reader

to find specific information at a glance. It helps the reader to avoid a great deal of unnecessary

reading. There are different types: vertical scanning, which is a straight movement down of

the eyes at the centre of a page. Diagonal scanning is reading from the upper left hand corner

of the page. In zigzag scanning, the reader alternates his or her glance from side to side or

from page to page. In spiral scanning, the reader progresses round from the corner of the

pages in a spiral or cycling style. Block scanning involves proceeding down the page, then

hesitating or hovering briefly over one point of print at a time, moving down again quickly to

the other block to find the information being sought.

Phrase reading is a strategy in which comprehension is strengthened while increasing reading

rate by idea instead of words. It takes place at two levels:

Mechanical: The eyes will have to move more quickly by looking for groups of words rather

than stopping at every word. It involves greater use of the reader's visual span over a large

cluster of words. Efficiency at this level increases reader's comprehension and helps to grasp

meaning and understanding.

Conceptual level: It is connected with thinking and understanding. It helps the reader to take

clusters of words slowly and determines the idea of each cluster of words. It includes the

following:

*Structure***:** At this level, the reader determines different levels of meaning. This includes the

central theme, main point and detail. This is good for teaching summary and comprehension.

Every text contains the idea and gist or inconsequential information. Readers must recognize

the relationship among these different levels as well as the part within each level.

*Annotation***:** a mean by which a structure is made so visible as the reader reads through a

system of symbols. It involves marginal note, made up of associations, objections and

questions. It helps the reader to take quick decisions about the material.

Summarising: this is a review of what has been read, representation or restatement in a

reader's words to aid understanding.

Inquiry reading helps the reader to develop a longer level of reading and discover deeper

levels of meaning. Questions need to be asked to create interest. Inquiring involves vigorous

and persistent questioning as the reader searches for the depth of understanding that will

satisfy his / her curiosity and purpose for reading. It involves a steady flow of questions and

control over their qualities.

Critical reading's objective is to seek well-reasoned judgment to have deeper information

through sound analysis.   Readers analyse what has been read by making critical judgment of

the writer's intention. This involves knowing what was stated and then going to judge the

value of what was written, how it was written through questioning, inferring, relating and

evaluating.

Aesthetic reading takes place whenever the reader wants to expand awareness and facilitate

enjoyment in reading. It helps the reader to derive meaning in a poems, short stories or

novels. It deals with that which appears on the surface but with deeper meaning. Other types

of strategies attached to this strategy are:

Questioning: If the reader is dealing with a poem for example, he is expected to ask questions

such as, what is the poem all about. What is the impact of the setting of this poem? What is

the subject matter? Who is the author? All these questions will facilitate the reading

comprehension. A serious reader must see and feel what has been implanted in the text. The

picture created by the author represents the feelings, thoughts and experiences he wants to

relate with reader. This experience is best participated in by visualizing it.

Relating: Here, the reader is connecting written ideas with other of his or her world's view.

This is dealing with the past experiences of the reader, that is, those s/he heard or read before.

This is to foster understanding.

Inference: This has to do with reaching a conclusion that is not directly stated by the author but which can be reasonably arrived at by weighing the information contained in the passage.

Arising from the foregoing are the following sub strategies that are crucial to this study:

(a) Previewing the text (Clarke &Silbertein, 1977; Coady, 1979 cited in Sheorey & Mokhthari,2001) (b) Problem solving strategy (Jill, 1977; Magnus, 2005) (c) Contextualising strategy (Inferential Reading,2014; Hirsch, 2003; Shrum&Glisan, 1994) (d) Outlining and summarising (Inferential Reading, 2014) Audio –visual (Dobson, 2012; Clarck, 2007) (e) Aura –oral (The Aural /Oral approaches,2010; Rosado,2008) and (f) Assessment strategy (Early Reading Strategy, 2003).

There exisits a parallel between the sub-strategies above and that of Baldridge (1970) earlier cited. For example, previewing as a sub-strategy emanates from say survey reading, speed reading and phrase reading since what the reader does while previewing is aimed at having a grasp of what the text to be read is all about (Clark & Silbertein, 1977). A reader contextualises a given reading passage if his or her metacognition has to be called forth while reading, thus making inquiry reading, critical reading and aesthetic reading very crucial. This is because to comprehend what is being read fully, the reader needs the skill of how to place the text in its "historical, biographical and cultural contexts" (Critical Reading Strategy, n.d,para .2). Problem solving as a sub-strategy is enhanced whenever the teacher assigned the readers to a specific task while reading and this may bring about critical reading which in itself a reading technique is. What is being stressed is that inherent in a strategy are various strategies that can be employed by a teacher to effectively teach reading and thus enhance comprehension.

International Reading Association (2007,p. 2) highlighted the following strategies for

effective teaching of reading:

(1) Word level instructional strategies – Teachers are expected at this level to come up with

different types of teaching strategies that will help the students at the elementary stage of

learning to read. The instructional strategies should be centred on word recognition,

meanings, phonemic awareness and phonic instruction. A close attention should also be paid

to how words are arranged otherwise referred to as syntax. A way of summarising this is

teaching strategy on how to help the students to develop oral language.

(2)Text level Comprehension strategies – At this level emphasis must be laid on how to help

the students to make meaning out of a reading text. This includes instruction on how to assist

them comprehend what they are reading. Instruction on how reading fluency and vocabulary

knowledge can help them to understand a reading text is also essential at this level.

(3) Reading-writing connection – There are connections between reading and writing and

instructions on this must be taught by teachers of reading. Strategies that emphasise

connection between reading and writing and and how this link can help students to

comprehend information and literary texts should be taught to students at this level.

(4) Instructional approaches and materials – Teachers are admonished to be eclectic in the

choice of instructional strategies to be used. They must be selective in their choice and should

be suitable to the level of students. Another fact is that the instructional materials should be

adjustable at any time the need for such is required.

(5) Assessment- Teachers should be ready to use assessment techniques that are relevant to

the instruction on reading. This will assist the teacher to be able to react appropriately in

taking instructional decision that will make the students become better readers.

Reading Habits and Reading Abilities of Nigerians

The statement credited to Sangaeo affirmed the saying that has almost become an axiom that, "we are not a reading society in Africa but achatting society" (Sangaeo 1999, as cited in Busayo, 2011, para.1). Positive reading habits, the hallmark of any successful academic engagement of whatever form, primary, secondary or even higher institution of learning is lacking among the sub- Saharan Africans. Reading habits, defined by Tella (2007, p.118) is "the behavior which expresses the likeness of reading individual types and reading taste." Embedded in this proposition is the reading ability of an individual. What then is the reading habit of the Nigerian students like?

Yani (2003) berated the reading habits of an average Nigerian school child of whatever level viewing it as a source of worry and concern to the education industry. Nweke (1993, as cited in Adebayo, 2009) stated that it is high time the habits of reading among the Nigerian students was taken with the seriousness it deserves, while Sangaeo (1999) counselled   that good reading habits should be promoted in Nigerian secondary schools (Busayo,2011). Adebayo (2009) also discovered in his study that classroom teachers in Ado Odo Otta Local Government secondary school only read the textbooks meant for teaching in their various classes, they do not have fixed time for pleasure reading whereas, according to Ketsitlele and Galegane (2011), students who read for pleasure excel in their academic work.

Factors that Determine Reading Efficiency

According to Ayodele (2012, pp.11-12), the following factors to a large extent determine reading efficiency:

(a) Text type

(b) Purpose of reading

(c) Familiarity of the of the discipline

(d) Reader's psychology

Text type has to do with the style that a text writer adopts in writing the text. Thus, a text that is certified readable for a senior secondary school student would not be appropriate for a primary school pupil. Texts that are fraught with unfamiliar vocabularies, long paragraphs of compound and compound complex sentences may not be readable for a child starting its mid

primary schools. It is in the light of this that writers require special training so that they can meet the need of their target audience.

The purpose of reading is also a significant factor in determining reading efficiency. If a reader reads with a set goal, such as of passing examination, attending an interview, etc., reading efficiency will be enhanced. Similarly, the interest of a reader may not be affected if reading is not attached to a certain utility value. Normally, a text whose discipline matches the expectation of the reader would not be difficult for the reader to understand and so would not present any serious problem. In the same light, unfamiliar text may not be understood during and after reading. These factors are best grouped under motivating factors or motive behind reading.

The Psychology of the reader is also a very crucial factor determining reading efficiency. A reader whose mind is unsettled may not achieve much. Of relevance here also is the timing of reading. A reading exercise that is done when ordinarily the reader should be in bed cannot achieve much. Similarly, any reading done when the reader is experiencing trauma or experiencing a difficult situation, e.g. because of the loss of a dear one or general weakness of mind and body is not likely to achieve its purpose. This leads us to some problems associated with reading and the reader, tagged as reader related problems.

Reader Related Problems

Reading is carried out with purpose and intention: for pleasure, relaxation, passing

examination, receiving information, and so on. The purpose for which reading is undertaken

will determine the reading rate. Reading rate is the speed at which the reader reads, and this to

a very large extent determines assimilation in reading. For example, reading for passing

examination and reading for pleasure require different reading rates. Different reading

strategies such as previewing, skimming, scanning, first reading, second reading, etc. may be

employed for different purposes.

There are different factors that inhibit reading efficiency. Among these are:

(a) Regression or re-reading

(b) Excessive eye fixation

(c) Finger tracing

(d) Head movement -

(e) Vocalization and sub vocalization

(f) Over reliance on dictionary (Ayodele, 2012, p.12).

Each of these factors is to be discussed briefly.

First, *regression* is a reading habit of going over what has been read before. This slows down

the speed of reading and it poses a very serious challenge to comprehension while reading.

The reader may be tempted to want to regress especially when coming across some unfamiliar

vocabulary in a text. Rather than regressing, reader should read by making use of the context

clues to decipher the meaning of unfamiliar vocabulary (Okoro, 2006, Ahuja & Ahuja, 1995).

Excessive eye fixation is a habit of fixing one's eyes on an individual word rather than group

of words. The reader's retina sticks to a word rather than a group of words. What the retina

does is to send information to the brain and the brain then interprets the information sent. This

is what brings about understanding in reading and one of the reasons reading is said to be

cognitive. If, however, the retina does not pick enough words, nothing will be there to send to

the brain and comprehending the material being read becomes difficult. At any point in

reading, the eyes can pick as many as three to four words and this can be used maximally to

facilitate flexibility in reading (Priyanka 2013, Robert, Inita, Bangucku & Ivars, 2008; Werger

& Inholf, 2006).

Finger tracing is another reading problem; the reader tries to trace each word one after the

other with his or her hand. What finger pointing does is to slow the reading phase as the

reader continues to touch each of the word one after the other (Rentzel, 1995).

Head movement is a habit of moving the head from left to right or vice versa as one reads.

While reading, it is the eye that is picking the words, not the head. The effect of moving one's

head from side to side is distraction that will lead to lack of concentration (Shobi,2012;

Nilsson, & Nivre, 2013).

Vocalization is the habit of saying loudly what one is reading. This causes a lot of distraction

not only to the reader but also, those reading close to the reader. Vocalization is only allowed

at the lower level of reading to teach pronunciation as well as word recognition (Shobi, 2012).

Sub vocalization manifests when the reader is murmuring while reading. This can be noticed

when the reader's lips are moving as reading is going on. This can also lead to loss of

concentration (Nordquist, 2013, & Nowak, 2012).

Over reliance on the dictionary also slows down the phase of reading, a situation whereby the

reader has to look up for the meaning of every unfamiliar word in the dictionary all the time

while reading. Instead of making use of the context clues, the reader consults the dictionary

all the times. This will cause loss of recalling the information already read.

Models of Reading

Just like the paradigm shift witnessed when it comes to dealing with the teaching and methodology of language – from traditional to structural and structural to communicative approaches, reading, an offshoot of language, has also undergone a long process of change from traditional to cognitive and from cognitive to meta cognitive models of teaching and learning. These models form the theoretical underpinning offering insight into the practice of teaching and learning of reading.

Thus, theories dealing with reading fall within the purview of the following models:

Transmission or Traditional Model

Transaction Model /cognitively / Meta cognitively based

The Socio- Constructivist models

Efforts shall be devoted to consider each of these models briefly. Thereafter, attempt shall be devoted to their applicability to this study.

Transmission or Traditional Model

Onukaogu (2003, p.3), citing Kerby (1995) said that, "the transmission model emphasizes the written text as the most important element in reading; it is text based". According to the proponent of this model, a meaningful reading occurs when the reader makes the text the central focus of his or her reading. Thus, efforts should be geared at paying close attention to the written words in the text. This model is also referred to as the bottom (text) /top (brain), approach. Onakaogu (2003) making reference to (McCarthey & Raphael,1992) expressed this view succinctly, "when attention is on the written text the pupil's brain extracts, retains, and utilizes the message or information which the text transmits" (p.3). The term transmission model is so named because in the process of meaning making while reading, the child contributes nothing, and the text supplies the meaning of the

text being read. The child's background knowledge, which is very crucial while reading, is

disregarded since no recourse to the experience the child takes into reading right from his or

her home.

The efforts of the teacher in this type of model is to condition the pupils to a series of

techniques that will assist him or her in extracting meaning out of the text and so, he fashions

(i.e. the teacher) out series of activities that the child is expected to perform. With lots of

practice and adequate use of the worksheets, a number of strategies and skills are usually

carried out. The teacher tries as much as possible to prevent any element of risk in the

teaching and learning of reading since error is forbidden. It suggests that learning is not taking

place. Engaging in the real reading activities will be delayed until the 'all-knowing' teacher is

pleased or satisfied. The teacher preoccupies the pupil with the mastery of the letter

sound/recognition as well as comprehension. He tries as much as possible to see that the

pupils are able to combine letters to form words, words to form phrases as well as sentences.

Through this process, the belief is that the pupil should be able to understand the meaning that

the various segments of the text transmits

One of the strong arguments against this model is that it is teacher- centred. This is

because the experience that the child brings from home is not allowed to be used thus the

child becomes inactive in reading. The teacher, being the 'Alpha and the Omega' of his class,

thus brings into reading all the bad habits and opinions he has formed over the years into

reading. (Onakaogu, 2003). In other words, the teacher teaches as he or she has been taught to

read.

The Transaction Model

Unlike in the transmission model, the proponent of this model makes the child an

important agent in the reading process in that s/he forms the focal point in the business of

reading. To the proponent of this model, reading is language based and since every human being is endowed with the innate capacity to acquire language (Chomsky, 1957), he also has the innate capacity to also acquire reading (Phelkps, 1988, cited in Onakaogu, 2003). The model is reader based (Goodman, 1967; Goodman & Goodman, 1977). With very rich background knowledge and wide experience from the community and the child's home, the child approaches the text with finite set of strategies to unlock the meaning of the text being read (Onakaogu, 2003). To this school of thought, reading is carried out in the form of transaction between the text and the reader (Goodman, 1967). According to (Onukaogu, 2003, p.5), "The child negotiates, constructs, reconstructs, and makes meaning from the text based on the previous and the current experiences which s/he brings to bear on the text''

Rosemblatt (1978) came up with a model she called "The Transactional Model" in her text referred to as "The Reader, The Text, and The Poem". The main thrust of her theory is that the skill of reading literature involves a sort of transaction between the text and the reader. The transaction model, also called the top (brain) bottom (text) approach to reading (Gunderson, 2009, p.36), "suggests that meanings resides in the minds of the readers" (Kruzinga, 2010, p.8). Thus, the reader brings the experience and the information already inherent in the brain (top) to determine the meaning s/he gets from the passage (bottom). According to the proponent of this model, reading is perceived as trial and error in that a child while trying to read can make as many mistakes as possible because it is only through this mean that the child can read. Thus, in this model, error is not disapproved of as it is a leeway to achieving success in reading. Based on Onukaogu's (2003) submission, to achieve maximum success in reading, the reader calls up combination of strategies such as schema, meta-cognition and text structure analysis strategies to interact with the text.

At this juncture, it is necessary to briefly discuss the concept of schema in line with the transactional model approach to reading. The founding fathers of schema/schemata (singular and plural), such as Jean Piaget, Barlett (1896-1996) proposed that, "People have schemata (plural), or unconscious mental structures that represent an individual generic knowledge about the world" (Rumelhart, 1980). Simply interpreted, most human species have consciously or unconsciously internalized the features of some certain world's views, which are often brought to fruition whenever the need arises. Put otherwise, individuals are considered to have strings of concepts, which when occasion demands, are recalled for certain objectives. Based on transmission model of reading, the role of schemata or schema in helping the reader to understand the text cannot be undermined since it takes into cognisance the important role of the background knowledge from the home, the school and the immediate and the wider community. To then relate with the text very well depends on the dosage of the schema or the schemata inherent in the reader, that is, the totality of the background experience the reader brings into reading.

Looking at the meta-cognitive strategy, Flavell (1979, p.906) defines the model as "thinking about thinking", that is, according to Cross and Paris (1988, as cited in Lai, 2011, p.4) it is, "the knowledge and control children have over their thinking''. In line with all these remarks, Meta -cognitive deals with how a learner reasons, reflects and meditates upon what has been learnt. The learner or reader is not a passive recipient of the knowledge being shared but rather an active participant in the whole process.

Concluding the submission on meta-cognitive strategy on reading, proficient reader(s) is/are those who strive to make meaning from what they are reading. They use their Meta cognitive skill to deliberately either consciously or unconsciously connect themselves to

the text being read as well as paying closer attention to discover even the inherent meaning of

the passage.

From the foregoing, one can conclude that unlike the transmission model in which the teacher

is the central focus of reading, the transaction model sees reader as dynamic and as capable of

making useful input in the whole process of reading as a result of the contribution from the

home, the school and the community. All these form the basis for the background knowledge

(schema/schemata) that the child uses to encounter reading.

The Social Constructivist Model

Social constructivism according to Huang (2009, p.174) provides a "psycholinguistic

explanation for how learning can be fostered effectively through interactive pedagogical

practices". Looking at the social constructivist model and the teaching of reading, one

discovers that the teacher still has much to do in teaching learning process of reading. But in

performing his role, the teacher must accept that the child too has a lot of role to play in the

process of reading; thus, his or her background knowledge must be respected because it is the

facilitator of the learning process. Also, the teacher must allow for learners' mistakes and

correct them. Much the same, the teacher should not see himself as the sole facilitator of

learning in that he/she needs input from the home and the environment of the learner.

Consequently, some collaboration between the teacher, the home, and the wider community,

is required to achieve maximum success in the teaching and learning of reading.

John Dewey (1896-1952), one of the foremost proponents of social constructivist

theory strongly advocated that learning is only meaningful when the experiential knowledge

from the environment is brought to bear in the process of learning. Other social

constructivists, that followed like Wladyslaw Strzeminski 1893-1952, and Lev Vygotsky

1896-1980 (Social Constructivism, 2013) all emphasized the role of experiential learning

which the learner also brings into learning and that the duty of the teacher is to help the child

to develop this inherent knowledge. John Dewey stated this tersely "…education must

provide for exploration, thinking and reflection; and that interaction with the environment is

necessary for learning"(Social Constructivism, para. 2013). The message being passed across

in this statement is that the exponents of the model are of the views that every stakeholder

should be involved in the onerous task of assisting the child to learn and reading is not

exclusive. The teacher is expected to perform his or her role as facilitator of learning

conscientiously, while the community must ensure that unqualified teachers are not allowed

to partake in the business of teaching and learning of reading. Thus, in this model, the

community must ensure that the teachers are professionally competent by exposing them to

regular continuing professional development and the community should not also undermine

the provision of a well-equipped library.

Synonymous albeit slightly with the model just highlighted is the social capital

theory by Coleman (1988). The theory, which stems from sociological point of view, stressed

the fact that much can be achieved if species of or group of people with common goals team

up together. Coleman's emphasis is predicated on the premise that the child's background is

very important if   learning is to take place. He then did an x-ray of three components in the

family background of the child, namely, "financial capital, human capital and social capital''

(Coleman, 1988,p.109). Financial capital is measured by financial capability of the family,

while the human capital deals with the level of education of the parents. On the other hand,

social capital deals with the attention, support and the care that the child receives at home.

Coleman also reported that the parents of a given district school with collaboration

with the school authority would prefer to buy two recommended texts instead of one. Later, it

was discovered that the remaining ones were being used to assist their children in their home

assignments. Here, one can see that there is a mutual interaction between the parents and the

school, this is an example of social capital. Relating this to the concept of reading, it can be

deduced that the harmonious relationship existing at home can be used to effectively enhance

reading; so also, this tie can be transferred to the school of the child. An example is the

parents' and teachers' association organization in most modern schools. The efforts being put

in place by this association to assist the school in meeting the learning needs of the child is a

good example of social capital in operation. This effort however, commences from the home

of the child, a situation of divorce, incessant fights between parents and children would

contradict the principle of social capital because it thrives in good mutual co-existence

between the home, school and the community. The conclusion of the proponent of this theory

is that, no matter how high the human and financial capital are in the family, a high level of

dosage of social capital is required for effective blending of the two for learning to take place

and reading is not an exception.

Models in Figures 1 and 2 illustrate the assertion so far made; topmost are the most

crucial factors, home and school factors. Inside the home and school factor boxes are

indicators of achievement in reading comprehension. The arrows indicate the connection

between these factors, reading, comprehension and performance in reading. These models

further elaborate the influence of home and school related factors on reading achievement or

performance in reading. At the home level, given the factors listed, effortlessly, reading will

take place and comprehension will be enhanced. This is what the arrow indicated. Similarly,

at the school level, roles expected of the schools to assist the child are indicated and should

the school perform this role as expected, performance in reading comprehension as shown by

the arrows would be positive. An arrow at the performance level as can be seen connects both

the school and the home together showing a sort of collaboration in between the two agents-

the school and the home. The ultimate result of this mutual agreement would be optimum

performance in reading.

Conceptual Framework
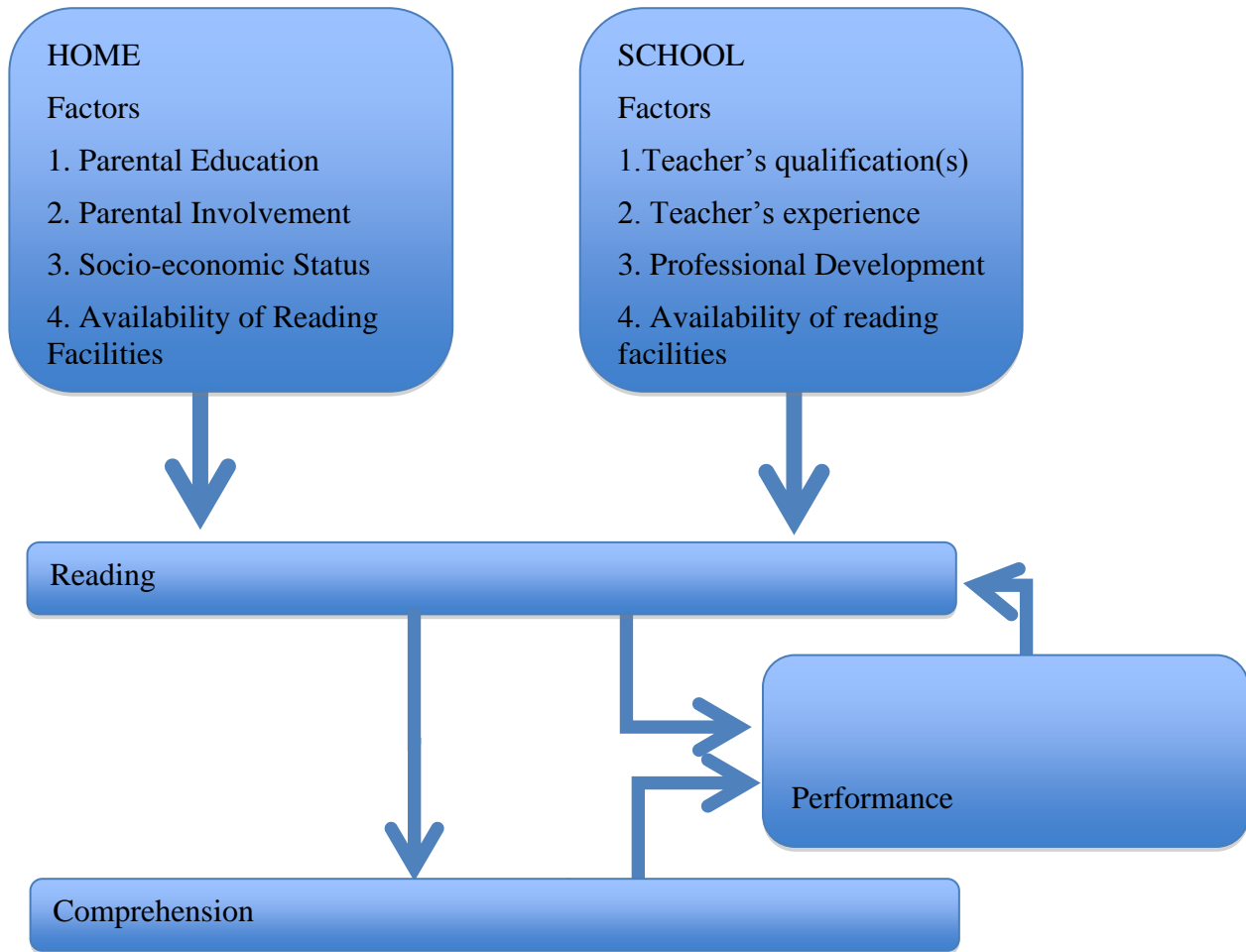
Figure 1: Home and School Factors Achievement Framework

```
Home Related Factors

  Parental      Parental       Socio-        Availabilit    Type of
  Education     Involvement    economi       y of           family
                               c Status      Reading

              Achievements in Reading
              Comprehension

 Teacher's      Teacher's     Professional    Availabilit    Motivatio    Teaching
 qualification( experience    Developme       y of           n            Strategy
                              nt              reading

              School Related Factors
```

Figure 2: Influence of School and Home on Reading Achievement

Statement of the Problem

Of all the skills of communications, listening, speaking and writing, reading is very imperative to the concept of teaching and learning. Scholastic success of whatever category is

attributed to this all- important skill. A simple way of interpreting the foregoing is that the

extent of one's exposure to printed materials determines the academic ladder attained, reading

thus becomes a royal road to success academically. Aside from this, an ordinary man requires

a relative knowledge of the reading ability in this "modern based society" as earlier postulated

in this study. The above submission in a nutshell stresses how crucial reading is, not only for

academic purposes, the crux of this study, but for survival generally. Irrespective of the

innumerable opportunities that good reading ability affords the readers, underachievement in

reading has been reported to be the bane of teaching and learning among scholars in Nigeria.

The biting effect of this is however felt more in the performance in English language reading

comprehension among senior secondary school students in Ogun State, Nigeria.

In Ogun State Nigeria, underachievement in reading comprehension among the

senior secondary school students is quite high as exemplified in the senior school certificate

examination results in English language from 2000-2011. Reading comprehension accounts

for about half of the total of 120 marks allotted to 'Paper One' of this written examination

conducted by West African Examination Council (WAEC) for Senior Secondary School

students in Nigeria, Ghana, Sierra Leone, and the Gambia. The marks are distributed in the

following order: (40) marks for 'section b' made up of questions 6 &7, which are

comprehension passages of about 350+ words, 30 marks for Question 8, a summary passage.

These sections of the senior school certificate examination require a high level of mastery of

reading but poor performances have become a recurrent decimal in Nigeria. The West

African Examination Council Chief Examiners' Reports (2008) observed thus:

The passages were suitable, the subject matter was familiar and the choice of words

was within the candidates' capabilities. In spite of these, many candidates had difficulties

interpreting the requirements for questions 6(b), (c), (d) and (7b), (d) and (e). For these

questions, many candidates engaged in mindless lifting. They attached unimaginable

meanings to the words in the vocabulary tests (6h) and (7h) and gave synonyms that were not

in any way related to the sense of the words (WAEC, Chief Examiner's Remark, 2008, para

2). The unfortunate resultant effect is that many of these students have been denied the

opportunity to progress in their study and thus leading to their exclusion in the competitive

labour market in Nigeria. Many factors have been pencilled down to be responsible for this

ugly development as highlighted in the studies of (Adetunji & Oladeji, 2007; Ayodele, 1985a;

Gbenedio, 1986, Nweke, 1987; Ogunrombi & Adio, 1995), who considered factors relating to

learners' habit, attitude, readability of text and a host of other reading related factors but the

ones crucial to the study at the moment are home and school related factors as enunciated by

researchers such as (Rowe, 1995).

Against this background, the study at the moment, aimed at investigating the extent

to which achievement in reading comprehension is influenced by home and school related

factors among senior secondary school students in Ogun State, Nigeria.

Purpose of the Study

A number of reading related factors militating against the teaching and learning of

reading among senior secondary school students in the Nigeria senior secondary schools have

been earlier stressed. The negative effects of poor reading on achievement in reading

comprehension are colossal. Crucial and central to this study among these factors are home

and school factors as observed by Ayedun (1995, 2006) and Rowe (1995). The purpose of this

study is therefore to investigate the relationship among these home and school related factors

and achievement in reading comprehension in English language among senior secondary

school students in Ogun State, Nigeria.

Objectives of the Study

In line with the above mentioned factors, the objectives of the study are:

(1) To investigate the extent to which home related factors predict achievement in English language reading comprehension among Ogun State, Nigeria senior secondary school students.

(2) To investigate the extent to which school related factors predict achievement in English language reading comprehension among Ogun State, Nigeria senior secondary school students.

(3) To investigate the extent of the differences between each of the home related factors and achievement in reading comprehension.

(4) To investigate the extent of the differences between each of the school related factors and achievement in reading comprehension.

(5) To find out the strategies being used by schools to teach reading comprehension.

(6) To investigate the extent to which each of preview, problem solving/ metacognitive, assessment strategies and so on influence achievement in reading comprehension.

(7) To find out the effect of Nigeria National Language Policy on teaching and learning of reading.

(8) To find out the impact of in –service training (Continuing Professional Development) on teachers' teaching of reading comprehension effectiveness.

Research Questions

The following research questions are to be answered based on the findings generated for this study:

(1) To what extent do the following home related factors correlate with achievement in

reading comprehension?

- Parental education

-Parental involvement

- Socioeconomic statuses of the parents

-Availability of reading facilities

- Type of family.

(2) To what extent do the following school related factors correlate with achievement in

reading comprehension?

- Teachers' qualification

- Teacher's experience

- Professional development

-Availability of reading facilities

-Motivating the learners

-Strategy for teaching reading

(3) What is the relative contribution of each of home-related factors to achievement in reading

comprehension in English language among Ogun State Senior Secondary School 2 Students?

(4)What is the relative contribution of each of the school related factors to achievement in

reading comprehension in English language among Ogun State Senior Secondary School 2

Students?

(5) What strategies do the schools employ for the teaching and learning of reading

comprehension in English language in Ogun State, Nigerian senior secondary school?

(7) What is the relative contribution of each of the previewing, contextualising, outlining, metacognitive/problem solving, audio-visual, and aural-oral and assessment strategies to achievement in reading comprehension?

(8) What is the effect of Nigeria's National Language Policy on the teaching and learning of reading comprehension in English language in Ogun state, Nigeria senior secondary school?

(9) What impact does the in-service training (Continuing Professional Development) have on the teachers' teaching of reading effectiveness?

Statement of Research Hypotheses

The study intends to test the following hypotheses:

(1) Parents are significantly involved in the reading achievement of their children.

(2) Level of parental involvement significantly influences achievement in reading comprehension.

(3) Socio economic status (SES) and level of parenal education (PE) significantly influence student performance in reading comprehension.

(4) There is significant relationship between availability of school facilities and achievement in reading comprehension.

(5) Learners are significantly motivated to read by their teachers.

(6) There is significant relationship between motivation to read and achievement in learners' reading comprehension.

(7) There is significant difference in the achievement on reading comprehension of students with different number of books in the family.

(8) There is significant relationship between the level to which English language teachers use each of the different types of reading strategies and students' achievement in reading comprehension.

(9)The level to which English language teachers use each of the seven different reading strategies, significantly predict achievement in reading comprehension.

(10) Teacher effectiveness significantly relates to achievement in reading comprehension.

(11) School factors significantly predict achievement in reading comprehension.

(12) Home factors significantly predict achievement in reading comprehension.

Significance of the Study

Having been part of a project aimed at revamping primary and secondary education in Nigeria with particular reference to Ogun State, the outcome of this study would reveal the pains and the gains made so far. The outcome of the findings of this study would add value to the existing theory of practice and teaching of reading in our various primary and secondary schools. The outcome of the findings of this study would enrich the existing literature or the body of knowledge in the domain of reading. To the parents, this is going to be a springboard to understanding the impact of the seemingly little but valuable contribution they can make to assist their children achieve maximally not only in reading but other areas of their wards' academic endeavor.

The school management through the findings of this study would be challenged to brace up in any of the challenging aspects or lapses constituting a hindrance in the discharge of their duty. Thus, this study would enrich their method of teaching reading as well as make them more resourceful and more professionally competent. Teachers and curriculum planners, through this study would be provoked to know that the teaching and learning of reading does

not terminate at the lower level of primary schools and that there are strategies relevant to its

teaching across all levels of teaching. In like manner, the students to whom this study is

targeted would either directly or indirectly benefit. This is because if the orientation of their

teachers towards the teaching of reading changes positively leading to a change of the old

method, embracing new ideas of the teaching and practice of reading, they stand the chance,

of being benefited maximally. The outcome of this study would be of immense contribution

to sensitizing lecturers in higher institutions of the necessity to keep embarking on researches

that are likely to revamp the practice of teaching and learning not only of reading but all the

facets of education.

Finally, it is the belief of the researcher that the outcome of this study would positively

reshape the existing theory and practice of the teaching of reading and serve also as

revolutionist to the education industry in general.

Assumptions

The following assumptions are made with regard to how this study would be carried

out:

(1) That the teachers and students to be involved in this study will not exhibit a change of

attitude that will influence the result of this study.

(2) That teachers saddled with the responsibility of teaching English language in all the

schools to be used for this study will offer maximum support and cooperation.

(3) That the school authority and the staff within the selected schools should support the

motive behind this study.

(4) That the students involved in this study should provide correct information that will make

this study relevant to the purpose for which it has been designed.

(5) That the relevant authority in the Ministry of Education will offer maximum support required for assisting the researcher to carry out the study.

(6) That the school authority might want to first of all exhibit some initial reservation with regard to assisting the researcher.

(7) That the English teachers involved in this study might want to adjust their daily activities to either accommodates or rejects the request for assistance.

Limitations

The Nigerian society is made up of different multilingual, multicultural, and multi religious communities of people, hence the result of study from only Ogun State cannot be generalized. Associated with this is the fact that no single study of this nature can cover a wide range of population of secondary schools in Ogun State, Nigeria. Equally, data cannot be sourced from the parents directly; information gathered from their children shall be relied on a great deal. This is because information received through these children is much more reliable since they constitute the innocently primary sources. Apart from this, the information received from them is sufficient to cater for the investigation required to study the home variables. Lastly, there is no infallibility in nature. Thus, the question of some human errors in the study which may limit the extent to which the outcome of this study can be applied cannot be completely ruled out.

Delimitations

The study will be conducted in Ogun state, the South Western part of Nigeria. The people are predominantly Yorubas. Yoruba is the dominant language in the state with several regional varieties of the language, although majority of the people use the Oyo and Ibadan varieties of the language believed to be the standard variety for communication. Ogun state Nigeria is divided into three Senatorial districts, namely, Ogun East, Ogun Central and Ogun

West (Ogun State Official Website, 2011). Grouping Ogun State to geographical dialectical

zones, there are four zones, namely; Egba, Ijebu, Remo and Yewa georaphica/ dialectical

zones. An estimated number of about 95-100 government senior secondary schools are within

the Local Government Areas and based on dialectical zoning, 5 secondary schools each were

picked from Egba, Ijebu, Remo and Yewa dialectical zones to take part in the study. In all

twenty senior secondary schools were involved in the study.

Chapter Two

Literature Review

Introduction

Having laid the template for the problem of this study in the last chapter, the reviews of the literature shall be confronted in the light of the research hypotheses already generated for the study. First, it shall briefly look into various reading research efforts in Nigeria. The hypotheses will thereafter be converted to various home and school factors associated with achievement in reading comprehension. Research questions highlighted earlier will guide the review of this study on reading strategies teachers are using for teaching reading and the effect of language policy on reading shall be reviewed. The review shall also briefly discuss some earlier reading research in Nigeria and the review shall be concluded on their implications to the study. In the light of this, the just stated introduction,the hypotheses and the research questions are listed to guide this review:

H_{01}: Home related factors significantly predict achievement in English language reading comprehension among Ogun State senior secondary school students.

H_{02}: School related factors significantly predict achievement in English language reading comprehension among Ogun State senior secondary school students.

H_{03}: The relative contribution of home related factors significantly predict achievement in English language reading comprehension among Ogun state senior secondary school students.

H_{04}: The relative contribution of school related factors significantly predict achievement in English language reading comprehension among Ogun State senior secondary school students.

H_{05}: The combined contribution of home and school related factors significantly predict achievement in English language reading comprehension Ogun state senior secondary school students.

Also included are the following research questions that are not answerable through testing hypotheses:

What strategies do the schools employ for the teaching and learning of reading comprehension in English language in Ogun State, Nigeria?

What the effect of Nigeria National Language Policy is as specified in the 1979 Nigeria Constitution and the 1981 Revised National Policy on Education on the teaching and learning of English language in Ogun State, Nigeria senior secondary school?

What impact does the in-service training (Continuing Professional Development) have on teaching effectiveness of teachers of reading comprehension in English in Ogun State, Nigeria?

Reading Research Efforts

It is worth noting right from the onset that, although there are plethora of studies at the elementary stage of teaching and learning of reading globally, such studies are very scanty at the senior secondary school levels. For example, the research work so far conducted on reading by the International Evaluation of Educational Achievement (IEA) through its affiliate, Progress in International Reading Literacy Study (PIRLS) right from its inception to the moment, that is, 1989 -2011 were concentrated on the 9th and the 14th grade, the early stage of primary education and the junior stage of secondary education. In Nigeria however, studies on reading started as far back as the late 60s with the pioneering work at the University of Ibadan by Solomon Unoh and Sybil James. These earlier studies interestingly

focussed on reading at the university level. For example, Unoh (1968) wrote the first text for

the university undergraduates in Nigeria titled: "Reading to Remember: A Guide to Efficient

Reading". He then complemented his efforts three years later when in 1972, he came out with

a doctorate research dissertation titled: "Reading Difficulties of Students in a Nigerian

University: Their Environmental Correlates and Psycholinguistic Implications". Abiri (1974)

followed suit by researching into reading abilities of university students in Nigeria in an

article titled, Reading Ability as a Predictor of Performance in University Examinations".

In the 80s, researchers such as Abe (1983), Aboderin, & Orisawuyi, (1980), Lawal

(1985) were much preoccupied with studies on reading and its numerous achievements or

underachievement issues, attitude to reading, reading habit, motivation and a host of other

pedagogical issues that are reading-centred focusing their attention on secondary school level

of education.

In Botswana, as it is globally, studies on reading are largely concentrated on the

elementary stage of primary schools. A review of existing   literature written by Batswana

scholars (Geske, & Ozola, 2008; Nguyen, Wu, & Gillis, 2005; Kgosidilawa, 2011; Ketsitlile,

2011; Komarek, & Keatmilwe, 1988) reveal efforts heavily concentrated on primary schools

otherwise referred to as grades. Each of these engaged   in studies   associated with reading

pedagogy at the elementary stage of teaching and learning. At the junior secondary school

however, quite a few scholars have dealt with some aspects of reading researches, most of

these studies are dissertations and theses carried out by scholars (Arua & Arua, 2011 Arua &

Lederer, 2003; Losike, 1988; Macheng, 1982, & Mokibelo, 2010) to mention just a few.

However, while there is much literature on home and school related factors on

achievement in teaching and learning generally, which is more or less limiting the concepts to

psychological perspective; similar works are rare in reading research in other forms and

dimensions. This view further suggests that looking at the concept of home and school

related factors as achievement correlates in reading from the perspective of how various

studies have been conducted especially at the senior secondary school levels, is an herculean

task because such literature rarely exists. This also holds sways globally. Reading research is

perhaps *heavily focused* on the fourth grade probably because it is the   grade where

"emphasis is shifted from reading to learn to learning to read" (Geske & Ozola, 2008, p.71).

In a nutshell, examining reading at the level of home and school, using the senior secondary

school levels as yardsticks is not common in most reading literature. Even in Nigeria,

scholars' efforts are focused either on the psychological and sociological studies of reading

mostly, or, achievement in learning generally using either learner, school or home pairing, not

very much on home and school related factors and achievement in reading comprehension,

the primary objective of this study. In order to make up for this gap, the reviews of this

literature embark on the use of the existing literature readily available irrespective of the level

of education at which it had been carried out. Also, it is discovered that most of these works

whether at the pre-primary, primary and junior secondary school levels addressed salient

issues that are related to teaching, learning and academic achievement generally, hence, their

application to this study.

Going back to the hypotheses stated for this study, a second look at each of the five

hypotheses indicates two concepts central to the study, the home and the school factors cum

the influence they exert on achievement in reading comprehension, the problem of the study.

To properly guide this review, each of the concepts of home and school factors has to be

operationalized. It is therefore necessary here to first of all briefly look at the child's home

before reviewing the factors that are related to achievement in reading comprehension within

the background of these various homes.

Home Environment and Achievement in Reading

Researches on home environment of learners are numerous and for more than 40 years, the crucial role of home environment and achievement cannot be overemphasised (Progress of International Reading Literacy Study, SA, 2011). For example, the International Evaluation of Educational Achievement (IEA) reading related studies since 1992, when the International Report on Reading Achievement of the 9th and the 14th grade was first released to the time of the recently released research efforts of October 2012, indicated that, "strong positive relationships have been found between the home experiences fostering early literacy development and reading achievement" (Howie, Staden, Tshele, Dowse, & Zimmerman, 2011, p.55).

Nguyen, Wu, Gillis (2005), making use of reports from Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), data investigated factors that are related to pupils' home background and achievement in reading and mathematics in Botswana. According to these scholars, the most important and daunting obstacles to studies on schooling and achievement is to embark on concerted efforts to curb or bring to the barest minimum some "overlapping effect of *home* and school on school educational outcome" (p.2). Researchers from Nigeria such as (Falayajo, Makoju, Okebukola, Onugha & Olubodn1997, cited in Nguyen et.al., 2005) have all delved into studies of home related factors and academic achievement generally.

Therefore, under the home factors, the following are critically reviewed:

(1) Parents' education.

(2) Parental involvements.

(3) Social economic statuses of parents.

(4) Availability of reading materials.

(5) Type of family.

Parental Education and Achievement in Reading

Using the database of Progress in International Reading Literacy Study (PIRLS), Geske and Ozola (2008) sought to discover the main factors accountable for the low level of students' reading literacy among Latvia 4th grade pupils. A group of 3019 pupils used for PIRLS (2001), took part in reading literacy tests and surveys. The parents as well as their teachers also completed questionnaires. The results among others showed that parents' education, which is characterised by the number of books at home strongly predict achievement in reading. The children with higher education parents are at an advantage over those from lower education parents. This finding revealed that children with higher education parents are better equipped to use many study aids to assist them in reading. Davis- Kean (2005) studied the influence of parent education and family income on achievement making use of data from cross -national children from non- Hispanic European, American, and African - American children. The number of participants were 869, eight to twelve year olds, divided on gender basis to give a distribution of (436 females), and (433) males, of 49 and 47 per cent of non-Hispanic European Americans and African- American respectively, using structural equation modelling techniques. The results in line with the findings of (Klebanov, Brooks-Gunn & Duncan, 1994; Haveman & Wolfe, 1995; Brooks – Gunn, & Kohen, 2002; Yeung, Linver, & Brooks-Gunn, 2002, as cited in Davis-Kean, 2005) revealed that parents' years of schooling was a very strong correlate of achievement in academic because it determines the socioeconomic status of the family.

A number of studies such as that of (Jimerson, Egeland & Teo, 1999; Kohn, 1963; Luster, Ronades & Hass, 1989) corroborated this assertion stressing that parents' education significantly predict achievement. These studies extended the strong positive influence of

parental education on achievement to the positive influence it has on other educational activities in the child's home. Based on the findings of the study, parents with high educational background have strong positive beliefs on their children academic abilities, leading to optimum academic achievement for children and youths. Citing Berdinger (1994) to buttress this opinion, Davis –Kean (2005) opined that parents of children of high education background held the beliefs that are almost exact of their children academic beliefs and expectations, whereas those from low academic families, have the beliefs and expectations that are higher than their children's academic abilities.

While using a sample of low-income minority families to measure academic achievement, Hay (1997) discovered that mothers with high academic qualification possessed higher academic expectations regarding their children's performance. Extending this further, positive parenting such as creating conducive, free and smooth academic environment at home are found to relate to mothers' education, which ultimately leads to strong academic achievement. Smith, Brook-gunn & Klebanov (1997) revealed that the influence of maternal education on academic achievement of students was even stronger than that of family social economic status.

Midraj and Midraj (2011) in a study of parental involvement of grade four achievements in Arabic reading among Emirati students discovered that parents' education level strongly correlates with achievement in Arabic reading. The study was conducted using a students-parents survey and silent reading and a read-aloud data collected from study population of sixty three females and sixty eight males from students of four model schools. According to these findings, there was "significant association between providing learning resources and Arabic reading comprehension" (p.246). Thus, children who came from

educationally advantaged parents are more privileged to have relevant learning resources aiding them to read more than their counterparts from a low academic background parents.

Davis-Kean and Sexton (2009) also detected that parents' education was a strong predictor of children performance. Citing Pearson and Bynner (2008), Midraj and Midraj (2011, p.247) stressed, "children with weakest skills were the most likely to have parents who did not have any school qualifications." The same view was upheld by Keith (2010) who posited that research on demographics of parents with higher academic qualifications showed that such parents are more proactive and involved in their children's academic related activities. The researcher found out that such parents engage in various schools' support activities such as attending school regular Parents and Teachers Association (PTA) meetings, regular visits to the children's teacher to monitor performances of their wards in class, volunteering for assisting schools and offer support for improved academically related activities in school.

One of the variables examined in the data culled from the National Assessment of Educational Progress (NAEP) reading examination to investigate the effect of class size on academic achievement, according to Johnson (2000) was the effect of parents' educational attainment on reading achievement. The result indicated that parent education did not significantly predict achievement in reading comprehension. The scholar found no evidence of any impact of parents' education on NAEP reading tests. To this scholar, teachers' qualities could be a strong denominator for measuring reading achievement as this result indicated rather than parents' level of education.

In Botswana, the direct relationship of parental education seemed not to have been measured. A related study is the PIRLS (2011), South African's Reports which indirectly showed that parents' education could be a very strong determinant of Botswana parents'

positive attitude to their children's education. As the findings indicated, the differences in

achievement for children of parents who like or do not like reading were greater in Botswana

more than that of Colombia and South Africa. South Africa was reported to have gained 50

points more than those who detest reading while Columbia was only 29 points higher.

On the other hand, Botswana gained 70 points higher. These positive higher differences over

Columbia and South Africa could not have been by chance; it may be due to the fact that they

possess higher qualifications than parents in South Africa and Columbia and appreciated the

values of reading, hence, the boost in the performance of their children's reading. Another

related study that is of interest is that of Nguyen, Wu and Gellis (2005) cited earlier in this

discourse. The study pointed out the extent of parents' attention to their children by offering

them various supports to do their home works.

      In Botswana, this was said to be differed from region to region, but the urban region

especially Gaborone was detected to have the greatest percentage of pupils receiving attention

from their parents. Although, the researcher failed to provide information on the contribution

of this assistance to achievement, a fact that cannot be disputed is that, parents who rendered

such assistance to their wards are those with higher academic qualifications. This proposition

confirms the assumption that those who appreciate the values of education must have gone

through it. The pronouncement from Fiero (2013), tersely re-echoed this proposition, "Yes,

smart sounding children tend to come from educated, professional, two parent environments

where they pick up valuable language skills and vocabulary from its smart sounding

inhabitants"(p. 4).

      In Nigeria, Akinsanya, Ajayi and Salomi, (2011), studied the relative effects of

parent occupation, qualification and academic motivation of wards on students' achievement

in mathematics in senior secondary school in Ogun State, Nigeria making use of students'

questionnaires and Mathematics Achievement Test over a population of 2400 students from 60 selected senior secondary schools in Ogun state. The result of the multiple regressions at .05 level of significance indicated that parents' education possessed the highest level of significance to academic achievement in mathematics.

Nicholas-Omoreghe (2010) also examined the effect of parental education on student academic outcome in Nigeria. Making use of Chi square statistics and two hypotheses to analyse the association between parents' qualification and academic achievement, the researchers found out that the performance of 260 students in four Local Government Areas of Ogun state in Junior School Certificate Examination results was in congruence with their parents' academic attainment. The students reported to come from parents whose parents had from Bachelor to doctoral degrees performed better than their counterparts who did not possess such qualifications. The researcher cited (Kirby, Berends & Williamson, 1994; Okantey, 2008; Saragiani, 1990), also posited that:

Educated parents are equipped by virtue of their education to take cognizance of the fact that parent-student-school-community relationship is important in order to promote educational attainment and academic achievement of their children and so they make the partnership a priority (Nicholas-Omoreghe, 2010, para.5).

Parental Involvement and Achievement in Reading

Research on parental involvement and achievement in academics are very many all over the world although Nigerian scholars have not done much on it, especially considering it from the perspective of reading. As many as these studies are, most of the findings seemed to allude to the fact that parental involvement is very crucial to effective academic excellence (Hawes & Plourde, 2005; Reglin, Cameron & Losike-Sedimo, 2012). Parental involvement deals with the commitment rendered by parents to monitor the progress of their wards in

school. It is a sort of active participation by the parents to ensure that the child's academic

related activities do not in any way lag behind. Thus, the parents in collaboration with the

school management ensure that the child cooperates with the school for the purpose of

achieving the aims and objectives of teaching and learning. Citing Epstein (1995), Hara and

Burke (1998), agreed that Epstein was the one that sets the stage for a thorough understanding

of what parental involvement entails by giving it an acceptable definition. The scholar defined

it as "families and community who take an active role in creating a caring educational

environment, parents who are involved with their children's education, demonstrate good

parenting skills to help them learn at home, take an active role in school-related decision

making" (p.219). These roles of positive parenting were said to significantly correlate with

academic achievement according to Loucks (1992).

Kgosidialwa (2010) conducted a qualitative study of parental involvement and

expectation of children's academic achievement goals in Botswana. The researcher examined

the school related activities embarked upon by Batswana parents to monitor their children

academic activities by making use of 15 females and 1 male parent whose children were in

standard five, six or seven. The participants were picked from four Central District Councils

in Botswana. The result showed that parents were actively involved in the education of their

children by giving them advice on the necessity to focus on their studies, visit their wards'

school so that they can communicate with teachers and monitor their progress, some of them

assist them with the home work although most of them were challenged with the contents of

the work they were being given. Most of these parents irrespective of the ability of their

children in terms of what they are capable of achieving still held strong expectation of their

children's achievement goals.

In a study to investigate the similarity among emotional intelligence, parental involvement, and academic achievement of 500 senior secondary school students in Ibadan, Oyo state, Nigeria Aremu, Tella and Adedeji (2006) discovered that both emotional intelligence and parental involvement predict academic achievement. The study used participants between the age bracket of 14 -18 years tested for hypotheses at .05 level of significance using Pearson Correlation Coefficient and Multiple Regression Statistics. In similar veins, Olatoye and Agbatiogun (2009) examined the existence of possible correlation between parental involvement and achievement in Mathematics and science among private and public primary school pupils in Ogun state, Nigeria. Four hundred and eighty pupils from thirty primary schools were surveyed making use of descriptive statistics. From the findings, parental involvement accounted for 16.1%   (R^2 =0.161, p<0.05) of the total variance of achievement in Mathematics of primary school pupils and 13.5% (R^2 =.057, p>0.05) in pupils' variance in   science. The results reported to be significant at 0.05 level of significant clearly revealed that parental involvement predicted achievement in mathematics and science. This further proves that parental involvement could be a reliable factor predicting achievement in academic.

Contrary to the above however, Isaiah (2013) discovered in another study that parents were not all that involved in their children's education. The researcher examined the perception and the beliefs of parents on their children's education by collecting data from the participants, who are mainly teachers teaching in junior secondary school in Botswana through questionnaires and open-ended interview questions. The result based on the response provided by the teachers of these children, showed that parents were not involved in their children's education. The findings revealed teacher's unhappiness over the attitude of these parents on the education of their children. The outcome of these findings can be best

explained in   Manathako and Mangope (2013), who examined barriers to parental

involvement in primary schools while engaging on a case study of Central North Region of

Botswana. The qualitative study of twelve teachers and parents each comprising total

participants of twenty-four from the Central North region of Botswana covered the remotest

suburban and urban regions of Botswana. The result revealed significantly divergent views in

the responses of both the parents and the teachers. The parents claimed ignorance of the

existence of any form of collaboration between them and their children's school. To these set

of parents, especially those from the remotest part of the country, assisting the schools by

offering them the needed support is tantamount to interfering in the school's affair. The

parents also said they could not offer any teaching assistance to the school because they were

not aware of such programme.

   The teachers on the other hand indicated that they were not being given the needed

support. Relating the outcome of this study to the preceding one in which it was earlier

established that parental   involvement contributed nothing to achievement could be best

understood from the outcome of the study. This is so because parents' involvement on

academic related activities of children can only thrive or produce the expected results *only if

the parents and the school's authority team up together to bring the best out of the children.*

As pointed earlier, there are so many types of parental involvement in literature, which of

course make researching into the study of these involvements and the contribution they make

to academic achievement very complex and knotty, Holloway, (1984), Kgosidiawa, (2010,

p.14) listed the following types of parental involvement:

(1) Parents' verbal interaction.

(2) Parents' expectation of the children.

(3) Effective relationship between parents and children.

(4) Type of discipline and control strategies.

(5) Parents values regarding the expectation of their children. Explanation of these types of

involvement is outside the purview of this study.

Expressing the same view in a slightly different manner, Hoge, Smit & Crist (1997,

as cited in Kgosidilawa, 2010) opined that meaningful parental involvement should

accommodate the following four components:

(1) Parental expectation.

(2) Parental interest.

(3) Parental involvement in school.

(4) Parental involvement in the family community (cited in Kgodialawa, 2010, p.7)

The intention of this study is not to engage in the discussion of each of the types of

parental involvements stated by these researchers. However, of the above listed and many

more that are not within the purview of this study, Mau (1997), was of the view that parental

expectations as well as supervision of student's academic work are the most crucial. This

view was corroborated by the outcome of the study carried out by Olaniyi and Magheshini

(2008) on parental involvement and children's academic achievement in a South Africa

setting. The study which employed the use of structured questionnaire instruments to obtain

information from "115 parents (male =25; women=90 age range= 28-45 years, also included

their   115 children within the age brackets of 15 - 18 years" (Olaniyi & Maghisini,2008, p.1).

After making use of correlation analysis to estimate the degree of association between

parental involvement and academic achievement, Bird (2003) discovered that children of

parents who engaged in home based learning activities and direct communication with their

children obtained superior school grades much more than those from less involved families.

In a related development, Nyarko, (2011) also found that there is a significant

relationship between the mother's involvement and achievement of their children in Ghana,

but their fathers' school's involvement in the same study known as "Parent school

involvement: The case of Ghana" indicated an insignificant parental involvement in the study

conducted to analyse the association between parental involvement and students academic

achievement using young students of between 15-20 years old. A related study replicated by

(Sing, & Devgon, 2012; Shute, 2012) to investigate relationship between parental

involvement and academic achievement of higher secondary students yielded similar results

showing strong association.

In Ogun State, Nigeria, Oludipe (2009) examined the influence of early literacy

parental involvement on science achievement of junior secondary school by making use of

360 junior secondary school students, 162 and 198 females and males respectively. With

questionnaire and Integrated Science Achievement Test (INSAT), the Cronbach Coefficient

alpha value for the questionnaire was found to be 0.62 and a reliability estimate of 0.74 was

established for the achievement test. The results indicated a weak parental involvement in

early literacy achievement but positive involvement in students' science achievement. To

anchor the review on parental involvement, it is needful to consider a meta- analysis study

carried out on parental involvement.

A meta analysis combines all the relevant studies on a given subject in order to

determine the aggregate results of the selected research, and helps provide answers to research

questions that individual studies by themselves are too narrowly focused to address (Jeynes,

2013, para.13).The scholar just cited investigated a meta- analysis of different types of

parental involvement programmes for urban students such as "voluntary expression of

parental involvement (e.g. reading with one's child, setting high expectations for academic

achievement" (Jeyenes, 2013, para.2). The meta- analysis combined 51 studies of school-related parental involvement programmes meant for kindergarten to twelfth grade made up of 15,000 students. From this, the researcher looked into parental involvement activities combined. Six types of parental involvement programmes were categorised in the study. Four of them are listed:

(1) Shared reading- programmes that encourage parents and their children to read together.

(2) Emphasised partnership programme - efforts designed to help parents and teachers to collaborate with one another.

(3) Checking homework programme- school-based parental involvement initiatives.

(4) Communication between parents and teachers programmes (para.4).

The results of the analysis showed that the school- based parental involvement strongly associated with optimum or higher student achievement.

Looking at all the types of parental involvement studied, they positively strongly showed "statistical effect size of .30 of a standard deviation, which is approximately .35-40 of a grade point, on students' outcome" (para.5). The results of this meta - analysis indicated that there were significantly positive effects of parental involvement on students outcome particularly, actions such as, "shared reading (.51), teacher-parent partnership (.35), checking homework (.27), and teacher –parent communication (.28)" (para.6).

Socioconomic Status (SES) and Achievement in Reading

Udida, Ukweyi, and Ogodo (2012) carried out a study on parental socioeconomic background as determinant of students' academic achievement in selected government secondary schools in Calabar Municipal Local Government Area of Cross River State, Nigeria. With a stratified sampling technique, 114 students were picked from five public secondary schools in the Local Government and simple random sampling technique was used

to administer questionnaire on the subjects. Data reflecting students' performance was

obtained and analysed in four subjects using descriptive and inferential statistics technique.

The multiple regression results of this study indicated that parental economic standing

significantly influenced academic performance (p < .05). Factors such as highly paid jobs,

higher educational attainment, and good academic background are good predictors of

achievement according to the finding of this study, hence, recommended higher wages for

workers to boost their purchasing power.   .

Oyinloye and Gbenedio (2010) carried out a study on the effects of combining

reading –writing, discussion, and lecture methods with packages of linguistic input and

socioeconomic background using Quasi-experimental design. A population of 521 students

randomly picked from eight senior secondary schools within Ekiti State Local Government

Area were subjected to pre–test, treatment, four weeks of teaching and comprehension

achievement test. Analysis of Variance Statistical tool (ANOVA) was used for analysing the

study. The result indicated that the combination of these methods to a very great extent

positively enhanced academic achievement in essay writing. Socio economic status also

significantly positively affected performance in essay writing. Ewumi (2012) also

corroborated the importance of socioeconomic factors and academic achievement in her

findings on gender and socio-economic status as correlates of students' academic

achievement in senior secondary schools in Ogun State, Nigeria. This similar view was held

by (Coleman, 1966; Ilugbusi, Fasola &Daramola, 2007; Noble, Kimberly, Farah &

McCandliss, 2006; Okafor, 2007; Osiki, 2002; Osonwa, Adejobi, Iyam Osonwa, 2013;

Thomas & Stockton, 2003).

In Botswana, Nguyen, Wu and Gellis (2005), studied the factors influencing pupils'

achievement in SACMEQ II – Botswana: Applying Structural Equation Modelling. One of

the factors given a prime of place in the study was family socioeconomic status in Botswana. The researchers found that this is one of the most important indices for assessing academic performance of pupils and that it has been found to be a very strong predictor of academic achievement. According to these scholars, in homes where there are high social economic status - very rich homes, other factors' negative effects on reading are of marginal consequences. The simple interpretation of this statement establishes the fact that with good socioeconomic background, other factors that could hinder achievement can be controlled or reduced to the barest minimum. This study making reference to how regular meals are made available to Children in Botswana showed that with an average meals index of 10.7 in Botswana, ordinarily achievement in reading and academic achievement in general should be boosted. Dearth of food has been found to be synonymous with low academic performance according to this study, citing the studies of (Griffen, Woods, Dulhunty, Nguyen & Calvito, 2003 & World Bank, 2004) to back up their claims. However, the review of Nguyen, Wu & Gellis (2005) failed to provide the extent to which socioeconomic status influences achievement in pupils' reading in Botswana.

A reliable study on reading achievement worthy of stressing in this study is the Progress in International Reading literacy Study that is usually carried out every half of a decade to monitor reading progress at the 4th grade. The 2011 Press Release of results of the participating countries from 49 countries, comprising of 3000,000 students, Botswana inclusive showed that family socio economic indices account for optimum achievement in reading in all the countries that participated in the project. (IEA, 2012 Press Release of 2011, PIRLS). Part of what was revealed in this study was that the more the learners' homes could provide facilities promoting reading, the greater the achievement level. Some top performing countries in the study such as "Honkong, the Russian Federation, Finland and Singapore, and

countries like Northern Ireland, the United States, Croatia, Demark, Chinese Taipei Ireland

and England" (para.5),were reported to be higher in general economic indices compared with

countries such as South Africa and Botswana, which also took part in the study. Succinctly

stated as expressed, "For most countries, achievement in reading literacy was closely related

to national indices of economic development, health and, adult literacy. Lastly, higher

achievement in mathematics, science *and reading* was associated with having home resources

reading for learning (IEA, 2012, Press Release of 2011, PIRLS, para.33).

It may be of interest to know however that Botswana, South Africa, Tunisia, and

Morocco that participated in 2011 PIRLS reading project among the African countries were

not rated among the best achieving nations in reading. Nigeria did not participate in the study.

In fact, since the first project of PIRL started in 1992, Nigeria only participated in 1992, the

very first edition of the experiment, ever since either at the level of pre-participation, full

participation or benchmarking, Nigeria's name did not feature in the subsequent editions of

this important project. Looking at socioeconomic status as correlates of achievement either of

reading or other academic venture, Davis–kean (2005), examined the process of how

socioeconomic status indirectly associates with academic achievement. Part of what the study

incorporated under socio-economic status was parental education (already discussed),

meaning that the extent to which an individual parent is educated could also be a measure of

his or her economic status and invariably, achievement in reading.

Sirin (2010) embarked on meta- analysis of socioeconomic status and academic

achievement in articles published between1990-2000. A total of 101,157 students from 6,871

schools of 128 school districts took part in the study. The results indicated a medium to

strong social and economic status achievement relationship. According to this scholar "This

relation is however moderated by the unit, the source, the range of SES variable, and the type

of SES achievement measure" (p.1). The interpretation of the above statement is that

socioeconomic status is determined by a number of other indices such as whether it is being

considered as a single entity-the sole determiner of achievement- where it is coming from,

whether low income homes, well educated or illiterates, the type of SES - the extent of

parental support, making available resources capable of boosting or promoting achievement-

and how the SES results were arrived at. The message that can be drawn from the assertion

stated is that SES can be subjected to modification and the type and extent of this

modification can to a very large extent determine achievement either positively or negatively.

In consonance with the above is the statement of Noble and Mccandliss (2006) who

both agreed that a child brings into reading variety of background knowledge and experiences

but that the degree to which "socioeconomic background can influence other factors involved

in reading development determines the progress made in reading achievement. The bottom

line of the reviews so far on socioeconomic factors is summarized: high socioeconomic status

is concomitant to high academic achievement. However, high socioeconomic status if not

effectively moderated could prove otherwise. For example, Fehihtola and Audu (2012),

observed the impact of video watch on the academic performance of students selected in

public secondary school in Ido Local Government of Oyo State Nigeria, in a random

sampling of five secondary schools with the use of questionnaire and statistical analysis of

Pearson and Multiple regression analysis. The result indicated that academic performance of

students significantly influenced "time watched, time spent, number watched, parents'

reaction and reason" (p.1). The time spent watching home video was identified by the model

as the potent predictor variable of academic failure (B= 0.349, t= 8.134,p< 0.01). The

researcher recommended effective parental monitoring of television and home video viewing

so as to enhance good academic achievement. That remark shows that high socio economic

status, an indicator of a given family's capability of accumulating the essential social and

educative related facilities should be bridled with effective parenting to facilitate optimum

achievement, not only in reading but also in all academic- related activities of the child

Type of Family and Achievement in Reading

Pong (1997) observed the effect of family structure, school context, and eighth –

grade in math and reading achievement in schools which included a larger proportion of

students from single parent families and step families. In the analysis of eighth-grade

achievement in mathematics and reading, the results showed that children who are in schools

predominantly attended by students from single and step parent families obtained low scores

in mathematics and reading. This low achievement, which is indicative of low socioeconomic

status of the parents of these children as indicated in their demographic characteristics and

their background can however be controlled by effective and strong social relation among

parents as the study expounded.

Mark (2006) studied the effects of family size and types on student achievement in

reading and mathematics with data from 30 countries. In most of these countries, it was

discovered that socioeconomic background exerted a great influence on family size. The

result further revealed that socioeconomic factors have very large effects on families but this

same factor exerted lesser effects on reconstituted family. The negative effects of

socioeconomic status of parents on student achievement in a single –parent family and

reconstituted family are however more pronounced in economically developed countries than

in the less- developed economy. One then wonders why this is so. This may be due to the fact

that in developed countries, parents- child- bound may be less emphasised and the tendency

for a high neglect of the child in the care of the government, this may not be the case in the

less- developed countries like Nigeria and Botswana.

Alika and Edosa (2012) investigated the effect of broken home on academic achievement of secondary school students in Oredo Local Government Edo state, Nigeria, using a correlation study. The study measured the extent of effect of broken homes on academic achievement through data collected from twenty-five respondents by the researcher through questionnaires. Using Pearson product moment correlation coefficient, the findings revealed a very strong negative relationship between broken homes and academic achievement. The researchers concurred that female students from broken homes perform academically better than their male counterparts and recommended a personal one to one counselling of children from broken homes.

In Botswana, Geisie (2000), painted the picture of the family types thus:

Zero couple households may be classified into two: zero-nuclear and zero extended.The former include the head and the children only (i.e.one parent households), and it   accounts for 44 per cent of the zero-couple households while the latter include relatives and non -relatives. Females head 84% of these zero-nuclear households, and males head only 16 per cent. One-parent households are, therefore, more commonly found among female –headed households. Children are less likely to be found in male - headed zero couple households than in the female – headed households, the proportion of households with children are 59 and 41 per cent among female and male headed households   respectively (p.133).

The study further revealed that, "54.1% and 7.6%, of zero nuclear that is, (spouses not living together as a result of separation or death of either of the couples or decision to remain single) earn income and are self–employed, while 46.9 and 43.9 which are 7.8% as well as 4.5 % of extended and zero-couple family earn income and are self employed respectively" (p.134).

Although, quite a sizeable number of zero-couple households were reported to be

earning income, two-fifth of them engaged in lowly paid job. This, to the researcher may

account for low economic status as well as purchasing power, which may negatively impact

on the academic achievement of their children. The unfortunate part of the above is that these

women folks according to this source solely shoulder the educational responsibilities of the

children of these zero-couple households. It is then easier to conclude the achievement gap

between children from these homes and those from other viable economic homes.

This opinion is somehow contrary to reports from Single Parent Kids (1999) which

in a study presented to New York Times revealed that single parenthood has nothing doing

with children's academic performance. The reports stated, "Single parenthood, in and of

itself, seems to have no effect on how a child performs" (p.1). Another report corroborating

this view is found in Single Parent Kids (1993) where statistical reports from the US Census

Bureau revealed that in single –parent homes, children staying with their divorced parents

perform better in academic than those who have not experienced marriage. Although these

views are slightly different, the fact still remains that single parent family kids do perform

well if not even better than those from two parent families. Pong, Dronkers and Hampten-

Thomas (2003) on the other hand, emphasised that a comparative study of single and two

parent- families on parenting and academic achievement in science and mathematics is

relatively the same especially " when national family policies equalise resources between

singe and two-parent families" (p.1).

Wise (1996) looked at the disadvantages and advantages of having a large family and

concluded that having a big family could have a dire consequence on how to give each child

the best. World Almanac& Book of facts (2001) examined the effect of family size and

poverty level in the United States between 1980-99 and came out with the conclusion that

poverty level increases as the number of family increases. These assertions are however,

diametrically opposed to the views of Lorimer (1954) as cited in Geisie (2000) that the

extended family or nuclear family has the benefit of mutual beneficiaries that is, receiving

supports from more than one or two members of the family morally, financially and socially.

Likewise, Joseph (2009) considered the influence of family size and family birth

order on academic performance in higher institution in Nigeria, making use of 102 pre degree

students of the University of Ado Ekiti, Nigeria, in a total population of 1000 males and

female students. The researcher used survey method of self –constructed questionnaires to

elicit information from the respondents and employed the ANOVA to analyse the data. The

result revealed that family size and birth order have no influence on academic achievement of

pre degree students. This conclusion concurred with the findings by some researchers earlier

cited. In like manner, while subjecting the following hypotheses to testing, "there is no

significant difference between academic performance of girls from polygamous and

monogamous families. There is no significant difference between academic performance of

boys from polygamous and monogamous families" (Odeleye and Oluwatimehin, 2009, p.1).

These researchers concluded that there is no significant difference between the performance

of either boys or girls from polygamous or monogamous families on academic achievement

of junior secondary school students in Ijebu-Ode, Ogun state, Nigeria. They asserted that

achievement in academic much more depended on factors inherent in the students themselves.

These factors include their study habit, motivation to want to learn, and equal educational

opportunity rather than the family type or the size of the family (Odeleye & Oluwatimehin,

2009).

Some of these findings, which indicated lack of negative effect of large family size

on academic performance, could be explained based on the conclusion of Bauchman (2000),

who posited that the negative effect of family size on academic achievement of children is

mediated by extended family network in Kenya. This is also in line with Geisie's (2000)

opinion earlier cited.

Availability of Reading Facilities and Achievement in Reading

Busayo (2011) stressed the importance of what reading does to those who can read

with maximum comprehension but regrettably decried lack of reading culture among the

Nigerian students. The writer attributed this to a number of factors part of which deals with

accessibility to books. According to this scholar,"People in sub-Saharan Africa have less

access to books and other learning resources" (para.4). The scholar also attributed dearth of

books at home to the high rate of illiteracy among most parents in sub Saharan Africa.

Ilogho (2011) made a similar submission in his work on the rising population of

alliterates in Nigeria, that is, those who can read but chose rather not to read. The author

blamed the rising population of alliterate readers to lack of reading materials that are

appealing to students' interest. According to this scholar relying on the remarks made by

Anderson, Shirey, Wilson &Fielding (1987), "When a book or story interests a child, an

emotional response occurs" (para.11). The researcher thus urged parents to make buying

books as gifts during children's birthday as a habit. In a study conducted by Ifedili (2009) to

examine the reading culture of students in ten tertiary institutions in Nigeria, 97% of the

students population, when asked whether they are exposed to variety of books at home and in

schools agreed that there were of course fewer books as people cannot afford to buy books

because of the high cost. The dearth of books in most Nigerian homes have made Topo

(2005) in Aina, Ogungbemi, Adigun, Ademola & Ogundipe (2011) to advocate for

"integration of multi- media activities such as photography, printing, and drawing and sewing

and crafts, and digital art and online services in our libraries " (p.7). This source attributed

underachievement in reading among Nigerian youths to the dearth of reading libraries in homes, neighbourhood and schools.

Igbokwe and Obidike (2012) investigated the impact of electronic media on reading ability of children and concluded that direct accessibility of Nigerians to most of these modern technologically based facilities ordinarily should help in the promotion of reading but rather it is creating more alliterate youths. These scholars found that most of above average Nigerian households procured these facilities but they are being used for other irrelevant purposes. Endless hours are spent chatting with friends, watching home videos and browsing for series of not academic - related activities (Igbokwe, & Obidike, 2012). For example, the study found that "34.6%, 38.8% and 25.5% watch television, play game on cell phones, and engage in Internet activities respectively" (p.1), while those who reported concentrating on their homework were "64.8%" (p.1). Thus, in Nigerian homes, availability of electronic media through which students can learn and become more of optimum achievers in reading have taken a downward trend according to these researchers.

In the finding, 76% of the students claimed to be reading textbooks, magazines, newspapers and novels. This submission should be treated with caution as majority of those claiming to be reading newspapers and novels could be providing a response that is not a true representative of the actual situation. Also, the researchers combined textbooks, magazine, newspaper as well as novels to be tested together. This is not likely to reflect the actual situation; the response on textbooks must have boosted the percentage, which clearly showed that the texts most popular in average Nigerian homes are the recommended texts meant for assignment given from schools. The outcome of this study is not in accord with the discovery of Greenstein (1954, as cited in Ridley-Jhonson, Cooper &Chance, 1983) who noted that children who had television at home possessed higher grade point average than their

counterparts who had no television at home. According to Kanyogo, Certo and Launcelot

(2006) the yardstick for measuring reading achievement in the developed countries of the

world is quite different from that of developing countries where factors such as availability of

electricity, pipe water, refrigerators etc, in learners' home are never considered as indicators

of what can promote achievement in reading. In the developing African countries however,

these factors are subsumed under social economic factors and they count a great deal in

judging achievement in reading comprehension. One of such efforts are the studies carried out

by the aforementioned researchers and their efforts are worthy of consideration in this study.

The researchers armed with recommendations from previous studies conducted a research to

examine the relationship between the home environment factors and reading achievement in

Zimbabwe, relying on data gathered by the Southern and Eastern Africa Consortium for

Monitoring Educational Quality (SACMEQ). The dependent variable in the study was the

score generated from the reading test conducted for sixth grade students made up of (1329

boys and 1368 girls) participating students in SACMEQ during the period of 1995-1998. The

independent variables were four namely:

possession of TV, possession of refrigerator, possession of piped water, and

possession   of electricity. Five other variables such as, "someone makes sure you did

homework,   someone helps with homework, someone asks you to read to him or her,

someone   questions you on what you read and someone looks at school work were

combined to   form the variables HOME" (p.635).

Using linear regression analysis, the result showed that the SES variables, restricted

to television, refrigerator, piped water, and electricity possession strongly predicted

achievement in reading. This confirmed the earliest results of (Grissmmer, et al, 1994; Paul

and Meghan, 1990; 1994a, 1994b; Serrcho, 1997a, & White, 1990 as cited in Kanyogo, Certo,

& Launcellot, 2006). The researchers also discovered that the contribution of book at home to reading achievement was reported to be surprisingly low.

In conclusion, it is needful to be reminded that parental education, parental involvement, type of family, socioeconomic status and availability of reading materials so far reviewed are subsumed under home related factors, dealing with one of the research hypotheses for the study that states : Home related factors significantly predict achievement in English language reading comprehension. It must also be stated that almost all the home related factors reviewed in this study are composite of socioeconomic status of the family, signifying that high socioeconomic status can be used to control the effects of the other home related factors just highlighted, meaning, the stronger the SES, the stronger the achievement in reading and other reading related activities whether Mathematics, English, Yoruba, Setswana or any of the science related disciplines. In line also with the just stated verdict, is the statement credited to (Arua, 1992 & Crown, 2002, as cited in Kanyogo, Certo & Launcellot, 2006), who stressed the fact that the decline in financial capital earlier stressed by me in the beginning chapter as well, posed a very serious challengae to children's achievement in any school related activities especially in the African homes. Agreeable to this assertion are the progenitors of Social Capital Theory Coleman, (1988), Parcel and Dufur, (2001) who also had earlier consented to this proposition.

Summary of Review on Home Related Factors

From the reviews thus far, it can be affirmed that there is a very close gap between the home environment of the child and achievement in reading comprehension. However, a very strong weakness noticed in the study so far reviewed in this study is that, studies on home related factors and reading achievement to a very large extent have been restricted to the level of learning to read or the fourth grade as earliest pointed out during the introduction

to this study. This is further confirmed in the remarks of Kanyogo, Certo & Launcellot

(2006), albeit differently because the researcher expressed the view that the neglect of notable

research on reading starts from the fourth grade as opined thus: "Home environment and

reading achievement research has been largely dominated by a focus on early reading

acquisition while research on the relationship between home environments and reading

success with preadolescence (Grades 4-6) has been largely overlooked" (p.635).

School Related Factors and Achievement in Reading

To account for the next research hypothesis which states, "school related factors

significantly predict achievement in reading comprehension", the following school related

factors are examined:

(1) Teacher's qualifications

(2) Teacher's experience

(3) Professional development

(4) Motivation

(5) Availability of reading facilities.

(6) Strategies for teaching reading in schools.

Each of these school-related indicators or factors is reviewed.

Teachers' Experience and Achievement in Reading

Efforts to oversee classroom activity and ensure that teaching and learning take place

without any hindrances have to do with the teacher's ability to effectively facilitate teaching

through his or her professional skill as well as competence. Unal and Unal (2009) studied the

effect of effective classroom management. The scholars investigated the impact of years of

teaching experience on classroom management approaches of elementary school teachers.

The study in which samples of 268 primary school teachers were used revealed that

experienced teachers are more likely to prefer to be in control in their classrooms than the

teachers that are just coming into the profession of teaching.

In the report of the IEA Reading Literacy study of 1990-1991, (in which Nigeria,

Botswana and thirty three other countries took part in), it was discovered across all the

countries tested on reading achievement that, teachers' experience, which usually is measured

by the number of years of service of the teachers was a strong measure of achievement in

reading comprehension. The outcome of the study indicated that, "schools that were more

effective in developing reading literacy had reading teachers who were more experienced"

(para.1). Ademulegun (2001) however placed qualifications above experience although he

would not deny the place of experience as very germane in teaching and learning. According

to him, "teachers taught by more qualified and experienced teachers perform better than those

taught by less qualified but experienced teachers. However, for Ilugbusi, Flola and Daramola

(2007), the place of teacher's experience in teaching learning concept cannot be undermined.

To these scholars, teaching experience counts significantly in the determination of

achievement in most of the Nigerian external examinations such as West African School

Certificate Examination (WASCE), National Examination Council (NECO), National

Business and Technical Education Examination (NBTEE), and Unified Tertiary Matriculation

Examination (UTME). The researchers concluded that inexperienced teachers cannot handle

students preparing for these types of examinations successfully.

Buddinn and Zamaro (2009) in a study for a non-profit organization that specializes

in improving policy and decision making through research and analysis called RAND in Los

Angeles, United States engaged in a finding to find out what teacher characteristics affect

students' achievement. Parts of the characteristics they examined for a period of five years on

teacher-student ratio were, degrees obtained, and years of experience. RAND researchers,

analysing five years of mathematics and reading standard test picked a total of 730,000

Kindergartens 12 who enrolled within a period of five years in more than 800 schools. The

data paired individual students to their classroom teachers on yearly basis. The result of the

study was reported to be similar with that earlier investigated while embarking on similar test

for elementary, middle and high school. Buddin and Zamaro (2009) showed that " teacher

effectiveness typically measured by traditional qualification standards, such as experience,

duration and scores, did not indicate evidence that these standards affect student achievement

in Los Angeles public elementary, middle and high schools" (para.2-3). They therefore

recommended an alternative measure of teachers' effectiveness.

In another study, Dobbie (2011) from Harvard University sought to know observable

characteristics inherent in a teacher that can make the difference in students' achievement,

using data from "teach for America admission records" (p.1). The result indicated that

teachers' leadership experience and perseverance are related to gains in mathematics. The

same factors associated with performance in English. On the contrary, Buddin and Zamaro

(2009) looked at teacher's qualifications and students' achievement in urban elementary

schools in Los Angeles. The study was conducted by using teacher licensure scores and other

teacher- related attributes in a longitudinal student level data collected in Los Angeles. The

reseachers did not find significant relationship between teacher's experience and students'

reading achievement. The three types of licencure tests- "general knowledge test, subject area

test, (single subject for secondary teachers and multiple subject for elementary teachers), and

a reading pedagogy for elementary school teachers" (p.1) required for awarding teaching

certificate by California, are not related to students' achievement. These tests are written to

measure teacher's teaching experience not only for certification. However, for one of the

other attributes considered, student achievement has a weak increase with teacher's

experience. Strongly upholding the experience /achievement concepts is the report of the

Progress in International Reading Literacy Study (PIRLS) (2011), recently released where it

was explicitly stated that "TIMMS and PIRLS 2011 found that across countries, students who

were taught by teachers with at least ten years of experience had higher achievement in

reading in the 4th grade and in mathematics and science at the 4th and 8th grades." (Press

Release, 2012, para.24)

It has however been established by researcher's from findings that the major

determinant of remuneration for teachers has a lot doing with certification and the number of

years of experience in teaching a teacher has (Dobie, 2011) meaning that, teachers' monthly

salary is determined by the number of years of teaching, which is also a composite of teaching

experience. Stating this in much more succinct and lucid expression, Buddin and Zamaro

(2009) claimed, "Teacher effectiveness is typically measured by traditional teacher

qualification standards, such as experience, qualifications and scores on licensure

examinations." The statement just cited reveals that measures of effectiveness are two sides of

a coin experience on the one hand, qualification on the other side.

Teachers' Qualification and Achievement in Reading

According to Darling- Hammond (2000) the impact of a well-groomed teacher on

students' performance far exceeds the background knowledge that a child brings into the

classroom. The writer further stated that the impact of a poor home academic background on

students' achievement could be positively moderated given a very good professional display

of the knowledge of the contents by the teacher. Thus, students' background factors like

poverty, impoverished language background, and a well- qualified and effective teacher can

bring a host of other optimum academic achievement-inhibiting factors under control. Based

on this scholar's perception, qualities are much more associated with achievement than many

other kinds of academic related factors such as the number of students in a class, amount

invested in education and remuneration for teachers (Darling- Hammond, 2000).

On the basis of the views expressed, teacher background qualifications that have

been the researcher's focus especially in the US, are factors such as possession of a degree

certificate, number of courses offered in the University or other higher teaching affiliates,

college ratings, the marks obtained by teachers and teaching experience (Bonen, Damme &

Onchena, 2013 & Easton-Brooks, 2009). These factors are widely accepted to have a very

great impact on students' academic achievement. One of such efforts was that carried out by

the researchers just cited.   They investigated the effects of (background qualifications,

attitudes and beliefs and instructional practices) on student's achievement in mathematics,

reading and spelling in 1st grade, making use of theoretical underpinning and methodology of

recent publications of Palardy and Rumberger (2008). The investigators used data from

"SiBO project, a longitudinal study in Flemish primary education" (p.1) The results revealed

that teacher background strongly affected mathematics achievement while instructional

practices indicated largest effects on both reading and spelling achievement.

Adeniji and Omale (2010) conducted a research on teaching reading comprehension

in selected primary schools in Oyo state Nigeria. One of the main objectives of this study was

to determine the role of teachers in promoting reading culture in Nigeria.With structured 120

questionnaires, the researcher gathered information on different aspects of teacher related

factors and achievement in reading from primary school teachers in the city of Ibadan,

Nigeria. Five primary schools were used and the results were interpreted with simple

percentile. The results showed that 40% of the primary school teachers possessed the Nigeria

College of Education Certificate, the least for teaching in any Nigeria primary schools, 28%

were holders of B.Sc or B.Ed while a marginal proportion of the teachers were holders of the

old Grade 11 Teachers' College and M.Sc/ M.Ed certificates. All the teachers agreed that

teachers should be actively involved in the teaching and learning of reading. The researchers

recommended that the teaching of reading could only become meaningful if the teachers

possess adequate educational qualifications. This is because according to Likewise, Sanders

and Rivers (1996), as cited in Popoola, Ajibade, Etim, Oloyede and Adeleke (2010), students

unfortunate to be taught by ill- prepared teachers risked the chance of achieving abysmally in

their academic.

Popoola, Ajibade, Etim, Oloyede and Adeleke (2010) observed that teaching

effectiveness and attitude to the teaching of reading in secondary schools in Oshun state

Nigeria was nothing to write home about in the investigation they conducted and

recommended that the teacher training institutions in Nigeria should as a matter of urgency re-

design their curriculum to emphasize the acquisition of reading skills to assist the intending

teachers on training. According to these researchers, the Ministries of Education were

admonished to set up a standard post literacy programme for Nigerian teachers with a bid to

enhancing their teaching of reading strategies.

Perhaps at this juncture, a re-echo of teacher's preparation efforts as put in place by

the Nigeria government in line with required qualifications for teachers, right from the

colonial period is crucial for this review. According to Jekayinfa (n.d), two types of training

institutions were established for the training of the primary school teachers, namely, the

Elementary Training College (ETC) and the Higher Training College (HETC) on the basis of

the Phelps Stroke Commission (1925)'s recommendations. Candidates are eligible to secure

admission to the latter with primary school leaving certificate and spent a period of three

years for the training or secondary school form three dropouts, popularly referred to then as

S75 and spent three years. Teachers prepared in these training institutions were expected to

teach in the nation's primary schools then. To qualify for the latter, eligibility was either

through secondary school certificate, the Elementary Training College plus two years'

experience. They were expected to complete this program in two years. These categories of

advanced qualified teachers manned the Lower level of secondary schools. Much later, the

HETC was phased out and the Nigeria Colleges of Education (NCE) were fashioned out to

award National Certificate of Education (NCE) on the recommendations of Ashby

Commission in 1959. Today however, most of these graduates are teaching in the primary

schools.

   The Sir Erik Ashby Commission of 1959 as reported by Fafunwa (1974) frowned on

the lack of trained, qualified and well-educated teachers to handle Nigeria's Secondary

Grammar Schools, stressing that those qualified were not professional and that they were

inadequate in supply. He thus recommended the B.A (Ed) and B.Sc (Ed) and Post Graduate

Diploma in Education to cater for Nigeria's Grammar Schools. Thus,the minimum

qualifications to be a secondary grammar school teacher based on this recommendation

should be Bachelor of Science or Art in education although it was years after the

recommendation that this became a reality. It was however the report of the 1969 Curriculum

Conference (that is, 10 years later), almost a decade after independence that gave rise to the

1977 National Policy on Education revised in 1981 in which resolution was reached that all

teachers in the nation's schools from primary schools to university would be professionally

trained and thus, according to Adeyinka (1988, as cited in Jekayinfa (n.d)), certain categories

of Nigerian education institutions underwent transformation to give way to the following:

(1) Elementary Teacher's College referred to as Grade three completely altered to Grade 2

teacher's College. It was saddled with the responsibility of training the primary school

teachers.

(2) Advanced Teacher's College- saddled with the responsibility of training the junior

secondary school teachers.

(3) Nigeria College of Education (NCE) - saddled with the responsibility of awarding

certificate of education (NCE). These are meant to teach the senior secondary school students.

(4) Institute of Education, in addition to the various Faculties of Education in the nation's

universities was also established.

It must however be stressed that before this time, that is before the time of the

National Policy on Education and/ or the 1969 Curriculum Conference, which gave birth to

(1977) National Policy on Education revised (1981), the B.A and B.Sc (Ed) earlier

recommended by the Ashby Commission years back became operational in 1961. It

commenced with the flag-off of the first set of students for the programme at the University of

Nigeria, Nsukka with the registration of fifty students. The University of Ibadan followed suit

in 1963.

The Education for All (EFA,2000) country assessment questionnaires sampled the

qualifications of primary school teachers in Nigeria and discovered that only 10% of them do

not have teaching qualifications, 80% of them have either the Nigeria College of Education

Certificate or Teacher Grade 2 Certificate. It must however be stated that in the past, an

intending teacher only needed to have Teacher Grade 2 Certificate to qualify to teach in the

primary schools as stated but this was completely phased out in 1998 when the Nigerian

Certificate of Education (NCE), became the requirement for eligibility to teach in the primary

and the junior Secondary schools (Nigeria Teaching Profession)

Teachers at the Federal Government Colleges that is, secondary school teachers

either at the junior or senior level, in Nigeria possess a Bachelor degree in Education or in

particular subject area (Education in Nigeria, n.d.). This is also the case in the states

secondary schools. Only a few of them are still teaching with the NCE certificates.

The tasks to upgrade teachers' qualities and supply are not limited to Nigeria alone. Other

examples are Botswana and the United States of America.

      In Botswana, gone were the days when most of the primary school teachers were

employed without teaching certificates (Mokotedi, 2013), then a mere primary leaving

certificate was all it required to be admitted into the teacher training colleges. Citing this

authority's report, the report of the National Commission of Education (1977) revealed that

81% of untrained teachers had completed standard seven while 56% of trained teachers had

completed standard seven to qualify for admission to a college of education (Republic of

Botswana, 1977). Initially, holders of the junior school certificate were eligible to be offered

an admission in the college of education today; however, the government of Botswana had

raised the entry qualification to any of the country's higher colleges of education. The entry

qualification required to secure admission to any of the Colleges of education has thus been

raised either to Overseas School Certificate or Botswana General Certificate of Secondary

Education (BGCSE). This is in line with the National Development Plan 6 and in agreeable to

the recommendation of National Commission on Education (1977).

      In the National Development Plan 6, the government reiterated its commitment to

raise the standard of her primary school teachers, hence, the justification for demanding

higher entrance certificate for intending teachers then. In 2001, the Examinations Research

Testing Division of the Ministry of Education, Botswana carried out an assessment of

standard four learning achievement. The objective of the exercise was to monitor the levels of

compliance with the recommendation 17b of the Revised National Policy on Education

(RNPE,1994) that recommended periodic survey of the level of compliance to the approved

curriculum. In the assessment thus carried out, it was discovered that 96.9 % of the nation's

primary school teachers possessed the minimum qualifications requirement of secondary

school certificates and were thus eligible to teach in the nation's primary school. But the

recommendation to have them professionally qualified were not met as majority of them then

did not have Diploma Certificate in Education as recommended by the RNPE (1994 as cited

in Examinations Research and Testing Division, Ministry of Education, 2001). Today

however, the story has changed as reflected in the statement of Bennel and Molwane (2007)

who both asserted that there has been a sharp increase in the number of "university- trained

teachers recruited to work in government and private primary schools from 65 in 2001 to 136

in 2006" (p.6).

For secondary school teachers, 5,222 Batswana Diploma in Education teachers were

employed to teach in 2005. According to a study from the Ministry of Education, Botswana

(2007), ninety per cent of them were reported to be below the age of forty –five years and if

three quarter of them (about 3,500) qualified to meet the requirement of aptitude and

communication test required for eligibility to university, these numbers would be

recommended for degree program in ten years.. The Colleges of Education and the Distance

Learning Centre of the University of Botswana have been responsible for the preparation of

Diploma Certificate in Education Teachers.

Thus, to meet the target of gradual phasing out of Diploma in Secondary Education

teachers in Botswana, the Ministry of Education recommended the training of 300 teachers

for degree programme within ten years. A much more recent report contrary to the above

however indicated that Botswana is moving towards an "all-graduate teaching profession…

from 2010" (Bennel & Molwani, 2007, pp.xiii-x). This report goes further to state that

"Average annual recruitment of graduate teachers should average around 1400-1500 between

2008 and 2017" (p.xi). This policy must have influnced the apparently large number of

Bachelor of Education graduate teachers in the Botswana primary, junior secondary and

senior secondary schools of today.

The United States Government in 2001 came up with No Child Left Behind (NCLB)

legislation holding schools responsible to close the achievement gap between the various

subgroups in the States. This act was also reported to give special attention to teacher's

qualification and compulsorily recommended that school districts should employ "*highly*

qualified teacher (Easton-Brooks & Davis,2009,p.2).The hallmark of this recommendation is

that elementary school teachers should possess nothing less than Bachelor Degree and a state

certification (No Child Left Behind Act, 2002 cited in Easton Brooks & Davis, 2009).

Easton and Davis (2009), probed into the effectiveness of this act and achievement in reading

some years after the declaration. The result obtained showed that students with certified

teachers during their early school years scored higher in reading than those without certified

teachers.Jackson (2013) also reaffirmed this same expression "teacher quality is a critical

school resource in terms of student achievement" (p.1). This same view was upheld by

(Rivkin, Hanushek, & Kain, 2005; Rowan, Correnti, & Miller 2002). Greater attention is

devoted to the aspect of teacher qualification because the teacher, being an important

stakeholder in the business of teaching and learning determines the effectiveness of the whole

process of teaching and learning. The teacher, much more than the parents or the homes,

determines quality of teaching/ learning in any society. The old saying still holds sways even

now, "no nation can rise above the level of her teachers".

The summary is hinged on this fact that, " the contribution to students' achievement is

thought to be especially strong for low-achieving students, yet decades of research show that

such students tend to have less-qualified teachers" (Jackson, 2013, p.2).

Continuing Professional Development

Over the years, building the human capacity has always been the goal of teaching and learning and one of the ways of doing that is through professional development of the teaching force (Correndi, 2007; Ester, 2001; Timperly, Barrar, & Fung, 2007). Two types of professional development, namely, pre-service professional development and the in-service professional development abound. Efforts shall be devoted to the former. Continuing Professional Development (CPD) is organised for teachers, who have taken up teaching as their profession and are actively involved in the business of teaching and learning. It is organised in form of seminars, workshops and conferences (Ejima,2012). Thus, to enhance quality assurance in the teaching learning industry, internal and external programms aimed at developing the content knowledge as well as professional competence of the teachers have always been reason the government of each country, education ministries, philanthropists, local government agency and parastatals as well as private organisations and many having a stake in the education industry always clamour for in-service development programme for teachers.

It is external if it is carried out outside the school and internal if it is within. As tersely expressed by Ayeni (2011), "The education enterprise involves development of human intellect, technical skills, character and effective citizenship" (p.1). Fareo (2013) opined that the National Teachers' Institute (NTI), Nigeria that is responsible for the training of teachers of various categories believes so much that the Universal Basic Education Curriculum can only be thoroughly and effectively implemented through capacity building of the serving teachers and that this can only be achieved through professional development trainings. In Nigeria however, a lot of Professional Development trainings aimed at building the teacher's capacity have been organized but the effectiveness of such efforts either through the federal,

the state governments or organizations such as the United Nations International Children's

Emergency Fund (UNICEF), ministry parastatals such as the Federal Universal Basic

Education (UBEC) and State Universal Basic Education (SUBEC), have not been empirically

documented (Ejima, 2012).

This researcher agreed that the Nigerian government has not lagged behind in this

laudable venture but that the effectiveness of such activities geared at making the teachers

more branded products have not been empirically documented. While examining the

relationship between the teacher's instructional tasks and their qualifications in sixty selected

secondary schools in Nigeria with a population sample of 60 principals and 540 teachers,

Ayeni (2012) recommended that the only effective means for capacity building of the

teaching force with particular reference to "teacher's instructional task performance and

curriculum delivery" (p.1) is by providing good teacher capacity development activities while

in service. Various organizations as emphasised earlier are responsible for providing   in-

service training for teachers. One of these bodies is the Commonwealth of Learning (COL) in

collaboration with teacher training institutions, ministries, and development partners, who are

specialists in teacher preparation and development in the developing countries of

Commonwealth, which include Gambia, Ghana, Nigeria and Sierra Leone.

For example, COL (2009) brought together teacher educators from West African

Countries of Ghana, Gambia, Sierra Leone and Nigeria to a meeting referred to as West

African Consortium for Teachers Development. The participants from these African

countries reached a consensus on the issue aimed at improving quality assurance and capacity

building of the teachers within the sub region .In the aspect of capacity building, COL in

collaboration with the National Teachers Institute (NTI) Kaduna, organized a one week "train

the trainers" workshops to boost capacity tutoring for some teachers in Kaduna in 2008.

These trained teachers were expected to train NTI. teachers. This is in line with the 2004

NTI's learner support services recommendations. The same year the COL and Nigeria

National Commission for Colleges of Education (N.N.C.C.E.) organized a Quality Assurance

Workshop for teacher educators from four-selected Colleges of Education in Nigeria. The

workshop was also held in Abuja and the delegates who attended agreed to implement the

COL's "Quality Assurance Toolkit" (para.10) for the institutions' specific need, instructional

design workshops were held in Sierra Leone and Gambia in the same year, that is, 2008. The

main focus of the workshop was on how to pass across practical skills on instruction designs

to practicing teachers.

Extending her activity beyond the border of West Africa, COL in conjunction with

the Regional Institute of Education (RIE) National Council of Educational Research and

Training (NCERT), Mysore, India, organized a three-day workshop for teacher educators on

constructivist pedagogy. The main thrust of this workshop was on how to make the child an

active participant in the whole process of teaching and learning. Teachers were prepared to

develop teaching skills that will not make the learner just a passive recipient of knowledge but

rather a constructor of knowledge. Experts armed with constructivist pedagogic skills both

local and international were reported to be in attendance (Commonwealth of Learning, 2009).

In Botswana, the Cambridge International Examinations has just concluded the

second phase of training for teachers of some Cambridge Syllabus (Cambridge International

Education, 2013). The workshop was designed for teachers who have been teaching the

Cambridge syllabus for at least two years. The focus of the workshop include, inter alia:

(1) Teaching subjects applied to the syllabus.

(2) Overview of different teaching methods.

(3) ICT and curriculum resources to mention just a few (Cambridge International Education,

2013, para.3).

Botswana government and its various parastatals through the department of teacher

training and development, is also reputed for training her teaching staff by providing in-

service training for primary and secondary schools. The department, formerly known as

teacher education is saddled with the responsibility to undertake the following among others:

-Developing effective in–service education programmes for teachers in primary, secondary

and teacher training institutions.

- Building institutional capacity for teacher development in the schools through the training of

trainers (Teaching Careers, Republic of Botswana, 2011, para.1).

Other functions of the Department of Teacher Training are listed but the researcher picked

those ones that are relevant to in service capacity building of the teachers.

.The impact of professional development (PD) of teachers on academic achievement

was observed by Gee (2013) among Pacific children. Gee observed its impact in a large-scale

study of Pacific communities and found high-level performance in literacy development of

Pacific child professional development programme in reading comprehension and teacher

pedagogical knowledge. The result of the study, which started with randomised collection of

sample from 45 elementary schools in Pacific region showed a positive impact of PD on

reading achievement on Pacific children. The US department of education (2008), led by a

project officer, Marshal Silverbag, carried out an investigation on the impact of two

professional development interventions in early reading instruction and achievement.

This study reiterated that the commitment of the US government to revamping her

education programme led to the establishment of the second phase of the No Child Left

Behind (NCLB). This was reported to have cost the American Government 585 million dollar

in 2002-2003 school year (Department of Education, 2005, as cited in US Department of

Education 2008, p.vii), and 500 million US dollar in 2005 (US Department of Education,

2007,as cited in US Department of Education, 2008). The budget was expended on PD project

with a bid to ensuring that all the American elementary classroom teachers are professionally

competent.   A doubt was however raised about the types of training that these teachers

were receiving as to whether they were comprehensive enough to meet the challenges on

ground despite the fact that majority of them, about 80 per cent of the teachers reported being

engaged in 24 hours of PD instruction in 2003-2004 school year (US Department of

Education,2007). This was considered inadequate and as a result, two types of reading

interventions were inaugurated by the US Department of Early Reading Intervention Study to

investigate the effect of the interventions for reading instruction; namely:

   (1) A content focused teacher institute series – it commences in summer till the end of the

school year.

 (2) The same institute series plus in-school coaching (treatment B) (p.vi).

 With equal number of schools for both the treatment and the control groups and 270 teachers

in 90 local districts of mainly poor schools, early reading meant for the beginning grade were

examined with the use of experimental design method. The control and the experimental

groups were thus compared and the result as paraphrased showed that:

        The teachers showed positive effect of scientific- based reading instruction

knowledge   on one of the three instructional practices encouraged by PD, the two PD

interventions, that of the experimental or of the control did not result in significantly higher

student   scores at the end of the year. Teachers in the experimental group who were

        randomly selected in schools to receive PD study scored significantly higher on   PD

knowledge test than the control schools. The effect of additional coaching

intervention on teacher teaching style did not yield any significant difference.

There were no significant differences on the performance of the teachers measured or the

learner performance (US, Department of Education, 2008).

Although the above study might not be applicable to Africa, it is nevertheless releveant to a

study like the present one. Secondly, the African Governments represented by various

educational department and parastatals need to be better informed of the happenings in the

other parts of the world in regard to their devotion and commitments to education.

Availability of Reading Facilities in Schools and Achievement in Reading

More reading facilities are needed to develop the love for reading in children. One of

such facilities essential for reading awakening in students has been the library. The library is

very crucial in the provision of education resources such as books, internet facilities, services

and information on how to maximally benefit from the rich resources expected to be in the

library (Ogbebor, 2011). The extent to which the library, headed by the librarian and other

staff members can readily make service available to her users that is, the students has been

attributed to achievement in reading by researchers. For example, in April 5, 2006, the

Ontario study showed a strong positive impact of professionally qualified staff members of

library and achievement in reading. Similarly, a project titled: School Library Work cited in

International Association of School Librarianship (2008) also indicated that 10 years of

research into the role of library in education showed that the library is a rich avenue for

boosting students' achievement in reading. Relevant sources to affirm the importance of the

library to achievement are (Bush, 2000; Curry, Fitzsimmons, 2007; Francis, Lance, &

Lietzau, 2010; Smith, Williams, Wavell & Coles, 2001; School Library Work, 2008 &

Research on Integrated Library Programme and Achievement, 2001). All the reseachers cited

lend credence to the fact that resource rich libraries are synonymous with positive academic achievement.Williams, Wavell and Coles (2001) stressed the importance of appropriate and efficient service delivery as a major boost to reading efficiency at the primary and secondary school levels .Bush (2000) advised the American parents on the need to encourage their children to make visiting libraries regularly a priority. Francis, Lance and Lietszu (2010) concurred that during 2007-2008, elementary school with libraries patronised regularly by students performed better in Colorado Middle School Practice Exam than those paying less visits to libraries.

Based on the information gathered from the US National Commission on library by Fitzsimmons (2008), as at 2007, the US was reported to have 62,000 State Certified School Library Media Specialists and 3,909 Private Certified Library Media. To stress the importance of the library and experienced library media officers as veritable tool for optimum teaching and learning achievement in schools, the researcher finds this long statement by Fitzsimmons (2007, preface) very illustrative:

> Resource rich school libraries and credentialed school librarians play key roles in promoting both information literacy and reading for information. When staffed by qualified professionals trained to collaborate with teachers and engage students meaningfully with information that matters in the real world, school library becomes sophisticated 21st century learning   environments that offer equal opportunities for achievement for all students regardless of the socio-economic or education level of the   community. As you will see school library mounting evidence affirm that school libraries staffed with certified media library specialists do make a measurable difference on students' achievement. Whether that achievement is by standard

reading achievement or by global assessments of learning school libraries and library

media is a powerful force in the lives of American children.

The long quote unequivocally reveals what is expected of any nation that places a

very high premium on liberating her citizens from the shackle of poverty and ignorance. The

question now is what is the position of the Nigerians' secondary schools' libraries? Bello

(2001) conducted an investigation on the position of the Nigerian schools' libraries in the

most widely acclaimed Universal Basic Education (UBE), and came out with the conclusion

that the Nigerian secondary library system is abysmally poor. The researcher thereafter

recommended that the Nigeria Library Association and the Nigerian School Library

Association should put pressure on government to expedite action on passage into law the 2

per cent consolidated account for equipping the library. Equally, it was suggested that 20 per

cent out of the total budget set aside by the government to finance UBE should be spent on

equipping the library and its officials.

Motivation and Children Reading Achievement

An aspect of education that is very germane and crucial to educator is the issue of

motivation. This is so because it is very essential for effective learning. Every aspect of

teaching and learning should be motivated to enhance the goal of teaching and learning.

According to Tella (2007), motivation raises the question of why people behave in the way

they do" (p.1). This simply means the way a given learner reacts to what is learnt go a long

way to determine what is to be achieved. This proposition is also in line with the definition of

motivation provided where the concept is described as an inner state that energizes people

toward the fulfilment of a goal (Motivation and Emotion, n.d., p. 376).

Motivation is an internal way of making a person move toward a goal or an

objective. Just like intelligence, it cannot be overtly seen in an individual but the effect of

motivation can be felt through what is carried out. This can be illustrated by using Maslow

Hierarchy of need theory, which is predicated on the action that people take in order to satisfy

a particular need. For example, people go for whatever need they considered most basic or

fundamental before aspiring for secondary needs (Maslow, 1943). This is also true of

motivation. Thus, if children see reading as an instrument to progress or move forward in

their bid to achieve their academic mandate, the drive will predispose them to want to read.

But very often, this is not the case because they are either too naïve to appreciate the value of

reading or because of so many environmental factors already considered in this study. Thus,

the school, ably represented by the teacher popularly referred to as the in-loco parentis of

necessity, is saddled with the responsibility of motivating the child to promote reading so as

to achieve the goal of teaching and learning. Equally important is the role of the parents in

motivating the child to read by making the reading atmosphere to be conducive for the child

(Ayedun, 1995; Okebukola & Owolabi, 2007).

Baker and Wigfield (1999) came up with 11 conceptual frameworks of various

dimensions of reading motivation. These dimensions are sub-categorised into three as shown

below and will be used as guide to discuss the concept of motivation.

(A)   Competence and efficacy

Under this, there are three observable dimensions, namely;

(1) Self-efficacy-: the basic assumption underlying this is the opinion about the self –ability of

reader to succeed in reading assignment.

(2) Challenge-: this has to do with the dogged determination to engage in difficult reading

task.

(3) Work avoidance-: the tendency to always want to chill out on a very challenging reading

related activity may be, due to text difficulty.

(B)   Intrinsic and Extrinsic Purpose of reading

The second category is centred on the reason children read, that is, the aims, or the

objectives of reading. It deals with that driving force which could be intrinsic or extrinsic.

Intrinsic purpose is the dimension of motivation in which the individual is being interested for

its own merit, and not because of the benefit to derive from it, extrinsic on the other hand, is

being motivated because of the benefit attached to reading. At this level of motivation, the

following goals for reading have been identified:

(1) Curiosity-: the drive or the desire to read about a particular subject or topic.

(2) Involvement-: the pleasure derived from reading will make the reader to be actively

involved in reading.

(3) Importance-: if the reader perceives reading as necessary, reading is bound to take place, if

not, reading will not.

(4) Recognition-: if the reader will be accorded due recognition for his or her success in

reading, this will enhance achievement in reading.

(5) Grade-: if the reader is hoping to be evaluated positively well by the teacher, reading is

bound to be meaningful and the tendency to strive toward becoming an efficient reader will

be high.

(6) Competition-: this deals with the child's utmost willingness to do better or outperform

others in reading. This is the case in which children engage in most of their reading in school

where their performance would have to be evaluated or judged by their teacher, thus the

tendency to want to outsmart their mates in reading is very high.

(C)   Social Dimension of Reading

The third dimension addresses the social purposes of reading. This is predicated on

engagement theory which recognizes the fact that reading is a social activity. It recognises the

social aspects of the classroom as having crucial roles to play in reading achievement. This

includes the remaining two constructs under the dimension of motivation being discussed:

(1) Social -: this entails sharing what is being read with the members of the immediate family,

friends and visiting the library with the members of the family.

(2) Compliance-: this has to do with the child seeing reading as an activity to be carried out

under obligation or compulsion. Such readers often provide the following reasons when asked

about what motivates them to reading:I read because my teacher mandates it, I just must

finish my assignment on daily basis; I read exactly the way the instruction given by my

teacher stated, and so on.

In the questionnaires developed by Wigfield and Guthrie (1997), referred to as

Motivations for Reading Questionnaires, (MRQ), these 11 constructs were examined through

"exploratory factor analysis of individual item sets, item total correlations and reliability

analysis" (Baker, & Wigfield, 1999, p.3) on 100 fourth and fifth grade students. The result

showed that eight of the constructs, namely, self efficacy, challenge, work avoidance,

curiosity, involvement, recognition, and competition indicated good internal consistency

reliability while social, importance, and compliance did not show any distinct

dimension.These dimensions of motivation as enuciated by Baker and Wigfield indicated that

the teacher's tasks to get the students develop ardent interest toward reading are highly

daunting and challenging. This is because it is expected of him or her to be professionally

competent, experienced and highly resourceful so that the various dimensions of motivation

highlighted by Baker and Wigfield (1999) and many more can be utilised and perfectly

modified as the occasion of the reading class demands.

The parents' role is also very critical but not as daunting and challenging as that of

the teachers since their role is limited to the home environment. The message being passed

across by Baker and Wigfield (1999) hinged on this fact that, teachers must be armed with

eclectic method of teaching reading to make it effectual. This same view had been affirmed

by Turner (1995), as cited in Guthrie and Wigfield (2000) who posited that teachers who

always engage in variety of motivating styles during reading lesson are the most successful.

Tella (2007) investigated the impact of motivation on students' academic

achievement in mathematics in secondary schools in Nigeria using motivation for academic

preference scale as a measuring instrument and t-test as the statistical tool for testing two

hypotheses at 0.05 margin of error. The result of the findings revealed that the extent of

motivation go a long way in achievement to answer one of the two hypotheses which stated

that there is no significant difference between the extent of motivation and achievement in

mathematics. A study was carried out by Bassy and Akpan (2010) to look at achievement

motivation among university managers and institutional effectiveness in selected Nigerian

Universities. The investigation that centred on correlation study among the top high ranking

officials of the university to assess teaching and learning effectiveness used 240 teaching and

non-teaching staff members of selected Nigerian universities. The researcher's self-

constructed 35 item questionnaires used to gather relevant data and Pearson's Product

Moment Correlation analysis was used to analyse the data. The findings showed a significant

relationship between achievement motivation and institutional effectiveness in teaching and

learning (r= 0.64). It was recommended in the study that achievement motivation workshops

should be organized for the departmental heads so as to boost effectiveness in teaching and

learning. The outcome of this study has shown that motivation is an effective tool to promote

teaching and learning at any level of learning and that if at that level of learning, motivation

could be successfully employed to promote teaching /learning, it is obvious that the

effectiveness at the primary and secondary schools cannot be under estimated. Citing Watkins

(1996), Ilogho (2011), opined that one of the factors promoting alliteracy that is, (those who

can actually read but choose not to read in Nigeria), is lack of motivation and enthusiasms.

Irvin, Meltzer & Dukes (2007) stressed the importance of motivation by teachers

stating that, one most important tool to achieve competence in literacy is the motivation

provided by teachers for their students. They also concurred with one another in the view that

most frustrated adolescent underachieved readers and writers ordinarily would appreciate

being assisted but could not because they lack constant assistance, they detached themselves

from an environment they perceived unfriendly and unwilling to assist them (Irvin, Meltzer &

Dukes, 2007).   These according to these scholars, often verbally expressed their failure and

frustration in statements such as "we are proud of not being able to read and write well and

we should be left alone to reap the lifelong consequences of leaving school with inadequate

literacy skills to face the work place and responsibilities of citizenship" (Irvin, Meltzer &

Duke, 2007, para.12). These quotes indicate that they are tired of the situation they found

themselves and should not be written off and that if every other diagnostic skill to make them

become good readers proves abortive, teachers' display of high level of motivation can help

them scale through the hurdles of underachievement in reading.

Reading Comprehension Strategies

One of the daunting challenges faced by teachers of senior secondary schools is

which strategies to adopt to make the teaching of reading to be effectively handled. This

assertion is made because according to Lawal (1991, p.21). "Reading comprehension is a

complex skill which requires linguistic comprehension and careful handling." Niles

(1971)observed the following reading skills that can be effectively used to enhance the

teaching of reading comprehension in schools (1) Word recognition (2) association of

meaning with printed symbols (3) literal meaning (4) interpretation (5) evaluation and

assimilation.

The first two strategies that is, word recognition and association of meaning to

printed words are much more emphasized at the elementary stage of teaching reading while

the last three strategies are emphasised at the level of reading to learn. This is very much

relevant to this study. To teach the child to fully master reading comprehension at the level of

mastering the last three strategies above, that is, teaching the child to understand literal

meaning, interpret as well a evaluate and assimilate the passage being read. Adler (2013)

identified seven reading skills relevant to teaching these strategies and efforts shall now be

devoted to look at some of the ideas expressed by the scholar. According to the scholar,

teachers of reading can use the following reading skills:

(1) Monitoring comprehension

According to this source, students who can monitor their reading comprehension will

recognize when they have problem and fix the problem. What is then expected of the teacher

is to teach them to be aware of "what they understand, what they do not understand and use

appropriate strategies to resolve problems in comprehension" (p.1). Strategies found to be

effective to monitor comprehension could be either of the following: preview, problem

solving and contextualising strategies. For example, a reader previews a reading exercise to

be accustomed with the contents to be read (Preview strategy, n.d.,). Denver (2003) titled it

"Chapter tour, text walk preview before reading strategy." This is done according to the just

cited source to provide more information for the reader regarding the reading task. Problem

solving and contextualising strategies are effective to teach reading at the semantic level to

enhance vocabulary development as well as how to make use of words encountered in

sentences.

For example, Shayne and Grant (2009) employed problem-solving strategy to solve word problem while teaching grade five students in Nebraska. Students were also taught to compose their own story and divide story into segments. Contextualising strategy is aimed at helping the reader put language items in a meaningful authentic context rather than its being learnt in isolation. The strategy enhances communicative competence and assists the learner to be able to call forth the language when needed. It also helps in engendering new vocabulary items (Contextualisation, n.d.,). The teachers also take the background knowledge of the reader into recognition as he/she employs this strategy in the reading classroom.

(2) Metacognition

This has earlier been discussed and it needs not further explanation but based on the submission of Adler (2013) students should be taught to know how to:

- Identify where difficulty occurs while reading.

- Identify the problem

- Restate the difficult passage in their words.

-Look back through the text.

-Look forward in the text for information that might help them to resolve the difficulty (Adler, 2013 para.2).

What has been illustrated above focus more on making use of outlining and summarising strategies to teach reading. For example, in outlining strategy, the teacher should give opportunity to be able to restate the core of each of the paragraphs read to form meaningful sentences, make topic sentence as well as suggesting suitable and fitting title to the passage read. In like manner, what the students have outlined can be used to form paragraphs or cluster of paragraphs. In doing this, the strategy is as well developing the skill

of coherent writing in the learners (Adler, 2013). This is developed as reader becomes mature

reader at the meta cognitive level.

(3) Graphic and semantic organisers

This helps to make concept clear through the aid of diagrams, maps, graphs, charts,

frames, or clusters. A way of summarising the assertion here is that the teacher can employ

audio visual as well as *aural oral* strategies to aid the teaching of reading to assist the reader

comprehend the texts. The use of maps, images, television and video, newspapers and

magazines become imperative if these strategies are to be handled effectively (Winsome &

Akiko, n.d.,). In aural-oral strategy for example, teacher can develop listening skill in the

child, improve their attention deficit, distinguish between silent and loud reading with the aid

of different teaching contrivance just highlighted. This can be done by asking them to gaze

their attention at you while teaching reading and asking them to repeat what you said (Frost,

2013). Teacher should employ these skills to help students follow the text direction, provide

them weapon that they can use to investigate the relationship in a text and help students to be

able to engage in summary writing as well as being able to distinguish the difference between

fiction and nonfiction while reading (Adler, 2013).

(4) Answering questions

Using question method to teach any discipline or subject over the years has long

been established and the case here is the same. Questions can be useful in teaching reading

because this can be a signal to understanding the purpose of reading, cue to demand student's

attention on what is to be read and spark - off the student's thinking ability as they read. It

serves as encouragement to monitor their progress in comprehension while reading; assist in

reviewing the content being read and juxtapose what they already know from that which they

do not know (Winsome, & Akiko, n.d.,).

According to Adler, there are four different types of questions, namely, (a) right there (b) think and search, (c) author and you (d) on your own. Right there questions are within the bowel of the texts. Students are required to look for one right answer in this type of question. For example, "What is Sade's friend name?" They are "wh-questions". Think and search questions are based on ability to call forth or recall what has been read. Facts required can be found in the text but the reader would have to search for it because they could be found in more than one place. For example, "Why was Bunmi not found where she agreed to stay?" In author and you questions, readers are expected to use cues they already know with what they have learnt while reading the text. Lazzari (2008) illustrated that Wh- question words like who, where, when, what, and why can be modelled to teach metacognitive strategy. Another types of questions that could fit this slots are those starting with how, do, is, etc. For example, "how do you think, is it true that… or do you feel…?"

On your own questions are best handled based on the readers' prior knowledge and this reinforces the need for schema and Meta cognitive theories earlier discussed in chapter one of this study. Answer to this type of question cannot be found in the passage; the reader has to provide it based on his or her inherent experience or background knowledge. Questions such as "What would be your reaction if so and so happens?" "What do you think can replace so and so statement in the passage?"(Lazzari, 2008).

(5) Generating questions

If students fully understand what they have read, they will be able to appropriately answer the questions and ask themselves questions such as "what is the message inherent in this passage?" "Why has the writer preferred to use this style?" "What is the significance of the experience shared by the writer to contemporary issues?" These questions would assist them to combine information from the segments of the text.

(6) Recognising story structure

This deals with the ability to understand the characters, characterisation (the role played by the character), plot of the story, setting, events, protagonist, and antagonist, problem and resolution etc. This can be achieved by using the story map guide or through the instruction provided in the story (Leftkowitz, n.d., & Recognising Story Structure, 2009). Illinois State Board of Education Experts- Brenda, Sue, Tim, Tracy, Eric, Army, Jill, Katty and Kathy (2012) suggested that *assessment strategy* can prompt questions such as "who, when where and how" which can be maximally used during and after reading to reinforce comprehension.

(7) Summarising

This assists the students to sieve the irrelevant from the relevant, unimportant to the more important, main idea from the supporting idea etc. This also ushers in the ability to remember and recall what has been read.

These reading strategies cut across the cognitive and meta cognitive theory of reading already highlighted in this study as earlier expressed but the questions that readily comes to mind is "How often do the teachers of reading comprehension in English language embark on making use of these strategies to teach reading?" "Do they employ any strategy at all apart from open your text book to page so and so, read and answer the questions underneath the passage?"

Gbenedio (1986) identified two methods of teaching reading in Nigeria, listening while reading and eclectic methods of teaching reading. The researcher found that, listening while reading method being used in the then primary schools was not an effective method for teaching reading instruction and recommended the eclectic method of combining alphabetic, phonic, and word sentence methods.

Adeniyi and Omale (2010), alluded to the fact that skill acquired in reading can effectively enhance the understanding of other skills of communication such as speaking and writing but lamented the fact that, teachers of English Language comprehension in Nigeria schools are lagging behind in their approach to the teaching of reading comprehension. According to the remark of these scholars, "these teachers lack the methods of imparting reading skills to pupils. The condition is so bad that some pupils find it difficult to read and understand a simple sentence" (Adeniyi & Omale, 2010, p.2). Udosen (2006) embarked on an investigation of the effectiveness of Talk –to –the –Author Metacognitive Strategy of teaching on students' achievement in higher order reading comprehension in Akwa Ibom State, Nigeria. Although the method was found to be effective but teachers were not found to be using it.

Dike, Amuchezi & Ajogu (2000), cited in Popoola, Ajibade, Oloyede, Etim & Adeleke, (2010) conducted a research on 92 teachers in Nsukka, Nigeria. The interview format used was on information about the methods and resources used to teach reading instruction in their classroom. Out of the 96 teachers whose opinion were sought, only six of them were able to provide information that lack of reading habits among the teachers could constitute a serious problem to the teaching of reading and only one of them was able to identify that poor teaching method could pose a very serious threat to reading comprehension achievement.

The International Reading Association (2005), embarked on a study titled, "Improving the Quality of Literacy in the Content Areas: Situational Analysis of Secondary Level Education in Botswana." This study emphasised the daunting challenges faced by teachers as a result of mass exodus of students transiting from primary to junior secondary schools due to the government of Botswana's universal primary to junior secondary schools'

programme. With the large numbers of students aspiring to receive primary and junior

secondary education, new information are to be learnt across the curriculum through reading,

writing, listening and writing (International Reading Association, 2005). Yet, 86% of the

teachers asked about their perception of students' language and literacy skills, agreed that the

development of the conceptual understanding in the content areas of their discipline is the

most important while the "development of language, literacy and study skills" (p.21) were

perceived to be trivial. On the contrary however, many of them agreed that year one student's

communicative skill such as listening, speaking, reading, and writing posed a very serious

challenge to them.

Summary of Literature Review

The research studies so far reviewed in this study offered a very rich ambience for

this study in general. These reviews have taken us a long distance of exploration of various

research methods, designs, recommendations and conclusions on home and school related

factors as correlate of achievement in reading comprehension. One central thing that is of

significance in the reviews thus far and, which has provided a vacuum or gap that necessitated

this study is the fact that researches into reading achievement and its numerous difficulties are

heavily concentrated within the lower levels of primary schools as against the senior

secondary schools, the focus of the study at hand. Bearing witness to the just stated fact is this

statement, "when it comes to research on reading difficulties, experts tend to focus on the

early years, we know much more about reading difficulties in younger children, and not so as

much about reading difficulties for older children (Georgiou, 2012, p.1). Yet older students

are faced with reading challenges as exemplified in the studies of Ivey & Baker (2004), titled,

"Phonics instruction for older students? Just say no". Torgesen (2006) also worked on

"Improving adolescent literacy; Suggestion from research"

Worth mentioning here as well is the fact that, concerted efforts are much more devoted to home and school related factors and achievement in academic, education and the likes rather than home and school related factors and achievement in reading comprehension as revealed in Kgosidialawa (2010) on parental involvement or the study of Chattargi and Deshmukh (1999) in their study of "Family background of juveniles and reasons for their admission to remand home". This also provides another significant gap justifying the rationale for the study. The PIRLS (1992, 2011), which featured prominently in the reviews, are crucial to the study because they offered a very good insight into the home and school related problems and achievement in reading comprehension, the primary focus of this study. PIRLS (2011) strongly supported the fact that family social economic status could be a strong predictor of achievement in reading comprehension. So also is the study of Davis Kean (2005), who revealed that socioeconomic factors is a crucial factor on academic achievement generally in his meta analysis study of socio-economic factors.

Another gap discovered in the review justifying reason for this study deals with conflicting results of the reviews so far considered. For instance, while some of the findings in the reviews attributed underachievement in academic to effects of single home or broken family (Alika & Edosa, 2012), Odeleye and Olutimehin (2009) opined that their findings revealed no significant difference. To these groups of scholars, the place of birth of a child has nothing to do with achievement but other internal factors inherent in him. Thus, it is crucial to go to the field in order to find out. Also a divergent view was reviewed dealing with teacher's experience where the IEA's (1992), study strongly underscored the place of teacher's experience on reading achievement while the findings of Kayongo, Schseleber & Launcellot (2008) revealed a very slightly proportion of experience related to achievement in reading.

Buddin and Gema (2009) indicated lack of relationship as well as very weak relationship experience to reading achievement, while IEA/ PIRLS (2011) results showed a significant relationship of experience of teachers to reading achievement. Bonen, Dame & Onchena (2013) findings showed that good qualifications of teachers are a sine-qua-non for teachers' effectiveness. The belief of this researcher is that it is needful to clear these various conflicting findings. This also provides a solid reason for this study. Gee (2013) believed that Continuing Professional Development programme for teachers will enhance their teaching of reading effectiveness. Similarly, Ivin, Meltzer & Duke (2007) stressed the importance of teachers motivating the students to read as a strong tool to achieve competence in literacy teaching. Much the same, literature on strategy for teaching of reading as expounded by Adler (2013) study has offered the researcher a quest to want to probe more into the understanding of the strategies being used by the teachers to teach reading comprehension. It has also provided a solid background that should assist this researcher in the study.

Several of the studies reviewed in this study are foreign to the African setting, Nigeria inclusive and so might not be applicable given the cultural, religious, political and a host of other differences. It is therefore needful to figure this study out from the perspective of the Nigerian setting. Associated with this is the fact that, although a lot of studies have been carried out on reading as earlier stated in the beginning of this study, studies on home and school related factors and achievement in reading comprehension at the senior secondary school level in Nigeria are very rare if at all they exist. Lastly, this study is very crucial so as to show the problem bedevilling the teaching of reading comprehension, problem facing the senior secondary school students in Nigeria, and to stem the tide of incessant failure in the internal and external English Language Examination.

Chapter Three

Research Methodology

Introduction

In this chapter, attempts shall be made to give the detail of research methodology, research design, sampling and statistical procedure employed for collecting as well as analyzing the data. Mixed research approach was employed for this study. It is however more of quantitative than qualitative. This simply implies that not all the qualities of qualitative research methods of investigation are injected into this study. "Mixed research or integrated research" a term preferred by Johnson & Onwugbuzie, (2004, p.24) to "Mixed Study", is an amalgam of different research paradigms. It is an initiative built upon the philosophical worldviews of the pragmatists (Brewer & Huntler, 1989; Cresswell, & Plano, 2007; Feilzer, 2009; Sandelowski & Harp, 2010 & Teddlie &Tashakkori, 2009).

This is a mixed-method oriented research and the quantitative and qualitative data were collected separately. While the quantitative was collected from 600 students through both questionnaire and ELAC test, the qualitative data was collected from four teachers using interview and classroom observation as approved during the proposal defense. The students in the classroom observed were also included in the study. They took part in the filling of the questionnaire and engaged in the ELAC test. The activities did not take place on the same day. Only four teachers were chosen for the qualitative aspect of the study. This is so because of constraints of resources. The sampling method utilised was based on the advantages stipulated by Cohchran (1977), which include "reduction of cost, greater speed scope and accuracy in the analysis of the data" (p.7).

In a mixed study research, the researcher develops the information he/she has on pragmatic principle (Creswell, 2003; Maxcy, 2003), and continues with this tenets to select

approaches cum variables most relevant to procuring solution to concepts being studied

(Tashakkori & Teddie, 1998, as cited in Ivakovia, 2002). The operational definition of mixed

research is summarized by Johnson and Onwugbuzie (2004, p.17) as follows: "Mixed

methods research is the class of research where the researcher mixes or combines quantitative

and qualitative research techniques, methods, approaches, concept or language into a single

study".

The advantages of using mixed method of analysis tremendously outweigh its

disadvantages. Mixed method of research is enriched through the employment of eclectic

methods of inquiry to resolve research problems. On one side are the qualitative instruments;

on the other are the quantitative, which are readily available for use to enrich the phenomenon

being studied. The flexibility of its inquiry into research problem makes it to be bereft of

dogmatism, engenders creativity and is highly resourceful either of the quantitative or

qualitative method. Similarly, the merging and the effective blending of the two parallels to a

unified whole, offers a very rich avenue for reducing to the barest minimum the prejudices

and bias inherent in either of qualitative or quantitative studies. Through its explanatory and

exploratory cum "triangulate approaches," (Webb, Cambbell, Schwartz, and Sechrest, (1966)

as cited in Johnson, Onwugbuzie & Lisa, (2007), it clarifies figures, and interprets numeric

data through text language more accurately and elaborately.

Lastly, the qualitative as well as quantitative data combined together would produce

results that are more authentic and reliable because the qualitative instruments obtained

through either of interview, observation, artefacts or sometimes documentary evidence would

help to reduce the information inherent in figures and calculation, which are strong tools of

quantitative data. One then serves as complementary to the other. However, the method is not

all about the foregoing advantages because it is also fraught with its own demerits. Part of it is

that it is somehow cumbersome to embark upon, partly because of the rigorous method of

collecting, analysing and interpreting the study's data. It requires a lot of painstaking efforts

and finance as well as a lot of time. Nevertheless, the merits far outweigh the weaknesses.

Research Design for the Study

This mixed study employed descriptive inferential design, which allows for a

mixture of the quantitative and qualitative study. The study was conducted under a natural

atmosphere of schools and classrooms. The exploratory and explanatory methods (Bryman,

2004) were used. A way of stating this in a clear language is triangulation method, that is, the

employment of many data sources or multi data sources to generate data so that the data can

be validated as the study progresses (Ashatu, 2009; Bryman, 2004; Hecht, Sasson & Saxeed,

2008; Patrick, 2009, & Todd, 2009). The argument in favour of descriptive survey is that the

rigors of collecting data and interpreting data are reduced to the lowest level. In descriptive

survey, because the variables do not involve laboratory experiment, they are not subject to

manipulation and so easy to embark upon. The study embarked on qualitative data collection

through structured interview between the researcher and the teachers of the selected schools.

Explanatory style was employed to obtain relevant information by engaging the teachers as

well as observing the teaching learning activities taking place in the classroom. The rationale

behind this is to have birds-eyes-views of the strategy being used to teach reading

comprehension as well as obtaining information on issues such as, language policies and its

effect on teaching, available for teaching facilities, challenges being faced by teachers as well,

in service training they are receiving and other issues that are of immense values to teaching

and learning of reading comprehension generally.

At the quantitative level of the study, the investigator relied on numerical data

(Charles & Metler, 2002, cited in Ivanokia, 2002) to limit variables associated with home and

school related factors and achievement in reading comprehension to hypotheses testing in line with positivists' research paradigm. This is with a bid to relate them and place each of these variables in the order of their "magnitude and the frequency of their relationship" (Creswell, 1998, p.15). Thereafter, the data obtained were analyzed and interpreted to assess level of discrepancy, similarity and collaboration as well as integration.

Population of the Study

"A population consists of an entire set of objects, observations or scores that have something in common"(UPOV, 2007,p.14). There are two distinct population subsets, the target population and the accessible population. Target population deals with the category of individuals that matches the semblance of what you are trying to study or "what a researcher hopes to understand" (Mark & Media, n.d.,) while accessible population refers to the group you are able to test or measure (Mack & Media, n.d.,). In another definition, "the entire group of people to which the researcher wishes to generalise the study offers an example of target population, while a portion of the population to which the researchers has access, may be a subset of the study findings" (Population and sampling, 2013, para, 6), constitutes the accessible population. Kazerooni (2001) offers similar view.

In this study, only students and teachers in government senior secondary schools participated. It was restricted to the government secondary schools alone so as to prevent bias of standard. It is generally held that private schools are better funded, organized and maintained than the government -owned schools, (Alewu, Nosiri, & Landan, 2011, &Wilma, 2000). These place them at better performance advantage than the state- owned and government funded schools where majority of the underprivileged children that constitute the bulk of Nigerian society attend.

The problem of the study was achievement in reading comprehension. Based on the problem stated, the population of this study was categorised into two. The first group was the senior secondary school two students (SSSS2). The senior secondary school II students should be able to read and comprehend fully hence, they were very crucial to the study. Secondly, the English language teachers saddled with the responsibility of teaching English reading comprehension, which forms part and parcel of the English language syllabus were also crucial in the study, hence their inclusion. These two groups were the most appropriate for the study because the intention of the finding was how to procure solution to the problem of underachievement in reading comprehension.

Sampling Procedure

Sampling procedure deals with how the researcher select sample for the study being embarked upon. It dealt with the steps taken to select the needed sample for the study. Of necessity, sampling must be carried out to get a portion of the population from which some information concerning the overall population can be generated. Thus, a sample must be a representative of the population being used for it to be useful for the study. According to Kerlinger & Lee (2000, p.179), "Sampling is characterised by the use of judgment and a deliberate effort to obtain representative samples by including presumably a particular areas or groups in the sample". Equally significant is the statement of Palys (2008) who stressed that "purposive sampling is seen as series of strategic choices about with whom, where and how to do your research" stressing further that, "purposive sampling is virtually synonymous with qualitative sampling" (p.1).

In this study, because of the wide geographical area in Ogun state, the geographical setting for this study, multilevel sampling was used. This is in line with Burton, King and Hunt (2001) who advocated for a random selection of a smaller proportion of a wide

population to represent the whole strata of the population for ease of study. This would enable

the researcher to make correct generalisation.

Ogun state, Nigeria is made up of 20 Local Government Areas and the LGAs are

further divided into three Senatorial districts namely, Ogun East, Ogun Central and Ogun

West Senatorial Districts and four geographical and political zones patterned along dialectical

zoning arrangement for ease of administration. There are Egba, Ijebu, Yewa, and Remo

dialectical zones. Ogun state, Nigeria has about 16,762 square kilometres landmark and it has

an estimated population of about 3,751,140 "based on preliminary 2006 Census figures in

Nigeria" (Kruger, 2008). The people of this state are Yorubas and the language is

predominantly Yoruba with various regional dialects. Based on these dialectical zoning of the

state, the four dialectical zones have equal opportunity of being randomly selected for the

study.

The Sample

"Sample in research is a group of people, objects, or items that are taken from a

larger population for measurement". (Education Centre, 2006, p. 1). It should be an exact

representative of the population being studied (Kenneth, 2005). According to the information

released from the official Website of Ogun State, there are four hundred and thirty (430)

schools in Ogun state, which include the tertiary, secondary and primary institutions of

learning. Out of these institutions, an estimated number of over three hundred and fifty (350)

are government -owned secondary schools. The sample for this study comprised of six

hundred (600) Senior Secondary School II students randomly selected from twenty secondary

schools from the four dialectical zones of Egba, Ijebu, Yewa and Remo. In each of the zones,

a random sample proportion of 150 students of 75 males and 75 females in a total of 20

randomly selected schools from the four dialectical zones participated in the study, meaning

that 5 Senior Secondary Schools were randomly selected from each of the dialectical zones.

It was estimated also that there were at least nothing less than 90 senior secondary

schools in each of the dialectical zones. The age range of the population was between $16-17$

years. Reason for the preference for this class was that at this level, they are aleady preparing

to write their Senior School Certificate Examination. This exam is organised by the West

African School Certificate Examination (WASCE) or the National Examination Council

(NECO). This latter, that is, NECO, is limited to candidates in Nigeria only unlike WASCE

which is taken by candidates from across West Africa. While WASCE is organized between

every May / June, NECO is organized between June and July of every year immediately after

WASCE, so students have the advantage of writing the same kind of exam twice a year. The

table of random numbers was adopted in selecting the students through the use of simple

random sampling. The reason for this was to reduce selection bias and limit error of sampling

to the barest minimum. This would engender sample representative of the population. As

opined by (Creswell, 2009; Kerlinger & Lee, 2000 & Nenty, 2000) with random sampling,

each individual stands equal chance of being selected from the population.

Included in the sample as well were 4 teachers of English language of the selected senior

secondary schools. In 4 out of the randomly selected 20 senior secondary schools, 4 teachers

took part in the study. In other words, one teacher each was chosen to take part in the study

from each of the four dialectical zones of Ogun State, Nigeria.

Instrumentation

The following instruments were used to collect data for the study:

(1) The English Language Achievement Test on Comprehension (ELATC).

(2) A four- point Likert scale consisting of 24, 22 and 20 closed –ended items from strongly disagree (1) to strongly agree (4) inquiring information from senior secondary school students about the home and school factors and strategy used by their teachers to teach them reading comprehension.

(3) Researcher /teacher interview on strategies employed to teach reading, school facilities, language policy effect (if any) on teaching of reading, support received from government, and number of attendance of in-service training and how this training has helped them in the teaching and learning of reading.

(4) Researcher/ teacher classroom observation.

ELAC Test

There were two comprehension passages of 350 words each constructed and validated by the researcher. The researcher arrived at this decision because most of the senior secondary schools slated for this exercise were not using the same text books from which the researcher could easily pick up a comprehension passage and generalise the test for all the sample, thus in order to ensure uniformity in the test, the necessity arose to construct comprehension tests. An exploration of the world-view of the category of students slated for this study, that is, the senior secondary school two students who are mainly teenagers, offered this researcher an insight into their preferred area of reading interest. One of the reading preferences the researcher composed a reading passage on was within their world-view of sport particularly the game of football. This is because the game of football has become a household name among both the males and females youths of Nigeria and the Nigerians' society in general.

Equally is the fact that both the males and females football teams of whatever category in the country at large and Ogun state, are doing well in both local and international

events thus enhancing the curiosity towards watching the game. The researcher also

composed a reading passage on an experience common to all the students dealing with how to

choose a career. Following the passages were open-ended questions testing how students were

able to comprehend simple English language comprehension passages by being able to reflect

the following abilities after reading:

(1) Literal comprehension of an English language text.

(2) Understand the implied meaning of a text.

(3) Understand the grammatical function of a given English comprehension passage.

(4) Understand the semantic or the vocabulary of an English language comprehension.

(5) Relate the passage with background knowledge.

(6) Answer simple comprehension passages.

These are the focus areas of Senior Secondary School Certificate Examination in Nigeria. The

passages were approved by the two supervisors as well as colleagues in language education as

meeting the WAEC and NECO standards.

A Four Point Likert Scale Instrument

This beginning page of this section seeks to collect demographic information about

the respondents. The personal background information about the students fed the researcher

with information on the types of families the respondents were from. A section of this

questionnaire dealt with the family type and the information provided furnished the researcher

about the students' background. Also included was information on socio economic status of

the respondent's parents. The researcher was interested in knowing the level of education not

only of the parents but also of the siblings as well as the members of family staying with the

respondents' parents. The questionnaires solicited for information on the number of

household items such as the number of cars, houses, rooms, water systems as well as other

household facilities, which might facilitate reading comprehension.

The items designed for the four point Liket Scale section on the next page requested

information on home and school related factors and strategy that the students perceived their

teachers to be using while teaching reading comprehension. Responses using Likert Scale

item types follow the pattern of "strongly disagree, disagree, agree and strongly agree {Scaled

from 1-4}" (Vanek, 2012, para.3), thus this study employed the same style. The advantage

inherent in using Likert Scale for this study was that it distinguished between a scale proper

and it pointed out the difference between two concepts. Also, preference for Likert scale-type

of questionnaire was predicated upon the fact that it is very good to obtain comprehensive

assessment of a given topic; secondly, the items in the questions of this research were co-

related (Likert, 1932; Shneiderman & Plaisant 2010; Uebersax, 2006, & Nicole, 2011).

While framing Likert scale questions, all the items must be categorically similar so that the

total score is a reliable proportion of the given pattern of life or psychological traits being

measured.

In like manner, the researcher categorized the items into strongly disagree, disagree,

agree, and strongly agree. The researcher did not include the middle value neutral or

undecided because the option did not actually add to needed information for this research

activity. To get an overall measurement of school and home related factors as determinants of

achievement in reading comprehension, the items in the questions included among others few

of the following (i) Home related items: "my parents insist I do my reading assignments, my

parents supervise my reading at home, and my parents sometimes inquire from my teacher

how well I am reading" etc. (ii) School related items: " The school library has many books,

our teacher does everything to make sure we improve in reading and School library officials organize reading seminars."

The next portion on students' questionnaire was about reading strategies that the teachers are using for teaching reading. The researcher, quite aware of reading as cognitive as well as meta cognitive activities generated items on the strategies teachers could be using for teaching reading to reflect these abilities. Included among others are the following abilities:

(1) Literal comprehension, that is, the ability to read for exact meaning

(2) Reading for a gist, that is, skimming

(3) Reading for implied meaning

With regard to activities taking place in the classroom or outside of the classroom, question items such as, "our teacher teaches us to read aloud or our teacher discusses the topic before reading the passage" reflected activities in the classroom while "our teacher organizes field trips and excursion on reading" indicated activity outside the classroom, "our teacher uses pictures, radio, television and video to teach reading" reflected the instructional technology used to teach reading. The last section on strategy for teaching reading dealt with about seven critical reading strategies considered relevant for effective teaching of reading. The strategies are preview, outlining, aural –oral, audiovisual, problem solving/ metacognitive, contextualising and assessment. Questionnaire items were framed to reflect these strategies as well. (See appendices 1, II) and (IIIa & IIIb).

Interview

This instrument was in form of oral interview with the teachers. The interview was in form of brainstorming on issues related to the state of reading with reference to strategies being used by them to teach reading comprehension, challenges being faced, availability of facilities, effect of language policy on teaching and learning of reading. This section was

recorded by the research assistants assisting the researcher. This became necessary because of

the nature of the study, mixed method research; the outcome of the process just described

assisted the researcher to thoroughly validate the result of the qualitative data. In the same

vein, the outcome of the quantitative data was used to corroborate the information obtained

from qualitative data.

Observation

The researcher watched the teacher teach to ascertain the strategies being employed

to teach English reading comprehension among the seven strategies just highlighted. The

researcher was interested in observing the activities prevailing in the classroom between the

teachers and students as he watched the teacher's using either of the seven strategies-

metacognitive /problem solving previewing,   assessment/questioning, audio-visual, aura/ oral

and outlining strategies. The researcher took note of when any of these strategies was used by

ticking any of the interactions between the teachers and the students perceived to have

reflected the strategies (See Appendix vi for teaching observation guide).

Validation of Research Instruments

Based on Bryman (2004) proposition, validity deals with the question of whether an

"indicator (or set of an indicators) devised to gauge a concept really measures that

concept"(p.7). The meaning of this is that questionnaire and interviews used to collect data

must meet the same standards of validity and reliability that can be applied to other data. To

ascertain the face validity of the research instruments used for this study, researchers who are

in the same field were consulted to assist in going through every statement made by the

researcher while constructing the open items. First, to receive their feedback and, secondly,

to check any form of ambiguity with regard to the construction of the items. The

questionnaires were subjected to scrutiny by these experts and were certified suitable for the study after some minor corrections.

Also, the structured questions composed for the interviews were also checked so as to reduce the issue of bias to the barest minimum. Cohen, Mansion & Palmer (2000) suggested that a way of weighing the validity of interview is by comparing its measure by another measure already known to be valid. Looking at Chilisa and Preece (2005), the use of methodical triangulation can also be applied , these reserachers adjudged this style to be very effective for reducing bias to the barest minimum since the interviews are going to be centered on the same subject. So as to achieve this goal, after the researcher had shown the structured interviews to experts in the same field, their comments were also effected as it was done for the questionnaires, thereafter, the two supervisors offered their suggestions and these were effected before conducting the interview.

Reliability of Questionnaire and Interview Schedules

Reliability is a critical issue if a study must meet the objective and the purpose for which it has been designed. For example, a suitable and appropriate question asked determines to a greater height how reliable and dependable answer is arrived at. Reliability deals with the degree to which a measure has stability (Bryman, 2004). According to Cohen, Mansion & Morrison (2000) reliability deals with consistency and replicability over time, over instrument and over group of respondents"(p.117). For example, if the same kind of study is replicated using the same instruments, for the same group of respondents, can the same result still be obtained? In this study, reliability was measured by conducting a pilot study. After collecting the filled questionnaires of the respondents, the researcher tested the reliability of the questions by using the Statistical Package for Social Sciences (SPSS) to ascertain their Cronbach's Alpha Index. Cronbach Alpha Index meant for testing reliability of

instruments varies between 0 (no correlation hence, devoid of internal consistency) to

1(referred to as perfect correlation and thus completing internal consistency) (Bryman, 2004).

A result observed to be 0.80 and above is said to indicate perfect and acceptable level of

internal reliability although there could be a reliability index that could be as low as 0.70 as in

the case of this study which may be termed to be good but not perfect measure of internal

consistency. Thus, the figure arrived at in this study indicated the measure of its internal

consistency after the researcher had pilot tested the instrument.

Piloting the Instrument

       To ascertain the reliability of the instruments used for this study, two senior

secondary schools were used for the pilot testing. The SS2 classes meant for the study were

chosen and the students in these classes were supervised to fill the questionnaire items in

which issues having to do with the strategies their teachers have been using to teach them

reading comprehension have been generated. The items also contained school facilities

assisting them to read, effective of their teachers and the motivation received from home as

well as schools to assist them in reading. All the questionnaires used were sixty-six, a bit

above 10% of 600 questionnaires to be used for the study. This was considered by the

researcher and the supervisors to be adequate for a measure of reliability. Using the Statistical

Package for Social Sciences (SPSS) software, Cronbach Alpha index of .88 was realized for

the instruments. Table 1 shows the alpha values for each variable.

Data Collection

       In line with this study, through the collection of qualitative and quantitative data, a

sequential mixed method was used. Relevant qualitative and quantitative data in form of

interview and observation as well as survey were used to obtain information on home and

school related factors as determinants of achievement in reading comprehension. For instance,

questionnaire was generated based on relevant perceived home and school related factors and

comprehension achievement test focusing on cognitive and Meta cognitive level of

Table 1

Cronbach Alpha (α) Estimates of the Reliability of the Variables of the Study

Variables	No. of Items	Crobanch Alpha
School facilities	8	.786
Teacher effectiveness	6	.788
Level of Motivation	8	.716
Previewing Strategy	5	.772
Problem Solving or Metacognitive strategy	8	.737
Contextualising Strategy	6	.718
Outlining Strategy	4	.693
Audio Visual Strategy	7	.706
Aural /Oral Strategy	5	.766
Assessment Strategy	5	.724
Level of Parental involvement	4	.768

achievement. Thereafter, a section of oral interview between the teachers of the selected

schools was conducted whereby both the researcher and the teachers of English language

brainstormed on issues relating to strategies being used for teaching reading comprehension,

availability of facilities, challenges being faced and other relevant information. Likewise, an

issue dealing with government policy on language was discussed during the interview. The

researcher also observed the activities going on in the classroom between the teachers and the

students to examine the strategies the teachers employed to teach reading comprehension.

However, in line with qualitative method, a few of the teachers were used. It is worth noting

that parents were not involved in this study. The researcher relied on senior secondary school

students to collect the data for this study because the students are already matured and as

such, not bereft of information about their homes and schools. Beside, this decision was

arrived at to prevent the questionnaires and wasting of time if the children have to be relied

upon to take 600 copies of the questionnaire items to their parents.

Data Collection Procedure

Before embarking on the collection of data for conducting the research in the four

dialectical zones – Egba, Ijebu, Yewa and Remo of Ogun state, Nigeria, a letter of

introduction obtained from the University of Botswana introducing the researcher was taken

to the principals of the twenty selected participating senior secondary schools. After receiving

approval from the principals, a visit was made to the English teachers teaching the SSS2

classes.

The motives behind this were twofold; awareness creation and familiarisation with

the schools, the teachers, and the students used for the study. A second visit was made to

prepare ground for the collection of the data. Complete rosterS of the SSS2 students were

requested from the principals of the twenty selected participating schools. The rosters were

organised into two groups of males and females. The students' names were listed

alphabetically and vertically. With the surname first, each of the listed names were numbered

serially from 01- to 01, 02, 03, to 600.

Table of random selection was applied to select students participating in the study.

The researcher having entered the names of all the students on the table of random selection

picked the names randomly. Participants were selected on gender based and the selection of

one gender group of the SSS2 students participating in the study completed before the start of

the next gender grouping. Succinctly stated, the male gender groups were completed before

proceeding to the female gender groups. Also, the required numbers of students from each of

the group were fulfilled before starting the next group and the names of the participants were

the same with the numbers assigned by the researcher on the table of random numbers before

eligibility for participation in the study. This was to ensure that one participant was prevented

from participating twice.

Thereafter, questionnaires were given to each of the participants to complete by

filling the option considered most appropriate to the request being demanded. With the help

of three research assistants, who were teachers, a university teacher and the other two,

secondary school teachers, the collected questionnaires were read before the respondents so as

to ensure the accuracy of the information provided by the respondents and effect necessary

corrections. This prevented the data from missing. English language comprehension

achievement test (ELAC) of passages A & B made up of 350 words each prepared by the

researcher were administered to the SSS2 students. Each of the passages A & B attracts a

total of 20 marks with questions testing the understanding of the students' mastery of the

literal comprehension or exact meaning, reading for specific information, reading for gist and

reading for implied meaning of the passages. In the two passages, 20 item tests each were

drawn making a total of 40 item tests (appendix IV). This was in line with the standard being

set yearly for the candidates sitting for the West African Examinations Council (WAEC)

exams. The duration for the item tests was 40 minutes of 20 minutes each. After the

completion of the item tests, the researcher and the assistants ensured that all the booklets of

the participants were checked so that no items were left out. Each item test was scored

separately and the score for each student was attached to the questionnaire, the number tallied

with the booklet containing the item tests scored. This engendered uniformity and prevented

one score from being given to another person.

A section of interview of about 45 minutes was organized by the researcher with the assistance of the research assistants for four (4) SSS2 English language teachers one (1) each from the four dialectical zones. The interview was on reading strategy being employed to teach reading, challenges they face, effect of language policy on the teaching of reading in English language, the impact of in - service training and availability of libraries furnished with modern reading facilities. While the researcher was busy taking note of this section, one of the assistants was recording the activity between the researcher and the teacher.

The researcher observed class activities during a section of teaching of English language comprehension in four SSS2 classes from each of the dialectical zones. This was carried out to assess the strategies adopted for teaching reading in these schools. A sheet of data designed by the researcher was used to record and secure the information. The names of schools, teachers as well as the students were coded to ensure their privacy and protect the identity of the participants.

Sequence of Data Collection

Weeks 3 and 4 of October, 2013

Letter of introduction written by the Chief Supervisor was duplicated and copies were taken to the Principals of the selected schools. After the approval, teachers of English language were introduced by the principals. In the event of the principals not being around, the Vice-principals shouldered this responsibility. This lasted for a period of two weeks starting from 15th to 30th October, 2013.

Week One of November, 2013

Collection of data in Egba Dialectical Zone

(A) Questionnaires were administered to the students with the assistance the English language teachers, research assistants, and the researcher starting with a school at Abeokuta in the Egba

dialectical zone of Ogun state. The duration for attending to the questionnaires was 30 -40 minutes. Thereafter, Comprehension Achievement Tests (ELACT) was administered to the students. The duration for the test was forty minutes. In all, one hour twenty minutes was used for the exercise. This took place in one day.

(B) A teacher was observed teaching a comprehension passage in the classroom with the researcher observing to note when any of the strategies being watched out for was used during the second visit. Thereafter, a 45 minutes interview was conducted at the teacher's convenience.

(D) One school was covered daily starting from 9 am, till the time the teachers and the students found most convenient so as not to disrupt their time table. In Egba dialectical zone however, the period for the collection of data spanned beyond a week because the researcher and the assistants got to one school when they were said to be having special seminar on prevention of sickle cell anaemia. These activities took place on the very first week of the collection of the data that is, 4th of November to 8th of November, 2013.

Weeks two and three of November, 2013

Collection of Data in Yewa Dialectical Zone

(A) Questionnaires were administered to the students with the assistance of the English language teachers, research assistants, and the researcher starting with a school at Ayetoro in the Yewa dialectical zone of Ogun state. The duration for attending to the questionnaires was 30 -40 minutes. Thereafter, English Language Comprehension Achievement Tests (ELACT) was administered to the students. The duration for the test was forty minutes. In all, one hour twenty minutes was used for the exercise. This took place in one day.

(B) A teacher was observed teaching comprehension passage in the classroom with the researcher observing to note when any of the strategies being watched out for was used during

the second visit. Thereafter, a 45 minutes interview was conducted at the teacher's

convenience.

(C) One school was covered daily starting from around 11am -12 p.m till the time the

teachers and the students found most convenient so as not to disrupt their time table. This is

because of the distance to be covered before arriving at these schools.

It can be noticed that the same process was employed in collecting data in this zone,

starting with a school in Ayetoro Local Government of the zone. However, because of some

difficulties with particular reference to distance within the location of the schools, the data

collection could not be completed in a week as planned. Another bottleneck experienced was

that a teacher earlier approved to assist us was transferred from the school to another school

necessitating a compulsory change. We had to re-arrange our schedule to the time the teacher

assigned to us was willing to assist. The period of data collection in this zone was from the

11th to 25th of November, 2013. Within this period, only four out of the five schools were

completed. It was during January 2014 that the last data collection was carried out.

Week Four of November, 2013

Collection of Data in Ijebu Dialectical Zone

(A) Questionnaires were administered to the students with the assistance of the English

language teachers, research assistants, and the researcher starting with a school at Ensure in

the Ijebu dialectical zone of Ogun state. The duration for attending to the questionnaires was

30 -40 minutes. Thereafter, Comprehension Achievement Tests (ELACT) was administered

to the students. The duration for the test was forty minutes. In all, one hour twenty minutes

was used for the exercise. This took place in one day

(B) A teacher was observed teaching a comprehension passage in the classroom with the

researcher observing to note when any of the strategies being watched out for was used during

the second visit. Thereafter, a 45 minutes interview was conducted at the teacher's

convenience

(C) One school was covered daily starting from 9 am, till the time the teachers and the

students found most convenient so as not to disrupt their time table. The period of data

collection in this zone was from the 27th of November to 4th of December, 2013. There was a

disruption of some days as students were said to be preparing for their exam.

Week Two of December, 2013

Collection of Data in Remo Dialectical Zone

(A) Questionnaires were administered to the students with the assistance of the English

language teachers, research assistants, and the researcher, starting with a school at Sagamu in

the Remo dialectical zone of Ogun state. The duration for attending to the questionnaires was

30 -40 minutes. Thereafter, Comprehension Achievement Tests (ELACT) was administered

to the students. The duration for the test was forty minutes. In all, one hour twenty minutes

was used for the exercise. This took place in one day.

(B) A teacher was observed teaching comprehension passage in the classroom with the

researcher observing to note when any of the strategies being watched out for was used during

the second visit. Thereafter, a 45 minute interview was conducted at the teacher's

convenience

(C) One school was covered daily starting from 9 am, till the time the teachers and the

students found most convenient so as not to disrupt their time table. The period of data

collection in this zone was from the 12th to 18th December, 2013.

It must be stressed that due to the ongoing exam, the time scheduled for the collection of the

data had to be adjusted. The collection of data for the schools that were not yet collected in

Egba, Yewa and Ijebu dialectical zones due to logistics such as postponements as a result of

activities within the school during the earlier agreed period between the researcher and the

school's management were collected from the 13th to 16th of January, 2014 using the same

process. This was the period when the teaching observation as well as the interviews took

place.

Ethical Considerations

According to Research Ethics (2010), issues of ethics in human research have

received a lot of attention in the last 50 years and as such, Institutional Review Boards for the

Protection of Human Subjects has been established in most institutions. The main ethical

issues considered in this study included the following:

Safety of the research participants – the investigator ensured that the participants were

protected. Thus, participants not well disposed to releasing information due to the reasons

above, were not forced, convinced or cajoled to participate in the study.

- Investigator ensured that the participants were ready to take part (i.e. receive informed

consent of the participants). This was in form of oral and written consent.

- The investigator highlighted how confidentiality and privacy of the participants were

protected (Research Ethics, 2010). The authority listed three main ethical principles that must

be taken into consideration which were also taken into consideration in this study.

- Respect: it is duty bound on the investigator to respect each participant as having the ability

to either participate or not to take part in the study. For this singular reason, he or she must be

informed of the benefits as well as risks or disadvantage inherent in his or her participation.

Beneficence: an investigation that is worth its onus should increase benefits and reduce risks

to the barest minimum. By so doing, an investigator in clear term should explain the benefits

of the study to participants and the immediate community. One of such that the participants

were informed about was the necessity for this study, which bothered on creating awareness

on the need to take the teaching of reading seriously in the Nigerian senior secondary schools

so as to reduce to the barest minimum underachievement in every facet of its teaching and

learning.

Justice: - the third ethical principle deals with justice that emphasises equal selection of the

participants. This was carried out by not including participants that are not interested in the

study. This was also in line with equal sharing of the benefits and the risks involved in the

study.

Relating this discussion to the study at hand, the researcher obtained permission from

the relevant agents involved in ethical issue such as the Ogun State Ministry of Education and

management and staff of the schools use. To achieve this, a visit was made to each of these

agencies to discuss the intention of the researcher in order to obtain their approval. With

regard to the participants taking part in the study, the researcher explained what the study was

all about and the benefits to be obtained first, as an individual, and secondly, their immediate

community. Since a lot of confidential issues were revealed in the process of the

investigation, the researcher assured the participants of their confidentiality. This, the

researcher did by keeping their names confidential and secure the data to avoid being lost or

stolen.

Research Assistants

Three research assistants were used for the collection of the data. One of these

research assistants is a holder of Master in Education (French language). He is also a PhD

students at the University of Ibadan. He teaches French Language at the Tai Solarin

University of Education, Ogun State, Nigeria. Another justification for using him was because

being an indigene of Ogun State, he understands the terrains of this community more than the researcher. He was not remunerated.

The other researcher used is a secondary school Vice-principal in Ogun State, and an examiner of English language for so many years. He was the one that connected the researcher to all the schools used for the study. He holds a Master degree in Language Education and he is also a PhD candidate at the University of Ibadan. He was the one recording the activities between the researcher and teachers during the interviews and the class observation. He had to request for some days out of school to assist. He was not remunerated during the process of collection of the data. He was however remunerated during the process of coordination and marking.

The last research assistant is a lady, a Head of Department of English language in one of the secondary schools in Abeokuta, Ogun State. She was not involved in the collection of the data but she took part in the coordination and the marking of the 600 English Language comprehension achievement test (CAT). She is a holder of a Master of Education in English language and literature and has been teaching for more than fifteen years. The researcher decided to use this teacher because of her versatility in language skills. She also provided the venue used for the coordination exercise in her school during the week ends. She was remunerated. The researcher decided to pay these two research assistants who assisted in the marking because marking in Nigeria entails payment. The researcher did not take part in the marking but supervised the coordination. The first research assistant was not paid because he is more or less a colleague. He was needed for this assignment because of the long driving required to travel to some of these schools and at the same time, due to his knowledge of what study entails. These research assistants were limited to activities such as highlighting the

purpose of the research to the students occasionally, distributing and collecting the

questionnaires as well as supervising the ELAC test.

Data Preparation

Data collected for the study was thoroughly examined and prepared before the final

processing. This was to make clear the characteristics of all the information that was imputed

into the computer so that accurate processing was guaranteed. Questionnaires were coded

three digits 001, 002 etc. This was to prevent the number of the participants from being

expressed in thousands. This coding was necessary to protect the participants' identity. To

ensure this, the researcher included the age as well as the gender of the participants rather

than their names. Data were entered into Microsoft Office Excel or Microsoft Office Access

programs. The variables from the examinees questionnaires were identified and listed

according to the numbering of the examinee questionnaire items for columns, which formed

the table of the data. The scores of the English Language Achievement Test (ELACT) for

each of the respondents were listed and linked to the list of variables measured in the

questionnaire items. Each of the home and school variables were used as headings. The data

for variables were slotted into Statistical Package for Social Science (SPSS) data tables.

Data Analysis Procedure

The process for the analyses of the data collected for the study involved the use of

both the descriptive and inferential statistics. Independent t-test of the statistical packages for

social sciences was applied to establish the significant difference between parental

involvement and motivation to read provided by teachers on achievement in reading

comprehension. The use of independent t-test was preferred for these variables because each

of them contained one independent variables and one continuous dependent variable

(achievement in reading comprehension), t-test has been the "commonest technique for

testing hypothesis on the basis of the differences between sample means" (Caprette, 2005, para.1).

A one-way analysis of variance (ANOVA) was applied to test the influence of level of parental involvement, different number of books in the family, and availability of parents on students' achievement in reading comprehension. This was justified because the three variables were made up of one categorical variable each and one continuous dependent variable each (achievement in reading comprehension). A two –way 3x3(2-way ANOVA) was applied to test the influence of social economic status and parental education (independent variable) on achievement in reading comprehension (dependent variables) because two categorical variables (socio-economic status and parental education) and a continuous (dependent variable) were involved (Viv, Cheek, & Ball, 2004 & Rutherford, 2000).

Pearson Correlation Coefficient was used to determine the relationship between availability of school facilities and motivation and teacher effectiveness on achievement in reading comprehension. Matrix of Pearson correlation and regression analysis were used to determine the relationship of the level to which English language teachers used each of these different types of reading strategies – preview, metacognition or problem solving, contextualising, outlining, audio lingual, aura-oral and assessment strategies relate to students' achievement in reading comprehension. Regression analysis was employed to predict the achievement level. The choice of Matrix Correlation was because the researcher's intention was to show the linear relationship between these variables and achievement in reading comprehension. Multiple regressions were used to predict influence of home factors and school factors on achievement in reading comprehension. The choice of multiple regressions was arrived at to predict both the relative and combined effects of home and

school factors on achievement in reading comprehension. It was also arrived at because many

variables were involved.

Operationalization of the Quantitative Variables in the Study

This serves to show how each of the quantitative variables was operationalised. That

is how each variable was measured to get the number that replaced it during data analysis.

This means that each of the variables investigated during the process of data analysis was

assigned specific figure to ease the analysis, (see Table 2).

Table 2

Operationalization of the Quantitative Variables in the Study

Variables	Sum of Participant's Scores on Questionnaire Items (see Appendix A, B & C)
School facilities	3a, 6 a, 8a, 9a, 14a, 15a, 18a 20a, 23a
Teacher effectiveness	5a, 12a, 24a, 5b, 7b, 22a
Level of Motivation	2a, 4a, 10a 13a, 14a 19a, 21a, 23a
Previewing Strategy	1c, 2c, 3c, 4c, 9b
Problem Solving or Metacognitive strategy	1b, 2b, 3b, 12b, 13b, 15b, 16 b, 5c
Contextualising Strategy	17a, 17b, 21b, 6c, 7c, 8c,
Outlining Strategy	22b, 9c, 10c, 11c.
Audio Visual Strategy	6b, 8b, 14b, 18b, 12c, 13c, 14c
Aural /Oral Strategy	10b, 11b, 15c, 16c, 17c,
Assessment Strategy	19b, 20b, 18c, 19c 20c
Level of Parental involvement	1a 10a, 7a 16a
Achievement in Reading Comprehension	

Procedure for Answering Research Questions

Given the mixed nature of the design adopted for this study, it was grouped into two

categories of research analysis. First, research questions and secondly, research hypotheses.

This is because of the fact that there are research questions that cannot be answered by

research hypotheses. Other groups are those that can be answered by research hypotheses.

This group would be testing each of the hypotheses at 5% alpha level (Bross, 1971; Dallal,

2007 & Fisher, 1926, 1956). The following research questions were not answerable through

hypotheses testing:

Question 1- What strategies(s) do the school employ for the teaching and learning of reading

comprehension in English language among Nigeria senior secondary school students?

Question 2- What is the effect of Nigeria's National Language Policy on the teaching and

learning of English language reading comprehension?

Question 3- How would you describe the state of reading comprehension generally and with

particular reference to students in your school?

Question 4- What impacts do the professional development have on your teaching of reading

comprehension?

The responses to the research questions obtained from the participating senior

secondary school English language teachers from the four dialectical zones of Ogun State,

Nigeria were answered through narrative and discourse analysis methods by describing the

phenomena in which questions had been sought while interacting with the respondents. The

chronological account of the teaching observation carried out was presented the way it was

exactly presented in the classroom by the four teachers without any form of distortion. The

researcher intends to achieve this by explaining in detail all the activities during the

interviews and the teaching observation through narrative techniques. This becomes necessary

so that the researcher could provide a chronological account of the phenomena explored

through interview and observation. While doing this, the researcher was careful not to

emphasise a point at the expense of others in order not to deviate from the purpose and to be

able to establish the authenticity of what the respondents explained (Maxwell, 2005

&Thomson, n.d.). Each of the research questions was transformed into themes to ease their

description.

Procedure for Testing Null Hypotheses

The reseach hypotheses restated in the null forms will be tested through appropriate

quantitative data analyses using SPSS statistical package (see Figure 3).

#	Hypothesis	Variable/Type	Nature of Variable	Type of Statistical Analysis/Test
1.	Parents are not significantly involved in achievement in reading comprehension of their children.	**Variable**: Level of parental involvement in the reading comprehension of their children	This was measured as a continuous variable.	Population t-test or t-test of single mean
2.	Level of parental involvement does not significantly influence learners' achievement in reading comprehension.	**Independent Variable:** Level of parental involvement	This was measured as a continuous variable but transformed into categories using its mean and standard deviation.	One-way analysis of variance (ANOVA)
		Dependent Variable: Achievement in reading comprehension, .	This was measured as a continuous variable.	

3.	Socio-economic status and level of parental education do not significantly influence students' achievement in reading comprehension.	**Independent Variables**: 1) Socio-economic status. 2) Parental education.	This was measured as a continuous variable transformed into categorical variables using its mean and SD This was measured as a categorical variable	Two -way (3x3) ANOVA
		Dependent variable: Achievement in reading comprehension	This was measured as a continuous variable.	
4.	There is no significant relationship between availability of school facilities and achievement in reading comprehension.	**Dependent variable**: Achievement in reading comprehension. **Independent Variable**: Availability of school facilities.	This was measured as a continuous variable. This was measured as a continuous variable.	Pearson Correlation Coefficient
5.	Learners are not significantly motivated to read by their teachers.	**Variable**: Level to which teachers motivate learners to read.	Measured as a continuous variable	Population t-test or t-test of single mean
6.	There is no significant relationship between motivation to read and achievement in learners' reading comprehension.	**Dependent variable:** Achievement in reading comprehension **Independent variable:** Motivation to read.	Measured as a continuous variable Measured as a continuous variable	Pearson Correlation Coefficient
7.	There is no significant difference in the achievement on reading comprehension of students with different number of books in the family.	**Dependent Variable:** Achievement in reading comprehension. **Independent Variable**: Number of books in the family.	Measured as a continuous variable. This was measured as a continuous variable transformed into categorical variables using its mean and SD	Statistical Analysis: One – way Analysis of Variance.

8.	There is no significant relationship between the level to which teachers use each of the different types of reading strategies and students achievement in reading comprehension.	**Independent Variables:** Level to which teachers use: Preview strategy Metacognition / problem solving strategy Contextualising strategy Outlining strategy Audio strategy Aura-oral strategy; and Assessment strategy	Each of these was measured as a continuous variable	Pearson Correlation Coefficient Matrix of Pearson Correlation
		Dependent variables: Achievement in reading comprehension	Measured as a continuous variable	
9.	The level to which English Language teacher use each of the seven different reading strategies significantly predict achievement in reading comprehension.	**Independent Variables:** Level to which teachers use: Preview strategy Metacognition / problem solving strategy Contextualising strategy Outlining strategy Audio strategy Aura-oral strategy; and Assessment strategy	Each of these was measured as a continuous variable	Multiple regression analysis
		Dependent variables: Achievement in reading comprehension	Measured as a continuous variable	
10.	Teacher effectiveness does not significantly relate to achievement in reading comprehension.	**Independent variable:** Teacher effectiveness.	Measured as a continuous variable	Pearson correlation Coefficient.
		Dependent variable: Achievement in reading comprehension.	Measured as a continuous variable	
11.	School factors do not significantly predict achievement in reading	**Independent variables**: School factors.	Each of these was measured as a continuous variable	

comprehension	**Dependent variable:** Achievement in reading comprehension	Measured as a continuous variable	Multiple regressions analysis
	This was transformed into continuous variable.		
12. Home factors do not significantly predict achievement in reading comprehension.	Independent Variables; Teacher effectiveness, Level of teachers' ability to motivate, School facilities; and Teaching strategy.	Each of these was measured as a continuous variable	Multiple regressions analysis
	Dependent Variable: Achievement in reading comprehension	Measured as a continuous variable	
	Independent variable: School factors		
	Statistical analysis: Multiple regressions		

Figure: 3 Procedures for Testing the Hypotheses

Chapter Four

Data Analysis Results, Findings and Interpretation

Introduction

This study investigated home and school factors as determinants of achievement in reading comprehension among senior secondary school students in Ogun state, Nigeria. A total of 600 students participated in the English Language Comprehension Achievement Test (ELACT), four English language teachers were selected to participate in the interview schedule of the study and the classroom interactions between these teachers and the students while teaching reading were also observed. The findings of this study followed the template already stated in the methodology, which is, mixed method. Thus the qualitative aspects are presented first followed by the quantitative interpretations. At the qualitative level, four research questions were raised to obtain information from the teachers teaching English language in each of the four dialectical zones that constitute Ogun State namely, Egba, Ijebu, Yewa and Remo.

Qualitative Data Analysis

The qualitative information results are presented in the order of the research questions:

(1) What strategies do the school employ for the teaching and learning of reading comprehension in English language among senior secondary school students in Ogun state, Nigeria?

(2) What is the effect of Nigeria's language policy on the teaching and learning of English language reading comprehension?

(3) How would you describe the state of reading generally with particular reference to your school?

(4) What impacts do professional developments (in service training) have on your teaching and learning of reading comprehension?

Each of the four teachers (two males and two females) who took part in the observation and interviews have put in between 5 – 17 years. The same set of teachers was engaged in the interviews and the observation carried out in the classroom. The teachers were first examined teaching reading comprehension class before the interview.

The results are presented below:

Analysis of Data from Observation of Teaching

Research Question 1

What strategies do the school employ for the teaching and learning of English language reading comprehension in Ogun State senior secondary schools?

Teacher A: Remo Dialectical Zone, Ogun State.

Topic Taught: Deforestation of Tropical Forest.

Instructional Aids: English Language Textbooks and Chalkboard.

Class: SSS2

Duration: 40 minutes

Number of Students: 70

The teacher started the class by introducing the researcher and the assistants. She introduced the topic with prompting questions thus:

Teacher: Have you ever seen a forest before?

Students: (Chorus answers) yes / no

Teacher: What are those things you can see in a forest?

Students: (Chorus answers with many hands).

Teacher: Silence. I don't want a chorus answer. (The teacher then called a student).

Student: Wild animals, trees, snakes.

Teacher: Very good. Clap for him.

Thereafter, the teacher explained things that are found in the forest, the usefulness of the forest and the effect of deforesting before introducing the topic: "Deforestation of the tropical forest". A volunteer was then asked to read for the class by the teacher urging the rest of the class to be attentive while the reading was ongoing. After the reading of the passage by this student, the teacher took over from the student by re-reading the whole passage while the students listened. The teacher then asked another student to read the first paragraph of the passage, asking the student to pause a while, another student was asked to tell the class the meaning of the word, "invaluable". The teacher would occasionally correct words not well-pronounced at the same time, interpreted the thought being expressed. Intermittently, she would use questions to clarify the intention of the writer. For example, "if we cut off the forest how can we get these drugs? Many people earn their living through the forest, what does it mean to earn a living?"

The teacher related her experience in the documentary that she recently watched where it was stressed that lions and lioness are no more in the forest as most of the plants and the animals are disappearing due to deforestation. She illustrated the topic by referring to a popular Yoruba novel, "Ogboju Ode Ninu Igbo Irunmole", written by a literary guru, D.O. Fagunwa in 1938 and interpreted by Wole Soyinka into English as "Forest of A Thousand Daemons" in 1968. She reiterated the fact that the setting of this famous story that is, the

"forest" known as "Igbo" located at "Oke Igbo" in Ondo State, Nigeria, had fast disappeared,

stressing that the place should have been a good tourist centre.

The teacher then asked the students to produce answer to the following questions:

(1) What makes the tropical forest to be compared with the library?

(2) According to the writer, what is the saddest aspect of deforestation of tropical forest?

(3)What makes this environmental loss to be especially sad?

(a) What is the grammatical name of the expression?

(b) What is its function?

(4) Difficult for the forest to recuperate

What is the name of this expression?

The students produced answers to these questions while the teacher took time to

explain questions not well answered by the students. Of particular interest was the question

related to grammatical function where the teacher took time to use various indicators of how

to identify different functions of words in sentences. For example, the teacher said that "WH

words" such as "what, whenever, whatever, who" could be indicators of either noun phrases

or clauses or adverbial depending on how the words are used. The teacher stated that the

sentence: "*What makes this environmental loss to be especially sad*" is a noun clause because

the italicised clause started with a nominal indicator "what", and the fact that it contains a

finite verb, which is "makes". The clause is also said to be functioning as a subject to the verb

expressed in the statement, which is "is". "Therefore, looking at the whole statement not in

isolation, (writes on the chalkboard, then underlines the clause in the sentence) the clause,

what makes this environmental loss to be especially sad is that both plants and animals are

fast disappearing in the tropical forest is the subject to the verb 'is'in the sentence". She

stressed that in a sentence such as "I eat what I like", the clause, "what I like" has been used

as the object to the verb "eat". She remarked, "It is a noun clause because it is doing the work

of a noun". The teacher instructed the students to look for more noun clauses not stated in the

passage after getting to their respective homes. She then asked a student to summarise the

passage treated in the class and the class was brought to a close after producing answer to a

question asked by one of the students in the classroom that "if the tropical forest is where wild

animals are residing, how can it still be used

as a tourist centre or a place that can be visited by family members for relaxation."

Teacher B: Ijebu Dialectical Zone, Ogun State.

Topic Taught: The Match that Broke the Myth

Instructional Aids: English language Textbook

Class: SSS2

Duration: 40 minutes

Number of Students: 30

The lesson started at about 1:10 p.m with the teacher assigning each student to read

each of the four paragraphs contained in the passage after introducing them to the topic.

"Now we are going to study this comprehension passage, titled: *The Match that Broke the*

Myth and I will engage you in turn reading". A female student read the passage and the

teacher assisted her to pronounce words not well-pronounced such as "lacklustre, squandered

and for the FIFA Kodak World Cup preliminary while the reading was going on. After the

end of each of the paragraphs read, the teacher asked a student to tell the class what the

paragraph was all about. "Who can tell us what the paragraph is talking about? Just

summarise." A student stood up to summarise what the passage was about while the teacher

wrote the student's response on the chalkboard. The first paragraph was introduction to the

football match the Nigerian Golden Eaglet and the Zambian Junior National Team was about

to play. According to the responses by the students, the first paragraph introduced the topic,

described the stadium arena as well as the Nigerian spectators'mood after an early penalty

kick was squandered by Etim Essien, a Nigerian striker while the second and the third

paragraphs built on the first paragraph describing each stage of the encounter. The last

paragraph introduced the beginning of the second half as well as the scoring of the winning

goal by Etim Essien. After the reading of all the paragraphs and summary of each of the

paragraphs by the students, the teacher asked them to identify difficult words in the passage.

The teacher wrote the words on the chalkboard after which the meaning were studied

together. The students mentioned the following words: *lethal, squandered*, *jinx*, *ectasy* and

myths. Most of the students could not suggest or provide meanings to these words; they were

then instructed to re-read the passage in order to understand the meanings. The teacher took

time to help them explain the meanings and how they are used in sentences. He further

stressed that words meaning could be understood by going back to the passage to see how the

word had been used. According to him, locating the meaning of words this way would be

referred to as contextual study of meaning. He used the word "volcano" to describe the

meaning of the word "erupted". Embellished with demonstration through a loud yell of the

word G-O-A-L in the class, the teacher explained the meaning of the word "thunderous

ovation". He thereafter instructed them to answer following questions:

(1) Questions: What made the heart of the Nigerian spectators' quake?

Answer: They had not faced such pressure before.

(2) Question: Why did they go to the stadium to watch the match between Nigeria and

Zambia?

Answer: To witness what should be the making of history because they had never defeated

the Zambian Junior National Team before.

(3) Question: Do you think that Nigerian Etim Essien could score a goal in the match?

Answer: No! Because he had squandered an earlier penalty and wasted a lot of chances.

The teacher brought the class to a close by asking the students to answer the questions not

attempted in the classroom as well as look for the meaning of difficult words not treated in the

class.

Teacher C: Yewa Dialectical Zone

Topic Taught: Importance of Transport and Communication to Commerce

Instructional Aids: English language Textbook

Class: SSS2

Number of students: 66

Duration: 40 minutes

      The class commenced at about 1.45 p.m. The teacher introduced the topic by

stressing the fact that the modern days have been so much developed technologically, that

there are various ways of communication using the mobile telephone as example. Using

questioning technique, he asked the students to define the word "commerce". "What is

commerce? What do you mean by the word commerce? Of course, you know we have

studied something like that before". The students could not provide answer to the question.

The teacher thus provided clues by stressing "when you buy something from someone, what

are you doing. Having clarified this, a student was asked to read for the class urging the

students to pay attention while the reading was on. After about five minutes, another student

was asked to do the same and four of the the students read the four paragraphs in turn. He

motivated his class by asking the class to clap for the volunteered readers after finishing each

of the paragraphs stressing, they had all done very well.

The teacher introduced the questions set on the passage for discussion by telling the students to provide answers to the questions. He would read the question to the class while the students were providing answers to the questions. As the answers were provided, the teacher explained the passage further. He buttressed his explanation by highlighting the various means of communication and how goods were transported in the olden days. The students were asked to mention things used to transport goods from one place to another in the olden days. The students mentioned animals such as horses, camels and donkeys. He then explained to the students based on the passage that the modern day economy is so vast that such means of communication can no longer be relied upon and that this is what brought about the use of heavy vehicles for land transportation and communication as well as cargo for air and sea transportation.

The following questions were treated in the lesson:

(1) Questions: On what does the modern economy depend?

Answer: The modern economy depends on transport and communication.

(2) Question: What is required for mass production of good?

No answer could be provided for this question because the students encountered difficulty in understanding the meaning of the word "mass production". The teacher assisted the students by explaining the term "mass production" before moving to the next question.

(3) Question: How was trade carried out in the olden days?

Answer: Through the use of donkeys, horses, camels and by exchanging goods for goods.

Question: Why were there these means of communication then?

Answer: To ease their burden.

The teacher before ending his class asked, "Apart from horses and camels mentioned in the class, what other form of animals were used in the early days for communication and transporting goods?" A chorus answer was provided as they all mentioned the word "cow".

The teacher continued, "Hello students" (to demand attention because he was almost finishing his lesson and a chorus answer leading to noises had just been provided), "Hi" (students), "Okay, apart from using animals, how else do they communicate in the early days?" No student was able to arrive at any answer. At this juncture, the teacher stated that there was a Yoruba word called "aroko" meaning "sign" in which symbols were often sent to a recipient who would then interpret the meaning of the symbol used. He stated that this was used in those days to either communicate a message of war or peace. After this illustration, he asked them to come to the school the next day with a take home assignment on the advantages of the modern day communication.

Teacher D: Egba Dialectical Zone

Topic Taught: Why Secret Cults should be banned

Instructional Aids: English language Textbook/ Chalkboard

Class: SSS2

No of Students: 40

Duration: 40 minutes

The teacher used questions to start the lesson, "How many of you have heard or read about cult activities on our various institutions of learning before?" Many hands were raised to indicate their knowledge of the topic. The teacher continued, "Have you or your relatives been a victim of threat of attacks, harassments or molestations of any form from any cultists' group before?" "No!" (the students replying with chorus answer). "Thank God for that" (the teacher). She then introduced the topic; "Today, we are going to discuss the topic: *Why Secret*

Cults should be banned". The students were asked to first of all read the passage silently for about ten minutes after which she then assigned six students to read the passage paragraph by paragraph. Students were thereafter instructed to mention words that they are not familiar with in the passage. Because most of the students could not decipher the meanings of these words, the teacher had to use the dictionary she brought to the class to explain: diabolical, rejuvenate and intractable. She explained the activities of cultists in various institutions of learning stressing the fact that young ladies have had the worst hit so far becoming victims of rapes and all sorts of harassments as enunciated in the passage. Having achieved this, the teacher asked the students to start producing answers to the questions under the passage. The three questions treated in the class included the following:

(1) Question: What is the writer's point of view?

Answer: The writer's point of view focussed on how to curb the menace of cultist activities in our institutions of learning.

(2) Question: What are the activities of secret cults?

Answer: They unleash terror by causing sudden death of their victims who are mostly their members and sometimes-innocent members of the society.

(3) Question: How can we put an end to their activities?

Answer: By bringing moral education back into the school system and enforcing it, by proper monitoring of the activities of children by their parents, and by ensuring a proper link between homes and schools. The teacher brought the lesson to a close after assigning them to answer the remaining questions not attempted in the passage at home.

Interpretation of the Teaching Strategies

From the result, looking at the 7 strategies- preview, metacognition/ problem solving, contextual, audiovisual, aural /oral and assessment/ questioning strategies, it can be seen that most of the teachers make use of the 7 critical reading strategies in their English language comprehension classrooms. Only teachers C and D did not make use of the outlining strategies all the other teachers did. However, the frequency of use differed among the four teachers. The strategy commonly or frequently used by all the teachers observed was the assessment/ questioning strategy. This strategy was used by most of the teachers to bring out preview strategy. In other words, the assessment/question strategy led to preview. Prior questions were used to preview to introduce the lesson. It must be noticed that assessment and question strategies have been paired together to establish the fact that the two are complementary. Contextualising strategy was also used to engage in preview as the teachers engaged in short anecdotes to illustrate their teaching. For example, reference to cultists' activities, the use of local means of communication and illustration using a local text. Assessment strategy runs through the teaching of the teachers. Projecting this strategy is the employment of different types of question devices by the teacher. A possible submission for the preferred frequent use of the question strategy in these classrooms could be the style of the writers, who most of the times, at the end of each passage, have structured questions knowing fully well that the ability to generate thoughtful mental questions determine effectiveness in reading. These questions were used to assess the lesson before and during the classes.

Another strategy employed by all the teachers was the aural/oral. This is common to all these teachers as they engage in loud reading which requires the attention of the students. Only one teacher used silent reading in the classrooms. Other strategies developed in the course of the teaching. One of such is the metacognitive paired with problem solving. It was noticed that as the teachers engage the students by asking questions, providing answers,

engaging them in silent reading, the students and the teachers were engaging in problem

solving. Metacognitive strategy runs throughout the entire classrooms as well. The question

asked by one of the students for making forest known to be abode of wild animals as tourist

centre emanated through the process of thinking about thinking known as metacognitive.

Summarising and outlining strategy could be seen in the result shown as one of the teachers

was asking the students to summarise each of the paragraphs into sentences while the teacher

engaged in writing the information provided by each of the students on the chalkboard.

Audiovisual strategy was used by the teachers either through demonstratios, chalkboard and

the textbooks.

Analysis of Interview Data

Research Question 2

What is the effect of Nigeria's Language Policy on teaching and learning of English language

reading comprehension in Ogun State?

To answer this research question, four English language teachers one each from

Egba, Ijebu, Yewa and Remo dialectical zones were interviewed and all of them unanimously

agreed that the place of the Nigerian Language Policy in the teaching and learning of reading

cannot be underestimated. According to all the teachers, the policy stipulated that the

language of the immediate background should be used as the medium of instruction at the

early stage of the child's education but lamented the fact that this policy has not been strictly

adhered to.

One of the teachers stated:

When a child is well –grounded in the first language, it will help the child to be able

to transfer the meaning of some of those concepts he has encountered in that language

to the second language, this will help the child to be able to read the second language and understand well (Teacher C, Interview,15-1- 2014).

 One of the teachers bemoaned the newly introduced policy by the Ministry of Education in which the language of the immediate background of the child is no longer compulsory for science students. Another teacher also corroborated this assertion stating that the language of the background has been relegated due to this newly introduced policy. As expressed tersely by one of the teachers, "I foresee a situation whereby we are giving away our culture for foreign ones" (Teacher A, Interview, 15-1-2014).

        To these teachers, the reading skill should be developed right from home to make the teaching of reading easy in the target language but a situation whereby the child discovers that the language in which he has formed his earlier concept is irrelevant in school will only engender a lack of interest in the language. According to one of the respondents, "this is the situation we are now and it is affecting the teaching and learning of reading in Ogun State secondary schools" (Teacher B,14 -1-2014). One of the teachers while reacting to the newly introduced system and its dire consequence on the teaching and learning of reading stated, "The mother tongue serves as basis for early language teaching particularly reading, now that the language is about to be phased out, it is going to have a dire consequence on the teaching and learning of reading" (Teacher A, Interview, 13-1-2014). As stressed further by this respondent, if a child is unable to read a simple sentence in his own language, it will be difficult for that child to read in a foreign language.

        Reacting as well, a teacher who has been teaching for seven years also stressed that Yoruba language is no longer compulsory for those in the science classes and that it is now optional for those in the commercial classes. Expressing his views, he noted that to a very large extent the knowledge of the mother tongue should assist the child in reading the English

language but incessant change in government policy has made this more herculean. Even

while the policy was very active , according to this teacher, most of the private schools were

not observing it and that the products of such schools are those creating problem of

underachievement in reading and academic generally in most secondary schools in the state.

Another teacher of five years of cognate teaching experience noted that a child well-

grounded in the mother tongue will not find it difficult to transfer some of the things he has

encountered in his native language to the reading of a passage in the foreign language but

expressed her regret that this is not usually the case because of schools who seem not to have

given the language of the immediate background of the child any serious attention. This

inattention to the proper implementation of the language policy as enshrined in the National

Policy on Education (1981) on part of the administrators of schools manifested in dearth of

textbooks and teachers teaching the subject according to the woman's submission.

Another teacher expressed her concern as well, "the mother tongue should be taught

to some extent in our primary schools" (Teacher B, 14-1-2014). When asked whether the

language is no longer taught at all, she stated that most parents have taken their children to

various substandard nursery and primary schools because they feel that that is where the

children can speak good English not knowing that the early language concept formation they

started at home should not be discontinued. They prefer not to take these children to

Government primary schools where the policy is expected to be enforced. According to her,

when the public secondary school teachers discovered that they were losing pupils, they also

abandoned the policy; "to worsen the situation however, (the woman continued) most of the

private nursery and primary school teachers are not well -grounded in English language

themselves"(Teacher D, Interview 16 -1-2014). The result of this according to the educator is

that, "the child is neither proficient in English language, nor the language of the environment, this is the precarious situation we find our self" (Teacher D, Interview, 16-1- 2014).

This last speaker also re -echoed the opinion of the other speakers that the National Policy on Education where the teaching of the mother tongue has been recommended at the early stage of the child's education is a welcome development and that if implemented to the letter, it will assist the child to be able to read fast and that it will bring to the barest minimum underachievement in reading comprehension in the senior secondary schools in not only Ogun State but the entire Nigeria.

Interpretation of Effect of Language Policy

The remarks of all the teachers showed that the place of the home language in the state and Nigeria in general is being threatened because of constant change in the policy. All of them expressed the views that using the language of the child's background to teach reading at the elementary stage of education is very important but lamented that the policy is not being implemented. Based on the information regarding the newly introduced clause to the policy that Yoruba language and other Nigerian languages are no longer compulsory in the School Certificate Examination (SCE) for the science students, and that it is now optional for those in the commercial classes, it can be seen that the existence of these languages in years to come is endangered. Beside, it can also be inferred that incessant change in policy by the government is one of the major problems affecting the teaching and learning of reading.

Research Question 3

How would you describe the state of reading comprehension generally with particular reference to your school?

In order to answer this question, a number of issues were raised with regard to teaching facilities, challenges being faced by teachers, support received from the ministry of

education, challenges being faced and strategies considered appropriate for effective teaching

of English language reading comprehension. Three out of the four teachers interviewed

expressed displeasure over the facilities they are using to teach English language reading

comprehension in Ogun State. These three teachers were of the opinions that to enhance

effective teaching of reading, there must be textbooks and that the ratio of teachers to students

being taught should not be more than forty students to a teacher in a class of senior secondary

school. They lamented the fact that students do not have the simplest instructional material,

which are textbooks on English language. This situation was blamed on the policy of the

Ogun State government who made the people to believe that free education is being adopted

in the state but failed to provide enough textbooks for students due to overpopulation.

According to this source, "in time past parents used to procure textbooks for their wards but

today they are no more because of the impression given by the state government that all the

students are going to be provided with text books" (Teacher A, Interview, 13 -1- 2014).

Stressing further, an attempt to help the students make photocopies was frowned at by the

school management to prevent the fear of being laid off from the service. She cited an

example in which she said that in SS2 classes of about eight classrooms of 16 arms; only five

classes were fully provided with textbooks. According to her:

There are 2,300 students in SSS2. Out of the the 8 rooms of sixteen arms

of SS2 students, only 5 classes have textbooks and you cannot enforce them.

At a stage, I suggested that photocopies should be made but the school frowned at it.

(Teacher A, 13-1-2014).

They were asked whether they have enough teaching facilities and the reply given

was "no". This respondent stressed that although the school is situated in the heart of the city

and has for long been regarded as one of the best in the state it cannot boast of a well- stocked library.

An English teacher of seven years of teaching experience also expressed his ordeal with regard to teaching facilities. When asked whether he was satisfied with the happening in his school, his reply was direct, "So far, the experience has been unsatisfactory" (Teacher B, Interview, 14-1-2014). According to him, more attention is devoted to looking for textbooks from colleagues anytime a comprehension passage is to be taught because most of the students do not have and they have to resort to borrowing from their mates. While responding to the questions of the researcher on whether the situation is different in her school, another female teacher stressed that "students do not have textbooks; they don't do their assignments" (Teacher C, Interview, 15-1 2014).

All the teachers agreed that the major challenge facing them when teaching reading comprehension is the dearth of reading textbooks.

Another problem the teachers said they have been facing is overcrowded class. One of the   teachers expressed this situation thus: "as you can see yourself, (with frowned face) the classes are too large. In a class of 90-100 students, how can a teacher effectively test the reading ability of his or her students?"(Teacher C, Interview, 15-1-2014). When they were asked about the support they were receiving from the government, the reply was similar. A teacher remarked tersely, "personally I am not getting any support from the government" (Teacher D, Interview, 16 -1-2014). Another one expressed his displeasure regarding the Ministry of Education, "They don't give us anything; we are not informed; they take impromptu action." (Teacher B, Interview, 14-1-2014).

A teacher also noted that over the years, policies are being changed without backing it up with appropriate action. She stressed further that information are disseminated only

through their principals, who most of the time would feed them with the ones that suit them.

She was of the opinion that classroom teachers should be carried along for effective policy

implementation since they are the ones directly involved in teaching. A female teacher

however differed slightly, "the ministry of education has been trying but you know, like

"Oliver Twist", we would always ask for more" (Teacher C, Interview, 15 -1-2014). She

believed that everything should not be blamed on the government, that the parents too should

be ready to assist their children. According to this teacher, " the parents too are not showing

much interest in the education of their children may be due to poverty, ignorance and the

quest for survival in a difficult economy" (Teacher C, 15-1-2014).

The researcher was also interested in the strategies they have been using to teach

reading and the teachers provided the following information (see Table 3):

Interpretation of the Strategies Reported by the Teachers

The strategies reported by the four teachers that they were using to teach reading is

different from one teacher to the other. One thing that can be inferred here is that strategies

are differing from teachers to teachers. Each teacher adopts strategy they considered relevant

for the kind of comprehension passages aimed at teaching. Some of these strategies are

related to the list of strategies that the researcher was interested in. Another thing that is of

interest is that there are quite a lot of strategies that can be used to teach reading. Most of

them did not however apply some of these strategies while observing them.

The teachers were further asked to suggest how to enhance effective teaching of reading in

schools generally. The following suggestions were given:

Conducive environment

There must be students' readiness and attention

There must be well-equipped libraries

Table 3

Strategies Used by Teachers

Strategies	Reason(s) advanced for using them
Turn reading	To teach pronunciation and handle difficult words.
Paragraph reading	Bring out the topic sentence and summarise the passage.
Demonstration	To make learning experience real (Teacher A, Interview, 13-1 2014).
Play way method	could not state the reason
Student oriented method	To make teaching practical or pragmatic .(Teacher B, Interview, 14-1-2014)
Demonstration	To make teaching real
Group learning method	To make students learn from one another, help the weak ones read (Teacher C, Interview, 15 -1-2014)
Contextualizing	To teach meaning in context
Reading and interpreting	To make the experience shared while reading permanent (Teacher D, Interview, 16 -1-2014)

There must be enough textbooks

Student's teacher/ratio should be moderate

Dictionary is also essential

There must be textbooks for teacher and students

Good library and teaching aids depending on what is being taught should be provided

(Teachers A, B, C and D interviewed between 13-12-2013 to 16-01-2014)

Interpretation of the suggestions made by teachers

It can be inferred here that some of the suggestions raised as capable of turning the

situation around for better are borne out of the challenges they are facing in the

classrooms.

General Interpretation of the Comments made by Teachers on Teaching

Facilities

All the teachers expressed displeasure over the facilities in their schools. They were all

unanimous in condemning the deplorable condition of the facilities in their school as

manifested in overcrowded classrooms, lack of reading books, lack of will -power from the

state government to address these various issues, problem between them and the education

ministries. All these were reported by the teachers to be militating against effective teaching

of reading in their schools.

Research Question 4

What impacts do the professional developments have on your teaching of reading

comprehension?

All the four teachers said they had attended only one seminar/workshop each on the

teaching of reading in the last five years. Three out of the four teachers claimed that the

workshops improved how they teach reading in that the workshops were effective and were

well planned and executed. However, one of the teachers believed that the one she attended

did not add much value to her teaching style because according to her, foreign experts were

brought to train them and that most of what she was exposed to were not relevant to her

environment. In her response, she stated, "If I may tell you not much is gained because they

invited a foreigner and most of his examples are foreign to us" (Teacher A, Interview, 13-1-

2014).

As far as teacher C was concerned however, the one she attended was helpful, in the workshop she said, she was able to learn the technique of how to engage the students in active participation. Teacher D also corroborated this assertion, "In the last five years, I have attended one at Ijebu Ode conducted by a lecturer in 2011. We have improved; it helps me and other English experts. I achieved a lot" (interview, 16-1 2014). While sharing her experience with the researcher about the workshop attended, teacher B concluded thus, "It was nice because we were able to discuss with colleagues on how to be more proactive in teaching reading. We discussed student oriented approach and it is helping" (Interview, 16-1-2014).

Interpretation

All the teachers were of the view that the impact of professional training on their teaching is very positive except one teacher who had a contrary view. It can also be understood that the trainings are no not regularly held any longer.

Analysis of Quantitative Data

This section deals with the quantitative aspect of the study testing and answering of various research hypotheses generated for the study. The results are presented and interpreted below:

Hypothesis 1

Parents are not significantly involved in achievement in reading comprehension of their children.

This hypothesis was tested by performing a population t-test analysis (Table 4) and the test gave a t-value of -4.340. Since this in absolute value is higher than the critical t-value of 1.98 given 607 degrees of freedom, the null hypothesis was rejected. The negative t-value indicates that parents are significantly uninvolved in the reading achievement of their

children. This can further be stated to mean that parents' involvement in the reading

achievement of their children was significantly below expectation. This further showed that

the expected role of parents was not positively felt in the reading achievement of their

children.

Table 4

Population t-Test of Parental Showing Involvement in the Reading Achievement of their

Children. (n = 608)

Variable	Expected Mean	Observed Mean	Std. Dev.	Std. Error	Mean diff.	t-value	df
Level of parental involvement	17.50	16.74	4.32	0.175	-0.760	-4.34*	607

*p < .05, Critical t-value = 1.98

Considering the observed mean of 16.74 compared to the expected mean of 17.50 (Table 4),

parental involvement in the reading achievement of their children was significantly below

expectation. This means that the role expected of parents to ensure that their children achieve

maximally in reading comprehension was to a very large extent lacking. Parents are not

actively playing their role in ensuring a passing achievement of their children in reading

performance.

Null Hypothesis 2

Level of parental involvement does not significantly influence learners' achievement in

reading comprehension.

With its mean and standard deviation, the independent variable, parental involvement was

ranked into low, moderate and high involvement group (see Table 5). One -way analysis of

Table 5

Analysis of Variance Showing Influence of Level of Parental Involvement on Achievement in

Reading Comprehension.

Level of Parental Involvement	n	Mean	Standard Deviation	Standard Error
Low	204	10.25	5.003	.350
Moderate	217	10.15	5.323	.361
High	187	9.98	5.058	.370
Total	608	10.13	5.129	.208

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.769	2	3.384	0.128	.880
Within Groups	15959.856	605	26.380		
Total	15966.625	607			

variance (ANOVA) was thus carried out on achievement in reading comprehension and this

gave an F ratio of 0.128 with probability .880 observed to be (p > .05). This indicates that the

null hypothesis is retained, and the alternative rejected, meaning that the level of parents'

involvement does not significantly influence reading achievement of their children. Another

way of stating this is that the level to which parents are involved in their children's education

does not significantly contribute to the reading achievement of their children.

Hypothesis 3

Socio economic status (SES) and level of parental education (PE) do not significantly

influence students' achievement in reading comprehension.

Making use of the mean and standard deviation, the independent variable, socio economic status, and parental education were categorized into low, moderate and high (see Table 6). To test this hypothesis, the performance of learners who fall under each of these categories were found and compared. Learners from the high, moderate, and low SES groups had a mean reading achievement of 9.49 (SD = 5.08), 11.17 (SD = 4.69) and 9.72 (SD = 5.46) respectively. For level of parental education, learners from the high, moderate, and low PE groups had a mean reading achievement of 9.52 (SD = 5.27), 10.40 (SD = 5.03) and 10.55 (SD = 5.03) respectively.

A two-way analysis of variance was performed (see Table 6) on their achievement in reading comprehension and for SES this gave an F- ratio of 6.120 with p-value of .002 which was observed to be a lot less than .05 significant level. This led to the rejection of the null hypothesis that SES has no significant influence on learners' achievement in reading comprhension. The alternate hypothesis was retained, meaning that socio economic status significantly influences learners' achievement in reading comprehension. Similar analysis for level of parental education gave an F-value of 2.346 with a .097 significant level. Since this is bigger than the alpha level of .05, the null hypothesis was retained for parental education; in other words, parental education does not significantly enhance achievement in reading comprehension. The alternative hypothesis was thus rejected while the null hypothesis was retained. Based on this result, the level to which parents are educated has no significant influence on the reading performance of their wards. That is, parental educational attainment does not have a significant influence on the extent to which children can read and understand. The interaction of SES and parental level of education was also found not to have any significant (F = 1.053, df = 4, 59; p = .379) influence on learners' reading achievement (see Table 6).

Table 6

Two-way Analysis of Variance (ANOVA) Showing Social Economic Status and Parental

Education on Achievement in Reading Comprehension

SES Level	Parental Education	n	Mean	Std Dev
	Low	71	9.06	5.42
	Moderate	74	9.04	4.78
Low	High	59	10.55	4.96
	Total	204	9.49	5.08
	Low	71	10.18	5.02
	Moderate	81	11.80	4.41
Middle	High	53	11.52	4.51
	Total	205	11.17	4.69
	Low	72	9.32	5.39
	Moderate	72	10.22	5.58
High	High	55	9.60	5.46
	Total	199	9.72	5.46
	Low	214	9.52	5.27
	Moderate	227	10.40	5.03
Total	High	167	10.55	5.03
	Total	608	10.13	5.13

Source of Variation	Type III Sum of Squares	df	Mean Square	F	Sig.
SES_index	314.619	2	157.310	6.120	.002
parental_edu	120.623	2	60.312	2.346	.097
SES_index * parental_edu	108.265	4	27.066	1.053	.379
Error	15396.825	599	25.704		
Total	15966.625	607			

(I) Categorical SES Index	(J) Categorical SES Index	Mean Difference (I-J)	Std. Error	Sig.
Low	Middle	-1.68[*]	.501	.001
	High	-.24	.505	.638

Middle	Low	1.68*	.501	.001
	High	1.44*	.505	.004
High	Low	.24	.505	.638
	Middle	-1.44*	.505	.004

Given the significant SES influence, there was the need to perform a post-hoc

analysis using Fisher's least significant difference (LSD) method to determine exactly which

levels of SES is different from each other in influencing learners' reading comprehension

achievement (see Table 6). This test showed that learners from the middle SES families

performed significantly better than those from the low (p = .001) and high (p = .004) SES

groups in reading comprehension. Comparison of other groups that is, low and high socio

economic status did not show any significant difference.

Hypothesis 4

There is no significant relationship between availability of school facilities and achievement

in reading comprehension.

Pearson correlation analysis was done to test this hypothesis. The analysis yielded a

r-value of .004 between level of availability of school facilities and learners achievement in

reading comprehension (total score) (see Table 7). This value was found to have a p-value of

.460 which was seen to be greater than the alpha level of .05, hence the null hypothesis was

not rejected. This indicates that there is no significant relationship between availability of

reading facilities and achievement in reading comprehension thus the null hypothesis was

retained. This can further be interpreted to mean that availability of reading facilities does not

bring about the expected change in the reading performance of learners. .

Table 7

Correlation of Availabitity of School Facilities and Achievement in Reading Comprehension

(Total_score) (df = 606)

Variable		school facilities	total_score
school facilities	Pearson Correlation	1	.004[a]
	Sig. (2-tailed)		.460
	n	608	608
total_score	Pearson Correlation	.004	1
	Sig. (2-tailed)	.460	

[a]Insignificant relationship (p > .05). Critical r-value = .087

Null Hypothesis 5

Learners are not significantly motivated to read by their teachers.

This hypothesis was tested by performing a population t-test analysis (see Table 8).

Looking at the mean also, it can be deduced that the 22.23 mean is greater than the expected

mean of 20.00 which means that students are highly motivated to read by their teachers.

Table 8

Population t-Test of the Significant Level to which Students are Motivated to Read (n = 608)

Variable	Expected Mean	Observed Mean	Std. Dev.	Std. Error	Mean diff.	t-value	Df
Level of parental involvement	20.00	22.23	4.883	0.196	2.23	11.39*	607

*p < .05, Critical t-value = 1.98

The test indicated a t-value of 11.39,which is higher than the critical t-value of 1.98 for .05

alpha level (df = 607) indicating that learners are significantly motivated to read thus retaining

the alternative hypothesis and rejecting the null hypothesis. This can further be stated to

mean that learners are significantly motivated to read by their teachers.

Null Hypothesis 6

There is no significant relationship between motivation to read and achievement in learners'

reading comprehension.

Pearson correlation analysis was done to test this hypothesis. As presented in

Table 9, this value was observed to be 104 which was found to be significant at (p<.05)

thus rejecting the null hypothesis. The alternative hypothesis was therefore retained.

Table 9

Correlation of motivation to read and achievement in reading comprehension

Correlations

		Level of Motivation	total_score
Level of Motivation	Pearson Correlation	1	.104[*]
	Sig. (2-tailed)		.010
	n	608	608
total_score	Pearson Correlation	.104[*]	1
	Sig. (2-tailed)	.010	
	n	608	608

*. Correlation is significant at the .05 level (2-tailed). Critical r-value = .087

This indicates that there is significant positive relationship between level to which

students are motivated to read and their achievement in reading comprehension. This

positive correlation means that motivating the learners will bring about the expected

changes in their reading achievement or hence enhance learners' performance in

reading comprehension.

Null Hypothesis 7

There is no significant difference in the achievement on reading comprehension of

students with different number of books in the family.

One-way analysis of variance was done to test this hypotheis. The number of books

in the family were grouped into three categories: few, some and many (see Table 10). An

analysis of variance was then carried out to compare the reading comprehensive scores for

students with different categories of number of books. The result gave an F-value of 8.89 (df

= 2, 605) with a p -value of .000. This led to the rejection of the null hypothesis of no

significant difference in the achievement on reading comprehension of students with different

number of books in the family. This indicates that the alternative hypothesis is retained and

the null rejected, meaning that there is a significant difference in the performance on reading

of students with different number of books in the family. Another way of stating this is that

performance in reading comprehension is enhanced by the number of books in the family; that

different number of books possessed in the family significantly influences achievement in

reading comprehension. A look at the mean distribution clearly shows as well that the higher

the number of books in the family the better the achievement in reading (see Table 10).

Given the significant F test, a post hoc analysis was done using Fisher's least significant

difference (LSD) test. This analysis shows that students from families with few books (M =

Tables 10

Mean classification of number of books and Analysis of Variance showing the difference in the performance on reading comprehension of students with different number of books.

Classification of Number of Books	Reading Achievement Score			
	n	Mean	Std. Deviation	Std. Error
Few Books (2 books or less)	209	8.99	4.914	.340
Some Books (between 3 and 20 books)	263	10.51	4.805	.296
Many Books (More than 20 books)	136	11.16	5.733	.492
Total	608	10.13	5.129	.208

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	455.699	2	227.849	8.887	.000
Within Groups	15510.926	605	25.638		
Total	15966.625	607			

(I) Number of Books at Home	(J) Number of Books at Home	Mean Difference (I-J)	Std. Error	Sig.
Few	Some	-1.520[*]	.469	.001
	Many	-2.176[*]	.558	.000
Some	Few	1.520[*]	.469	.001
	Many	-.656	.535	.220
Many	Few	2.176[*]	.558	.000
	Some	.656	.535	.220

8.99) significantly under-performed those from families with some books (M = 10.51) and

many books (M = 11.16). Hence, performance in reading comprehension increases with the

number of books in the family.

Null Hypothesis 8

There is no significant relationship between the level to which English Language

teachers use each of the different types of reading strategies and students' achievement in

reading comprehension.

Pearson correlation analysis was employed to test this hypothesis. This was carried

out among the seven reading strategies and achievement in reading comprehension (see Table

11). The correlation between each of the strategies and achievement in reading

Table 11

Matrix of Pearson Correlations between Reading Strategy Used and Performance in Reading

Comprehension

Variable	1	2	3	4	5	6	7	8
1.. Total score	1							
2. Preview Strategy	.111[*]	1						
3. Metacognition Strategy	.121[*]	.803[*]	1					
4. Contextualizing Strategy	.118[*]	.838[*]	.865[*]	1				
5. Outlining Strategy	.062	.778[*]	.767[*]	.834[*]	1			
6. Audio-Visual Strategy	.157[*]	.681[**]	.719[*]	.671[*]	.661[*]	1		
7. Aura-Oral Strategy	.122[*]	.864[*]	.746[*]	.781[*]	.788[*]	.801[*]	1	
8. Assessment / Question Strategy	.088[*]	.750[*]	.703[*]	.792[*]	..871[*]	.732[*]	.777[*]	1

. Correlation is significant at the .05 level (2-tailed); Critical r-value = .087

comprehension ranged from .062 for outlining strategy to .157 for audio-visual strategy. From

Table 11, all the different types of strategies, except outlining strategy, correlate significantly

with achievement in reading comprehension. This shows that there are significant positive

relationships among the levels to which English language teachers use each of the specified

reading strategies and learners' performance in reading comprehension. The alternative

hypothesis was thus retained because there are significant correlation between the levels to

which English language teachers use each of the seven strategies and students' performance

in reading comprehension.

Null Hypothesis 9

The level to which English language teachers use each of seven different reading

strategies do not significantly predict performance in reading comprehension.

Multiple regression analysis was done to test the level to which English language teachers'

use of each of seven different reading strategies predicts performance in reading

comprehension. The regression gave an F-value of 3.038 and with 7 and 600 degrees of

freedom was found to be significant at .05 levels. This led to the rejection of the null

hypothesis hence, the strategies teachers used in teaching reading significantly ($p < .05$)

predict students' achievement in reading comprehension. This indicated that the alternative

hypothesis was retained, and the null hypothesis rejected meaning that the levels to which

English language teachers use these seven reading strategies significantly predict

performance in reading comprehension. The seven strategies combine account for 2.3% of the

variability of students' achievement in reading comprehension. Among the seven strategies, it

was only the audio-visual strategy that was found to be the most significantly predicting

Table 12

Linear Regression of Teacher's teaching Strategies on Students' Achievement in Reading

Comprehension.

R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
			R Square Change	F Change	df1	df2	Sig. F Change
.034	.023	5.070	.034	3.038	7	600	.004

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Regression	546.62	7	78.088	3.038	.004[b]
Residual	15420.01	600	25.700		
Total	15966.63	607			

Variable	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.903	.989		6.979	.000
Preview Strategy (PS)	.013	.130	.010	.098	.922
Metacognition Strategy (MS)	.007	.099	.006	.068	.945
Contextualizing Strategy (CS)	.229	.173	.135	1.325	.186
Outlining Strategy (OS)	-.304	.170	-.176	-1.790	.074
Audio-Visual Strategy (AAS)	.211	.099	.166	2.129	.034
Aura-Oral Strategy (AOS)	.040	.179	.023	.222	.825
Assessment Strategy (AS)	-.028	.156	-.017	-.179	.858

a. Dependent Variable: total score

b. Predictors: (Constant), Assessment Strategy, Metacognition Strategy, Audio-Visual Strategy, Preview Strategy, Outlining Strategy, Contextualizing Strategy, Aura-Oral Strategy

Prediction equation: 6.90 +.013PS + .007MS +.229CS -.304OS + .211AAS +.040AOS -.028AS   (1)

students' achievement in reading comprehension. The model for the prediction is given in

Equation 1.

Hypothesis 10

Teacher effectiveness does not significantly relate to achievement in reading comprehension.

Pearson correlation was done to test this hypothesis (see Table 13). This was carried

out among the four variables involved in the study and the index that represents the two

Table 13

Correlation of Teacher Effectiveness and Achievement in Reading Comprehension

		Teacher Effectiveness	Total score
Teacher Effectiveness	Pearson Correlation	1	.170[*]
	Sig. (2-tailed)		.000
	n	608	608
Total score	Pearson Correlation	.170[*]	1
	Sig. (2-tailed)	.000	
	n	608	608

* Correlation is significant at the .05 level (2-tailed).

variables involved in the hypothesis was identified and interpreted. From table 13, this value

was observed to be .000, which was found to be significant ($p < .01$) thus accepting the

alternative hypothesis. This indicates that there is positive significant relationship between teacher effectiveness and achievement in reading comprehension. The positive correlation means that teacher effectiveness brings about the expected changes in the reading achievement of learners or enhance learners' performance in reading comprehension. Put simply, the extent to which the teacher is effective can go a long way in determining the achievement of learners in reading comprehension.

Null Hypothesis 11

School factors do not significantly predict achievement in reading comprehension.

To test this hypothesis a multiple regression was used with students' total score in reading comprehension as the dependent variable and school factors: teacher effectiveness (TE), level to which the teacher motivates students to read (LM), school facilities (SF) and teaching strategy (TS) (see Table 14). This analysis resulted in an R-value of .195 indicating that the independent variables accounted for 3.8% of the variance of the dependent variable. This was found to be significant ($F_{(4, 603)}$ = 5.936, p < .05). This leads to the rejection of the null hypothesis; hence school factors significantly predict students' achievement in reading comprehension.

Table 14

ANOVA of the Influence of School Factors on Students' Achievement in Reading Comprehension

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
.195[a]	.038	.032	5.047	.038	5.94	4	603	.000

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Regression	604.888	4	151.222	5.936	.000[b]
Residual	15361.737	603	25.476		
Total	15966.625	607			

Variable	Un standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7.045	1.046		6.736	.000
Teacher Effectiveness (TE)	.387	.130	.225	2.984	.003
Level of Motivation (LM)	-.078	.086	-.073	-0.903	.367
School Faculties (SF)	-.068	.044	-.080	-1.558	.120
Teaching Strategy (TS)	.014	.013	.060	1.047	.296

a. Dependent Variable: total score

b. Predictors: (Constant), Categorical SES Index, school facilities, family educational level, Availability of Reading Facilities at Home, parental involvement, Teacher Effectiveness, teaching strategies, Level of Motivation

Total Score = 7.045 + .387TE - .078LM - .068SF + .014TS (2)

Hypothesis 12

Home factors do not significantly predict achievement in reading comprehension.

The level to which home factors predict achievement in reading comprehension was examined using multiple regressions and this gave an F -ratio of (2.928) (see Table 15) observed to be significant ($p < .05$). This indicates that the alternative hypothesis is retained, and the null hypothesis is rejected meaning that home factors significantly contribute to achievement in reading comprehension. Another way of stating this is that achievement in reading comprehension is significantly determined by home factors. The interpretation of this result is that home factors are good determinants of achievement in reading comprehension.

Achievement in reading comprehension is enhanced based on reading facilities the learners are exposed to in their respective homes.

Table 15

Multiple Regression analysis of the Influence of Home Factors on Achievement in Reading Comprehension

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
.138[a]	.019	.013	5.096	.019	2.928	4	603	.020

Source of Variations	Sum of Squares	df	Mean Square	F	Sig.
Regression	304.204	4	76.051	2.928	.020[b]
Residual	15662.421	603	25.974		
Total	15966.625	607			

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8.523	.937		9.094	.000
Family educational level (FEL)	.519	.165	.130	3.143	.002
Items in the family (FF)	.000	.004	.004	.080	.936
Availability of Reading Facilities at Home	.008	.011	.036	.773	.440
Parental involvement	-.010	.051	-.009	-.207	.836

Predictors: (Constant), parental involvement, items in the family, family educational level, Availability of Reading Facilities at Home
Dependent Variable: total score

Total Score = 7.045 + .387TE - .078LM - .068SF + .014TS   (3)

Chapter Five

Discussions, Implications, Conclusions and Recommendations

Introduction

This chapter discusses the findings of the current study- home and school factors as determinants of achievement in reading comprehension among senior secondary school students in Ogun State Nigeria based on the outcome already highlighted in the last chapter. The discussions are based on the various research questions and hypotheses generated for the study through the review of several related literature. It shows the overlap between theory and the findings generated in the study. Also, the discussions bring to fore the common grounds unfolded in the findings due to the qualitative and the quantitative nature of the study, that is, the mixed-method approach adopted for the study. This chapter also deals with the implications, recommendations as well as the conclusion reached based on the outcome of the study. Suggestions for further study conclude the chapter.

Parental Involvement and Achievement in Reading Comprehension

Parental involvement was found not to have impacts on the extent to which students read and understand what they read. A way of saying this in a clear term is that the parents are not involved in whether their children are efficient readers or not. This finding coincided with the responses given in the interview conducted by the researcher in which, Teacher A and C stressed that the parents as a result of the free education being echoed by the Ogun State government, are not showing enough concern towards the learning needs of their children. In the reaction of these teachers, parental involvement starts from the provision of essential learning materials, which the teachers confirmed that most of the Ogun State secondary school parents are lagging behind in providing. This is further confirmed in the findings of Oduolowu and Lawani (2005) as cited in Ofodu (2011) who stressed that most parents in

Ogun State " do not recognise the importance of parental involvement activities that could help their children achieve maximally in reading related activities" (p.37). The levels of poverty among the Nigerian parents could be attributed to the lack of concern toward academic related activities as revealed in this finding. The quest to make ends' meet as well as the desire to accumulate material possession has made most parents to pay little or no attention to that which can assit their wards to achieve maximally in reading (Ofodu, 2011).Although Epstein (1995) and Gianzero (2001) have stressed that engaging in parental involvement for the sake of one's wards is much more important than family background variables, such realisation is somehow unattainable for most Nigerians parents due to a number of other variables such as ignorance, illiteracy and general aparthy towards educational related issues that can assist their children to perform optimally in academic related venture with reading comprehension taking the central position. No wonder the students displayed lack of understanding the passages as shown in their performance. Wrong anwers were provided with poor expression while providing the anwers. They exhibited complete naivity in tackling the questions as they did not show neither literal nor inferential understanding of the passage. Answers expected to be provided in respondents' sentences were lifted verbertim wrongly. The scenario described runs through this process.

Achievement in reading as shown in this study was not enhanced due to lack of parental involvement activities such as supervising the children homework on reading, offering encouraging words and rewarding the child properly for good performance on reading related activity. This finding further supports the idea of Olatoye and Agbatogun (2009), who found out that one of the reasons why there has been dwindling performance in achievement in mathematics and science examination results year in and out is because of the lack of a number of factors, very important and strong among these factors is lack of parental

involvement. Confirming this same view is the findings of Gianzero (2005) and Olatoye and Agbatogun (2009) where these researchers also stressed the need for proper parental involvement as panacea to solving under -achiement problem in mathematics and biology examinations.

This position also accords with Coleman's (1988) Human Capital Theory earlier stressed in the background of this study where the importance of parent- partnership with the school of the child was stressed as capable of promoting or inhibiting learning based on whether it is available or not. This is also buttressing the study of Epstein (1995) who took some steps further to bring in the wider community of the learner to share in the joint partnership between the home and school of the learners. The researcher stressed the relevance of school –community partnerships to learning and achievement. The argument being projected here is that parental involvement should not be restricted to the learners' home alone in line with the proposition of these theorists but should be extended to the school as well as the community of the learners to engender positive learning. The current study however showed the contrary in that a complete dearth of parental involvement at the home level was noticed, which inevitably proved a total lack of school -community partnership expected to enhance academic achievement.

The findings of this study is diametrically opposed to that of Bradely (2010), who identified parental involvement as key factor promoting reading achievement of African American males in elementary schools in Virginia. In the various literatures cited by this researcher, the conclusion reached showed that two crucial factors are important for achievement in reading comprehension; they include: parental involvement and teacher's instruction (Bradely, 2010). The revelation from the study at hand however proved the otherwise as parents are shown not to be significantly involved in reading performance of

their children, whereas active parents involvement in academic related activities (reading

inclusive) has been found to bring about success in school (Calfe, 1997 as cited in Peissing,

2002).

Parents Level of Involvement and Academic Achievement

Parents' level of involvement in this study was found to be ineffective in boosting

performance in reading comprehension, thus a meeting link therefore exists between the

qualitative and the quantitative investigation employed to investigate this finding. The oral

evidence generated from the interviews and the observation carried out for the study at hand

concurred with the result of statistical analysis in agreement with avalanche of literatures

cited earlier in the study to show that the level or put succinctly, the extent to which parents

are involved in reading activity of their children could be a strong determinant of performance

in reading.

The researcher figured out one of the so many factors accounting for the Nigerian

parents, particularly, Ogun State parents' un-involvement in the reading activity of their

children from the responses of the teachers quizzed to speak about the state of reading in their

schools. The answer provided showed that parents over reliance on school epitomised by the

teachers, could be one of the reasons why parents' level of involvement is inadequate to cater

for the challenging world of academic reading to which the students are being exposed in

most Ogun State secondary schools. Many of the parents feel that the school should be held

responsible for reading ineptitudes of their children. From the statement made by one of the

teachers, "parents are no longer showing interest in the education of their children blaming or

praising the school and the teachers on the failure or success of their wards" (Teacher C,

Interview, 17/1/2014).

One crucial activity indicating parental level of involvement is the amount of time

that children and parents spend together in reading related activity; this could be in form of

assisting the children in their reading assignments and the amount of time they are given to

practice reading at home. This has been found to increase the likelihood of success in reading

performance (Hofferth, 2001). In the Nigerian situation however, as found in this study, the

reverse is the case as so many factors begging for attention have taken the place of such

parental involvement, hence its lack of significant influence on the achievement in reading

comprehension of these wards. One of those factors deals with how to survive in not too

economic friendly society like Nigeria particularly, Ogun State.

Looking at the level to which parents are involved in the reading achievement of

their children, it was revealed that no significant influence existed between the level of

involvement and achievement in reading comprehension. The level of involvement noticed

deals with the extent to which parents are involved in the provision of essential reading

materials for their children, which showed that parents are lagging behind in this important

aspect of child's education. It can be assumed therefore that not very much is being done by

the parents to provide reading facilities for their children. This tallied with the finding of

Kutelu and Olowe (2013) which revealed that the level of parental involvement in the

provision of instructional materials for primary school pupils in Ondo West Local

Government of Nigeria was very low.

Other levels of inherent parental involvement, which could be used as yardstick for

the findings, obtained in this study deals with the curiosity by parents to monitor the

performance of their children in school. The current finding, which revealed that the expected

role of parents was not well felt could be explained based on the extent to which parents visit

their children's schools to monitor their progress in reading. The frequency of attending

parents/ teacher meeting and providing assistance for the schools in one way or the other to

assist their children to develop a lifelong interest in reading and learning generally are also

relevant. Most Nigerian parents are preoccupied with economic issues as stated earlier and so

might not be able to provide much of these types of parental involvements. Francis

etal.,(1998) in a World Bank Technical Paper on Nigeria public primary schools also stressed

the lack of interest that parents in Nigeria often display to attending the Parents' and

Teachers' Association meeting (PTA) in schools. A way of bringing this into summary is that

parents displayed negative attitude toward assisting their children to gain maximally in

reading comprehension.

Corollary to this assertion is also the finding by Anderson (2000) where the

researcher attributed the low performance in vocabulary pretest score in a MacGnite

vocabulary test administered on Afro American pupils of Louis City Public school to lack of

parental involvement. As enunciated briefly before, Coleman Social Capital theory used in

the theoretical underpinning of this study, has a parallel with the finding here. The theory

emphasised the attention, support and the care a child receives from home as indices for

achievement in learning (Coleman, 1988). This also tallies with that of Oludipe (2009) who

discovered a weak parental involvement leading to under- achievement in integrated science

among Ogun State junior secondary school students. A study conducted in Ghana by Nyako

(2011) found an insignificant parental involvement and ultimately under -achievement in

learning. These literatures support the present study and they are in tandem with the theory

and postulation earlier made in this reseach innovation. It can therefore be hypothesised that

the level and the type of parental involvement given by parents could go a long way in

determining performance in reading comprehension of students.

Socio Economic Status and Parental Education on Achievement in Reading

Comprehension

From the findings, socioeconomic status impacts on achievement in reading comprehension positively. The finding also showed that socioeconomic status differed among the children, who came from different types of socio economic background. Those from   moderate and high socio economic homes tend to gain more in achievement in reading comprehension if their mean scores are taken into consideration. The summary underlying this finding is that socio economic status is a reliable yardstick that influence achievement in reading comprehension of students as exemplified in this study. This finding is in line with some of the literatures reviewed in this study which have established that children from rich socio economic background tend to perform better in reading/ learning achievement than their counterparts from poor socio economic background. For example, Udida, Ukweyi and Ogodo (2012) found that socioeconomic status is a very strong predictor of academic achievement among Cross River State secondary school students in Nigeria while Nguyen Wu and Gellis (2005) also revealed that socioeconomic status of parents influence positively Botswana pupils' performance in SACMEC examinations. The study conducted by Oyinloye and Gbenedio (2010) as well showed that socioeconomic status greatly influenced performance in essay writing of Nigerian secondary school students.

In line with the theoretical postulation of the study, Coleman (1988) identified financial capital, which in a way deals with the socio economic background of the child, as the primary factor determining learning and performance although this must be combined with social capital for optimum result. Zuzovsky (2008) also corroborated this finding looking at the impact of socioeconomic status on achievement gaps between Hebrew speaking and Arabic speaking students in Israel. The inequality in the performance in reading scores was

linked to socio economic differences among the Hebrews and the Arabic students. The

Hebrew students supported by rich socioeconomic backgrounds performed better in reading

literacy than their Arab counterparts. This also confirmed the finding derived from this study.

The finding of the study at hand is however contradictory to the views expressed by

Oluwatimehin and Owoyele (2012), who found that socio economic background of the Ondo

State Junior Secondary Students did not relate positively with performance of students in core

subject areas.

On the contrary however, this study has also revealed that parental education has no

significant effect on achievement in reading comprehension of their wards. Put otherwise,

educational attainment of parents seems not to provide a significant influence on achievement

in reading comprehension as revealed in the study. The position expressed here, based on the

outcome of this findings, could be attributed to a number of factors. Crucial among them is

the nature of the Nigerian educated parents, which can be viewed briefly. Most educated

parents in Nigeria, are preoccupied with a number of activities preventing them to devote

sufficient time and attention to their children. Among these parents are those employed by the

government, who devote most of their time to their professions. Relating this position with

the finding of the current study, some of the parents of the students used for this study as

indicated in the information supplied by their wards, are from these types of homes hence the

finding showed parental educational attainment as not a significant influence on the

achievement in reading comprehension. Other students used for this study are those who

reported coming from homes of parents with lesser academic qualifications who are in the

majority as reflected in the demographic information they provided. This may account for

why parental education did contribute to achievement in reading comprehension.

Availability of School Facilities and Achievement in Reading Comprehension

The nature of the research methodology adopted for this study has made the finding derived here to be very interesting. First, considering the finding at the quatitative level of analysis, availability of school facilities do not indicate significant relationship on achievement in reading comprehension. That is school facilities do not have any positive effect on achievement in reading comprehension. In clear term, school facilities do not bring about expected positive change to reading comprehension achievement of the learners. This outcome is correlated with the responses provided by four teachers that this researcher interviewed in order to know the state of the facilities being employed to teach reading. Teachers from the four dialectical zones of Egba, Ijebu, Yewa and Remo dialectical zones decried the nature of the facilities available in their schools. According to them, the least but most important instructional material- textbooks are not available for most of the students. The parents are of the opinion that free education policy of the state should cater for this. In the remarks of the four teachers, they bemoaned the condition of the libraries as mere haven for rats and crickets since most of them are in dilapidated condition. A teacher remarked that his school does not even have a single library not to talk of the library being stocked with reading materials. Even for schools that are situated in the heart of the city, an on the spot assessment of the conditions of these libraries by the researcher, showed that the old rooms being used as libraries are fraught with irrelevant books that cannot meet the challenge of the present day academic needs of the students. The researcher also noticed that three to four students occupied a seat sharing one English language textbook. This is to confirm the statement made by most of the teachers interviewed that the students in this community lacked the basic learning needs. From the scenario briefly, it is not out of order to accept that

there is a synergy between the findings at the qualitative and quantitative levels of the

analyses of the current study that no meaningful achievement could be made in reading.

Motivation to Read and Achievement in Reading Comprehension

Interestingly however, motivating the learners as found out in this study has

significant relationship on achievement in reading comprehension. Put differently, a well-

motivated child is likely to achieve significantly well in reading comprehension just as in the

finding of this study. In the study, motivating the learner brought about the expected positive

changes in the learner. The finding showed a strong relationship between motivation and

institutional effectiveness. There is a concord between this finding and one of the theoretical

premises upon which this study was established, especially if it is accepted that reading

involved these important constructs, namely, the texts and the reader as postulated by the

trasaction model of teaching reading. Put succinctly, a level interaction exists as the child tries

to unlock the meaning of the out of the passage being read. The background knowledge of the

child is brought to action in line with the schema theory earlier raised briefly in this study.

However, the process described is not as easy as painted, hence the need for motivation.

Motivation, the affective construct of the Bloom's Taxonomy of educational objective, is a

prerequisite to instilling the love for reading in the child as this study has shown. This means

that much as reading is a cognitive activity, in like manner, the place of interest, self efficacy

and positive attitudes toward reading are invaluable, and central to bringing this into

manifestation, is the teacher as well as the parents of the learner.

The teaching atmosphere highlighted earlier briefly by the researcher could be

justified to bring about significant relationship in achievement in reading comprehension.

What can be deduced from this finding is summarised by Okebukola, Owolabi and

Onafowokan (2013), "the affective aspects of the reading process – interest, attitude and

motivation – are the very heart of reading. They undoubdtedly have some correlation with reading efficiency". Lastly, it can also be concluded that the results of analysing both the quatitative and qualitative data for this study have confirmed the plausibility of the findings of the study.

Number of Books in the Family and Achievement in Reading Comprehension

Reading comprehension of students with different numbers of books in the family indicated that there is a significant influence of this facility on the achievement in reading scomprehension. This implies that the more the numbers of books in the family, the better the achievement in reading comprehension. Following from this finding, performance in reading comprehension tend to depend on the number of different types of books available to the children in the family. Thus, students who have different type of books in their families perform better than those who do not. The finding here like most of the literatures, is consistent with the finding of Nabuka (1983), which showed that the major source of difference between the Indian and Fijian high school students was that the home background of the Indians children were made up homes in which high school students were exposed to different number of books, hence a boost in their performance in reading comprehension. The Fijan children were said to have come from homes where they were not exposed to books, hence the low performance in the same text. It is worthy to mention at this juncture that the outcome of this finding does not in anyway contradict the qualitative information obtained from the teachers and the submission earlier raised about the dearth of reading materials in the Nigerian senior secondary school students' parents' home. The reason is that the hypotheses investigated different number of books from different family socioeconomic backgrounds. Secondly, not all the parents are likely to embark on sheer negligence of uncaring attitudes towards the procurement of reading materials for their children. Lastly, achievement in

reading comprehension can be enhanced based on the different number of books in the

family; that is, different number of books such as magazines, newspapers, novels etc that

students are exposed to in their different families. This accounted for why the study indicated

that the different number of books in the family detemined achievement in reading

comprehension-the more the number of books the better the performance in reading

comprehension.

Reading Strategies and Achievement in Reading Comprehension

A cursory look into the following strategies – preview, metacognition/problem

solving contextualising, outlining, audiovisual aural /oral and assessment/question strategies

tested quantitavely by using regression analysis combining all the variables show that reading

strategies employed by teachers significantly predict achievement in reading comprehension.

Likewise, looking at the matrix of correlation between reading strategy and performance in

reading comprehension, significant relationships were also noticed between these strategies

and achievement in reading comprehension. Observations carried out in the classrooms at the

qualitative analysis of this study also provided a boost to authenticate the findings. If it is

assumed that these teachers represent what is actually taking place in the other classrooms in

the state, then the quantitative findings of this study can be explained using this parameter.

Audiovisual strategy was found to be the most predicting strategy of the seven strategies. It

could also be explained that because all the four teachers in the four dialectical zones included

audiovisual strategy in their classrooms, perhaps this could justify the significant prediction

that the quantitative testing of the audio strategy of teaching reading indicated in the study.

Textbooks were read by the teachers and and the students followed by extensive discussion.

Illustrations were given with kinaesthetic and tactile learning techniques. Non-moving objects

like the chalkboard were used extensively. All these could be explained to have brought about audiovisual effect in the classroom.

Also, the extent to which preview strategy is used was found to relate, and hence significantly predict achievement in reading comprehension. In preview strategy of teaching reading, the teacher is expected to combine a number of activities to start the class. One of such found in the classes observed by this researcher was the use of prior- questions adopted by all the four teachers to prepare the students ahead of the lesson. Another activity noticed in previewing adopted by these teachers was that they discussed the information regarding the text they wanted to read before the actual reading commenced. The researcher is of the view that the use of question techniques and short anecdotes before reading employed by these teachers while handling the classes, is a way of calling forth the students' background knowledge, which is essential to stimulate understanding. Prior questions before the lesson as carried out by these teachers was found to be very effective at triggering knowledge that helped learners to understand the relationship between how what they already know fits into what they are about to learn (Adler, 2001). It can then be concluded that the use of preview strategy adopted by these teachers, is a very good correlate of achievement in reading comprehension as discovered in this study.

Of relevance also is the assessment/question strategy employed by the teachers. It was noticed that, in the commonest assessment strategy, the attention is on how the use of questions (assessment strategy) is directed at restricting the learners to answering the questions underneath the passage. In these classes however, questions were used to encourage critical thinking. It was discovered in these four classes that to assess reading comprehension effectively, the most potent strategy employed in the classromms was the use of question devises. Questions asked before the lessons were viewed by the researcher as a sort of

formative assessment because they were used to guide the teachers in determining the extent to which the students comprehend the passages being treated.

Another strategy that is of importance here is the contextualising strategy. This simply can be referred to as "Placing a text in its historical, biographical and cultural contexts" (Critical Reading Strategy, 2013,para.2). Simply put, the understanding of the word of the passage is informed by the number of encounter the reader made in life. This accounts for the reason one of the teachers was using an adaptation of D.O Fagunwa's Yoruba popular literary text "Ogboju Ode ninu Igbo Irunmole" interpreted by Wole Soyinka as "Forest of the thousand Daemons" to clarify her lesson.

As stated in Family Education Network (2013, p.1) "when we read aloud to students, we expand their imaginations, provide new knowledge, support language acquisition, build vocabulary and promote reading as a worthwhile enjoyable activity". All the four teachers observed employed this important technique to teach reading and even after having them interviewed, confirmed that they enjoy using it. One thing noticed while observing the class was how it was effectively used to teach pronunciation as well as to clarify the meaning of uncommon vocabulary items. Turn reading as they refer to it during the interview, was found to be very effective for teaching reading as witnessed in the class. The discussion of the vocabulary items and the paragraph interpretation could enhance understanding of the text.

Worthy of mentioning in this study is the outlining strategy referred to as close analysis of each of the paragraph, adopted by two of the teachers used for this study. While embarking on this, students were often told to read each of the paragraphs while the teachers explained the salient points raised in the paragraph read. During the lesson, main ideas were put on the chalkboards and the supporting details were explained. It was these that were later employed to summarise each of the paragraphs of the passage read.

What goes on while reading silently among good readers is that they often allow their metacognitive skill to monitor wether they comprehend what they are reading or not. They reflect and think as they read, ask questions and arrive at solutions as they ponder upon what they are reading. This strategy has been in operation from the time immemorial. In most reading comprehension examinations in Ogun State and Nigeria in general, silent reading is the method being used to text comprehension and this requires a high level of metacognitive strategy. Teachers of reading cannot teach reading successfully without this strategy. In fact, all the other strategies examined in this study are in one way or the other associated with this all-important strategy.

Teacher Effectiveness and Reading Comprehension Achievement

As revealed in the study, teacher effectiveness determined achievement of learners in reading comprehension. This is because there is an association between teacher effectiveness and achievement in reading comprehension of students as shown in the study. What determines the effectiveness of teachers is many but in this study effort was devoted to few of them examined to influence the current finding. First, the four teachers observed are holders of Bachelor degrees in education; none of them is holding a lesser qualification. As a result of their trainings, they are able to effectively manage their classrooms as already stressed in the review of literature. Synonymous with the above is the number of years of teaching, which normally show how experienced they are. These four teachers have put in substantial numbers of years in the profession of teaching and this might have assisted them to take care of various teaching challenges that could hamper their performance. This also is a cogent factor that could aid effectiveness in performance leading to significant relationship between teacher effectiveness and achievement in reading comprehension as observed in the study. These teachers from whom qualitative information was collected have put in up to 5 to 17

years of cognate teaching experiences, if the majority of the other teachers have also spent up

to or beyond such number of years teaching, there is no doubting the fact that this can have

appreciable influence on their teaching performance, hence relationship between teacher

effectiveness and students' achievement in reading comprehension. It can then be assumed

that this factor contributed positively to performance in reading comprehension. This is in line

with what was reviewed in the literature that the experience of teachers is usually measured

by the number of years they have put into teaching service..

A teacher who makes use of thought provoking questions and manipulate such to

provoke the learners into thinking about the content read, is making use of metacognitive

strategy to teach reading and all the teachers examined at the qualitative level of this study

were found to be adept users of this strategy. Similarly, teachers were found engaging in

extensive explanation of the vocabulary items they come across in the passage, by provoking

the learners with prompts serving as guide or clues to understanding the contextual as well as

the sociocultural relevance of the vocabulary items used by the author. This shows a high

level of display of knowledge of the subject matter being taught in reading and a maximum

display of effectiveness in teaching.

School Factors and Achievement in Reading

The finding indicated that facilities in school, teacher effectiveness, motivation

provided for learners, good environment, management style of the school's authority,

teacher's experience, in service training received by teachers and satisfaction derived from

teaching combined significantly to predict achievement in reading comprehension. Although

some of these variables as revealed earlier, school facilities and in- service training do not

predict achievement in reading comprehension. Nevertheless, the overriding effects of one of

the variables, say teacher's effectiveness over these other variables can be explained to have

significantly influenced the overall finding of this study. Therefore, the favourable prediction

of school factors and achievement in reading comprehension can be understood based on this

premise. Educational literature is replete with investigations of school factors and reading

achievement and these findings are sometimes related or at times diametrically opposed to

each other.

Home Factors and Achievement in Reading

When it comes to achievement in reading comprehension, the impacts of factors

resident in the home of learners cannot be underestimated. The finding indicated that home

factors could be good measure of achievement in reading comprehension. Put differently,

home factors significantly contributed to the extent to which learners can perfom in reading

comprehension. Of significant importance as well, is the influence of motivation at the home

level on achievement in reading comprehension, which has been extensively discussed in the

finding of the present study. The kind of motivation provided by the parents definitely has lot

doing with the attitude children are likely to exhibit towards reading and has been established

various studies that a strong relationship exists between motivation and achievement in

reading comprehension (Wang &Guthrie, 2004). What the family does in support of academic

achievement could also exerts very strong motivational pull so as to overpower the effect of

other distracting constructs, and this can then be rationally assumed to have malleability

influence, which might lead to strong prediction between home factors and achievement in

reading comprehension.

National Language Policy and the Teaching of Reading.

Opinions are divided with whether the implementation of National Language Policy

is the prime factor of the students not performing well in their internal and external

examinations, which demand a very high level of reading comprehension. Some scholars

(Fafunwa, 1974, 1982; Muazu, 2010) are of the views that the adoption of the English

language as the dominant language of instruction right from the mid primary school to the

university level of education is responsible for under performance reading comprehension.

Recently, the failure rates of the Nigerian senior secondary school students in 2009 National

Examination Council (NECO) and West African Senior Secondary School Certificate

Examination (WASSSCE), was blamed on language of instruction in the Nigerian schools.

More than 96% of those who sat for the NECO examination that year were said to have failed

English Language which requires ability to read and comprehend effectively and all the

subjects.

      Within the context of this shocking reality, and since the English language will still

continue to enjoy its prime of place in the Nigeria political, economy and educational life, it is

needful to consider the oral evidence provided by the teachers interviewed to verify the effect

of the Nigeria policy on language in this study vis –a –vis its effects on the teaching of

reading in the Nigerian schools. All the four teachers interviewed agreed emphasised the

importance of the mother tongue as crucial for early education. This is because if a child is

well - grounded in his or her language, he/she is at the advantage of relating his encounter

with the first language while reading in the target language. They stressed that for a child to

be able to fare well in the advanced form of reading later in life, the teaching of reading

should start from the child's home through the home language of and that this should continue

beyond the early primary school stages. Their reason was hinged on the fact that the three

years advocated in the policy was insufficient to internalise all the features of the mother

tongue that will help them read in English language. According to all these teachers, it would

be very difficult for a child that cannot read well in his or her own language to read and

understand well in a language foreign to him/her. In a nutshell, they did not see anything

wrong with the policy or down play the importance of the English language. What can be inferred from the oral evidence of these four teachers was that the policy in itself is not a problem but implementation and constant changes in educational policies. They made reference to what they said was introduced in 2013 where the science students are no longer under any obligation to sit for Yoruba language, one of the major Nigerian languages usually made compulsory at the Senior Secondary School Certificate Examination. The subject was said to have also been made optional for those in the commercial classes. To the teachers, a situation is imminent where all the indigenous Nigerian languages will undergo complete extinction. This type of policy is not likely to help our educational system with particular reference to the promotion of reading in the indigenous languages which they believed will assist the child to read the English language as the child progresses in his or her education.

Professional Development and the Teaching of Reading

This researcher took part in the revamping programme initiated in the early 2000 by the Federal Republic of Nigeria. The initiative was aimed at human capacity development of the educational sector with particular reference to the training of primary and secondary school teachers on how to effectively teach reading in the Nigerian schools. The researcher investigated the extent to which such trainings are still being organised as well as the effect it has on the teachers' method of teaching reading. Teachers asked about how many of such workshops have been organised by the government since it was introduced in the early to mid 2000 all confirmed to have attended just one in the last five years.

Most of the teachers agreed that the training really benefited them and that new teaching strategy that will help them to ensure active participation in the classroom while teaching reading were brought to fore. They agreed that to be a better teacher, this type of training should be organised periodically for teachers The only teacher who believed she did

not benefit much stressed that rather than bringing foreign teachers to handle such a

programme, indigenous facilitator, who understands the environment should have been better.

From the submission of these teachers, it can be deduced that the government seemed to have

been slack in the onerous task of in-service training being vigorously pursued in the early

2000 to revitalise the education system and to project it in a better position to actualise her

vision 2020 dream. This is simply because if within the last five years, teachers saddled with

the responsibility of teaching, have only been exposed to one in –service training, a lot of

questions regarding how competent these teachers are likely to be in the discharge of their

duty can be raised.

Implications of the Study's Findings

This study has revealed that the home and school factors could be determining

factors to measure achievement in reading comprehension. However, not all the the

independent variables tested quantitatively and investigated into at the qualitative level of the

current study indicated strong relationships with the dependent variables, which is

achievement in reading comprehension. The implications of these are that there is variability

in the outcome of the finding, which the researcher believes to have a very serious

pedagogical implication on the teaching and learning generally. Another implication is that

the outcome has justified the position ealier canvassed in various literatures used for the study

stressing the fact that underachievement in reading is the bane of academic progress of the

senior secondary school students in Nigeria particularly Ogun State, Nigeria.

Tantamount to this is the fact that the researcher would not be judged of being

exaggerative if it is assumed that the outcome of this study is an overall satire of the current

state of education Nigeria particularly in Ogun State. For example, within the confine of the

various hypotheses generated for the study, it is clearly evident that a lot of educational crises

are in the offing if nothing cogent is done to address them. More importantly, if recourse is

made to the role of parents in developing a life-long reading ability in their children, it is

chagrin to notice that not much has been achieved as indicated in this study; parental

involvement did not indicate any significant influence on achievement in reading

comprehension. The implication is that the home is gradually neglecting her role as the first

school of the child.

Of significant concern as well, are the facilities available in the Ogun state, Nigeria

secondary schools for the teaching of reading where the empirical evidence as well as the oral

evidence of this study indicated the dismal state of our various schools. As it has often been

remarked from various quarters of the Nigerian state, the potentials are there in good human

resources in most of the Nigerian schools but the resources are nothing to write home about.

What this portends is that irrespective of the availability of human resources in large number,

teaching and learning of reading and generally education standard in Ogun state, Nigeria, will

continue to experience a downward trend. It is disheartening to notice the state of some of

these secondary schools as witnessed by the researcher. A school that cannot boast of a

common reading room not to talk of a reading library will find it pratically impossible to

promote life-long reading culture and produce generation of scholars able to stand the test of

time.

However, there is no doubting the stark reality of the fact that strategies employed

for the teaching of reading could reduce the effect of some of the problems raised and this

account for the reason that the strategies examined in the study contribute to achievement in

reading comprehension. What can be inferred from this is that given dedication and will

power to employ all possible eclectic methods to boost the teaching and learning of reading

could be a good turning point to revamping the current education state from the doldrum

condition being witnessed at the moment as indicated in the study. The role of motivating the

learners also showed that reading achievement can be enhanced if learners are well motivated.

The inference drawn here is that a well – motivated learner either by teachers or the parents

will go all out to give a good account of him or herself so as to prove some points.

Lastly, the combination of school and home factors positively enhance achievement

in reading comprehension as the final outcome of this study indicated. While the outcome of

this study should not be taken hook line and sinker as the general state of education level in

regard to the teaching of reading in all the Nigerian schools, the perceived role of home and

school in promoting reading culture should not be undermined. The interpretation of the

assertion just made is that, despite the fact that some of the variables used in the study could

not favourably predict reading achievement, other variables that can assume the role of

malleable variables abound in various homes and schools. The implication drawn here is that

tackling the problem associated with teaching and learning of reading and ultimately the

dwindling education standard using the criteria of home and school related factors alone as

shown in this study, is not likely to address the situation totally. This position is further

strengthened because the parents are not directly involved in the study.

Conclusion

There is no doubting the fact that as the study indicated, underachievement in

reading comprehension is a major hurdle that must be crossed before any meaningful teaching

and learning can be achieved. As shown, parental involvement availability of reading

facilities in school and parental education seemed not to yield any positive effect in

achievement in reading comprehension. This shows that the earlier apprehension raised in this

study is genuine as performances on English language reading comprehension over the years

have continued to deteriorate. These crucial indicators, which can make or mar the quality of

the education being given to the Ogun state senior secondary school students and Nigerian

students in general should not be taken with levity by the stakeholders involved particularly

the home and the school.

A cursory insight into the theory, literature review and the result of the current study,

have shown no major variation in the earlier postulation made that a serious educational crises

is here with us and the education system of necessity, must borrow a leaf from this. Truly, the

combination of home and school factors predicted achievement in reading comprehension,

which ordinarily should serve as a sign of positive thing in the offing, but when looking at so

many other intervening variables inferred to have boosted the finding of the study leading to

the conclusion reached, it then means that there are so many other indicators of

underachievement in reading comprehension within the home and the school in Ogun state,

that must be addressed urgently.

In like manner, it will be a suicidal mission to jettison some of the outstanding

findings in the study or treat them with mere disdain. For example, teacher effectiveness,

motivation, teaching strategies employed while teaching reading, are all indicators of

excellent performance in reading comprehension. Therefore, considerations need be made to

them that they are vital in positive decision making towards addressing the pervasive problem

of underachievement in reading comprehension. This will help to curb the falling standard of

education in the Nigerian secondary schools. Of utmost concern to the researcher is the

question of language being used to dish out instruction on reading to the Nigerian students,

especially at the elementary stage of learning. Quite frankly there is no how language of

instruction at this stage can be excused from being a major inhibitor of teaching and learning

of reading. The belief of this researcher is that should the problem of linguistic barrier

restricting comprehension while reading is removed, effortlessly, students at this level will

read and understand. Advocacy is not however being made for making the language of

instruction at the senior secondary level to be the indigenous languages but rather the child

should be well-grounded in his or her language before the main language of instruction,

which is the English language. Lastly, the place of in service training for teachers that are

saddled with the responsibility to impact the right attitude and positive behaviour

modification cannot be underestimated.

Recommendations

The background, the review of literature and the findings of the current study have

shown clearly that the education sector in Nigeria with particular reference to the teaching and

learning of reading comprehension among senior secondary school in Ogun state in general, is

being confronted with daunting challenges.   In the review of literature for the study, various

recommendations were made to combat problems associated with reading comprehension

either at the primary or the secondary school levels.We share the view of Ilogho (2011) that

parents should make it an attitude to be buying books for kids as gifts during their birthdays.

Also accepted is Igbokwe and Obidike's (2012) that parents should control their children's

accessibility to electronic media because rather than being a blessing and promote learning,

they seem to be wrecking more havoc. If the axiom charity begins at home still holds sways

till date, then the task of helping the children to be good readers should start from the

homes.The home should be the first school of the child. In a nutshell, the need to get parents

proactively involved in the formal education of their children of their wards is very crucial.

The message to the parent is simple: they should create qualitative time to help their

children develop good reading habit before and during their ages of schooling.

Parents should procure for their children interesting reading materials that will spark off the

love for reading. Associated with this is the fact that they must monitor their reading progress.

Simple statements such as "What did you read today? Have you ever read the story of so and so before?" could prove and make them see reading as activity meant for enjoyment rather than burdens. A situation whereby parents are less concerned about the education of their wards as indicated in the responses provided by their wards is a source of worry and some of these recommendations could be helpful.

Irrespective of the perceived obstacles bedevilling the school system in Nigeria, the teacher of necessity must rise up to these innumerable challenges. Teaching profession should be seen as a divine calling rather than a curse. The message belies this statement is that the teacher must strive to ensure that those students within their care are assisted to become readers who value reading as a life time investment. This can be achieved by seeing themselves, that is, the teacher as the in-loco parentage that by the nature of their professions and calling they are indeed- the second parents of the children under their care. Quite frankly speaking, the teaching of reading has undergone a long process of change and the old method of "open your textbook to page so and so, read it and answer the questions underneath the passage", cannot stand the test of time of the contemprorary ages of advancement in innovations and technology.

Eclectic approach is thus recommended for teachers of reading.

The importance of good reading libraries stocked with relevant reading materials cannot be underestimated as various literatures have advanced. However, it seems as if the government is unable to shoulder this responsibility alone, thus parents and teachers alike should assist.

The constitution of Nigeria is clear on education related issues. No wonder then that it is included in both the exclusive, concurrent and residual lists. This simply means that the task of providing qualitative education for the Nigerian child belongs to the federal, states and

the various local governments in Nigeria. The interpretation of this is that the Nigerian child

deserves good education. Therefore, the government through the Ministry of Education and

Local Government Education Authority (LGEA) should address the current state of education

in the country by exposing the teachers to more in service trainings, produce more manpower,

change the current state of the Ogun state and the Nigerian secondary school libraries in

general, build more classrooms, provide incentive for teachers by making their remuneration

more attractive, introduce good health programme for teachers and make their teaching and

learning environment more conducive. They should also be included in the decision making

regarding educational issues.

Suggestions for Further Studies

This researcher had earlier stressed that research on reading and its attendant

problems have been restricted to the junior primary school of learning although there is

plethora of literatures on learners, home and school related factors on academic achievement

that cut across all levels of education. For this reason, it is hereby suggested that more

research work should be carried out on home and school related factors at the senior

secondary school levels. It cannot be denied that this study cover a portion of the Nigerian

nation, Ogun state only. More of this type of study is suggested to embrace every part of

Nigeria as well. It is also suggested that quasi- experimental investigation of this type of study

should be carried out to arrive at a practical solution to the problem of underachievement in

reading comprehension, and ultimately academic ineptitude in Nigeria.

References

Abe, E.A (1988). Developing comprehension skill at the secondary school levels. *A review of the Institute Journal of studies in English, 1.*

Abiri, J.O.O. (1974). Reading ability as a predictor of performance in university degree examinations. *African Journal of Educational Research, 1*(2), 197-204.

Aboderin, Y, & Orisawuyi, D (1980). *Guide to the teaching of reading and comprehension in English.* Adoekiti: Omolayo Press.

Achievement Result for IEA. *(2011).Trends in international mathematics and science* study *(TIMISIS) and progress in international reading and literacy (PIRLS).* Retrieved from http://timssandpirls.bc.edu/data-release-2011/pdf/TIMSS-PIRLS-2011-International Press-Release.pdf

Adebayo, O. (2009). Reading habits of secondary school teachers: A case study of selected secondary schools in Ado – Odo Ota Local Government Area. *Library Philosophy and Practice.* ISSN 1522-O222.Retrieved from http://unllib.unl.edu/LPP/adebayo-oyeronke.pdf

Ademulegun, D., (2001). *Monitoring reading achievement of junior secondary school students in Lagos state.* A prototype of state Assessment (Unpublished Doctoral dissertation).

Adeniyi, M.A.,& Omale,O.A (2010). *Teaching reading comprehension in selected primary schools in Oyo State, Nigeria.* Library Philosophy. Retrieved from http://www.webpages.uidaho.edu/~mbolin/adeniji-omale.htm

Adeniyi, H., & Bello, R (2007). Urban linguistics in Nigerian: A case of language use in Lagos Metropolis. *Iranian Journal of Language Studies, 1*(2), 119-132.

Adepoju, A.A. (1999). *Relative effectiveness of two approaches based on mastery learning on*

    students achievement in English grammatical structures (Unpublished Doctoral

    dissertation, University of Ibadan, 1999).

Adetugbo, A. (1979). The development of English in Nigeria up to 1914: A sociological

    appraisal. *Journal of Historical Society of Nigeria*, *9*(2), 89-105.

Adetunji, A., & Oladeji, B.O. (2007). Comparative study of reading habits of boarding and

    day school students in Oshogbo, Oshun, State, Nigeria, *Pakistan Journal of Social*

    Sciences, 1 (4), 509-512.

Adeyemo, D.A. (n.d.). Parental involvement, interest in schooling and school environment as

    predictors of academic self efficacy among fresh secondary school students in Oyo

    State, Nigeria. *Electronic Journal of Research in Educational Psychology*, *5*(1), 163-

    180.

Adler, C. R. (2013). *Seven strategies to teach student text comprehension reading text*

    comprehension . Retrieved from http://www.readingrockets.org/article/34

Afolayan, A. (1976). The six year primary project in Nigeria. In A Bangbose (ed.) Mother

    Tongue Education, London: Holder and Stoughton.

Ahuja, G. C.,, & Ahuja, P. (1995). How to increase your reading speed. New Delhi: Sterling

    Publishers Pvt Ltd. Retrieved from

    books.google.com/.../How_to_Increase_Your_Reading_Speed.html?id.

Aina, A.J., Ogungbeni,J.I., Adigun, J.A., Ademola. F.,& Ogundipe, T.C. (2011).Poor reading

    habits among Nigerians: The role of libraries. *Library Philosophy and Practice*.

    Retrieved from http://unillib.u

Akere, F. (2006). The English Language in Nigeria: The Sociolinguistic dynamics of

    Decolonization and globalization. In W. Adegbite,, & O. Billy (Eds) *Reinventing the*

English language in Nigeria in the context of globalization and decolonization

:Referred proceedings of the 23rd Annual Nigeria English Studies Association

Conference.(pp.2-17*).* University of Ilorin, Ilorin Nigeria.

Akindele, F., & Adegbite, W. (1999). *The sociology and politics of English in Nigeria: an*

introduction. Ile Ife: Obafemi Awolowo University Press Limited.

Akinsanya, O. O., Ajayi, K. O.,& Salomi, M. O.(2011). Relative effects of parents'

occupation, qualification and academic motivation of wards on students' achievement

in senior secondary school mathematics in Ogun state. *British Journal of Arts and*

Social Sciences, 3(2). 242-252. Retrieved from

http://www.bjournal.co.uk/paper/bjass_3_2/bjass_03_02_11.pdf

Akomolade, M. Jude.,, & Olorunfemi-Olabisi, F. A. (2011). Impact of family type on

secondary school students' academic performance in Ondo State, Nigeria. *European*

Journal of Educational Studies, 3(3), 240-248. Retrieved from

http://www.ozelacademy.com/%285%29ejes%20156%20Jude%20gel.tar.%2022%20

%C3%85_ubat%202011%20paid.pdf

Al-Sagaf, Y., & Williamson, K. (2006). Doing ethnography from within a constuctivist

paradigm to explore virtual communities in Saudi Arabia. Qualitative Sociology

Review 2 (2), 5-20.Retrieved from

http://www.qualitativesociologyreview.org/ENG/archive_eng_.php

Alika, H. I.,, & Edosa,O.S (2012). Relationship between broken home and academic

achievement of secondary schools in Oredo Local Government of Edo State, Nigeria.

College Student Journal, 37(1), 256.

American Federation of Teachers (2004). *Closing the achievement gap: focus on latino*

students. Retrieved from http://www.colorincolorado.org/article/12929/

Anderson, R. C., Wilson, P. T., & Fielding, L. G. (1988.). Growth in reading and how

   children spend their time outside of school. *Reading Research Quarterly* 23(3), 285–

   303. Retrieved from http://www.jstor.org/stable/748043

Anderson, S.A. (2000). How parental involvement makes a difference in reading

   achievement. Journal of Reading Improvement, 37 (2), 61-86.

Andrew, M. (1999). Constructionism and integration .*Journal of European Public Policy*, 6

   (4), 669- 681. Retrieved from www.princeton .edu/~amoravs/library/rotten.pdf.

Angeline, M.B. (2008). Initiative to improve the quality of teaching and learning: A review of

   recent literature. (Issue 5, Working Paper No11). Global Monitoring Review

   Retrieved from

   http://r4d.dfid.gov.uk/PDF/Outputs/ImpQuality_RPC/workingpaper5.pdf.

Alani, A., Oshun, A., Ajasin, T.,, & Adebayo, A (2014, May 21) *Regional autonomy… or

   nothing* . The Punch Newspaper. Retrieved online from

   http://www.punchng.com/politics/regional / autonomy

Aremu, A. O., Tella, A., & Tella., A (2006). Relationship among emotional intelligence,

   parental involvement and achievement of secondary school in Ibadan, Nigeria. Essay

   in Education, 18. (USA). Retrieved from www.usca.edu/essays/vol182006/tella1.pdf

Arua,E.A.,, & Arua, E.C.(2011). The reading behaviour of junior secondary schoolduring

   school holiday in Botswana *Journal of Adolescent and Adult Literacy* 54(8), 588-599.

Arua E. A., & Lederer, M. (2003). *What are students in Botswana's high schools reading*? In

   A. E. Arua (Ed). Reading for all in Africa: Building communities where literacy

   thrives. Newark: International Reading Association.

Ashatu, H. (2009). The use of triangulation in social sciences research: Can qualitative and

quantitative methods be combined? *Journal of Comparative Social Work* 1, (1), 188-200.

Austin, T. (2010). Strategic Competence and EFL reading test performance: A structural

Awobuluyi, O. (1998). Language education in Nigeria: Theory, policy and practice. *Fafunwa Foundation Internet Journal of Education*. Retrieved from http://fafunwafoundation.tripod.com/fafunwafoundation/id8.html

Awonusi, S. (2004). The English Language in a global context. In A. B. K. Dadzie, & S. Awonusi (Eds). *Nigerian English Influence and Characteristics*. Lagos: Concept Publications.

Ayeni, A. J. (2012). Teacher's professional development and quality assurance in and quality assurance in Nigeria secondary schools. World Journal of Education 1 (1) 143, Doi:10.543/wje.v1p143.

Ayodele, S. O. (1985a). *Promoting efficient in English language the secondary school levels.* In S.Unoh., R. Omojuiwa,, & S. Ikonta (Eds). Retrieved from http://www.jabu.edu.ng/y/index.php/features-mainmenu-47/template-features/englis

Ayodele, S. O. (1988). A study of reading performance at the primary school level. *Bensu Journal of Education* 1 (1), 1-12.

Ayodele, S. O. (2006). The challenges before schools of languages in a depressed economy. *Journal of Studies in Humanities*, 1(1), 1-13.

Ayodele, S. O. (2012, December). *Reading and the modern man*. 1st annual lecture held at Joseph Ayo Babalola University (JABU), Ekiti, Ekiti State, Nigeria.

Baker, L. (2003). The role of parents in motivating struggling readers. *Reading, & Writing Quarterly,* (1), 87-106. doi:10.1080/10573560308207Bakmand, B. (2000). National

language planning, why (not.) In J. Allwood (Ed.). *Inter Cultural Communication.*

Retrieved from http://immi.se/intercultural/nr3/bakmand.htm

Baker, L. & Wigfield, A. (1999). Dimensions of reading children motivation for reading and

their relation to to reading achievement. Reading Research Quaterly 34, 452-477.

Baldridge, K.P (1970). Seven reading strategies. Seatle, Washington, USA: Amazon

http://www.amazon.com/Seven-reading-strategies-Kenneth

Baldridge/dp/B0006XE214.

Barajas, M. S. (2011). Academic achievement of children in single parent homes: A critical

review. *The Hilltop Review*, 5(1), 13-21. Retrieved from

http://works.bepress.com/mark_s_baraja/

Bassey, S.U., & Akpan, J.R. (2010). Achievement motivation among university managers and

institutional effectiveness in selected Nigerian universities. *Review of Higher

Education in Africa*, 2 (1), Retrieved from http://iosrjournals.org/iosr-

jhss/papers/Vol7-issue6/A0760108.pdf.

Bauldauf , R. B. (1989). Language planning: Corpus planning. *Annual Review of Applied

Linguistics,* 10, 3-12. doi:10.1017/S0267190500001173

Bauldauf, R. B., & Ingram, D. E. (2003). Language in education policy and planning. In W.

Frawley (ed), International Encyclopedia of Linguistics (4 vols.). Oxford University

press.

Baldauf (2004). *Language planning and policy: Recent trends future direction* Retrieved from

http://espace.library.uq.edu.au/eserv.php?pid=UQ:24518&dsID=LPPCoPap1AAAL04

.pdf.

Bauldauf, R. B., & Kaplan, R. B. (2005). Language in education policy and planning. In E.

   Hinkel (ed and le). *Handbook of Research in second language teaching and learning*.

   Zahwah, NJ: Erlbaun. (In press).

Bauqartner, T., Lipowski, M. B., & Rush, C. (2003). *Increasing reading achievement of*

   primary middle school through differentiated instruction. Retrieved from

   http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICE

   xtSearch_SearchValue_0=ED479203&ERICExtSearch_SearchType_0=no&accno=E

   D479203

Beaugrande, R.D. (1999). Theory versus practice in language planning and in discourse of

   language planning *World Englishes* , 18 (2), 107- 121. Retrieved from

   http://www.beaugrande.com/DiscourseLangPlan.htm.

Bello, N. (2001). The place of school libraries in the Universal Basic Education (UBE)

   Programme.   African Journal of Library Archives and information Science 14 (2),

   139-150. Retrieved from http://www.ajol.info/index.php/ajlais/article/view/26150

Bennel P., & Molwane, A.B (2007). *Teacher supply and demand for Botswana primary and*

   secondary school . In P. Bennel, & A.B. Molwane (E.ds) (Executive Summary and

   Recommendations). Gaborone: Government Printer.

Bergenholtz, H. (2006). Towards a definition of "Communication policy'' "language

   policy'', and "language planning'' *Stellenbosch Papers in Linguistics PLUS*, 34, 1-34.

   Retrieved from http://spilplus.journals.ac.za/pub/article/view/27/137

Beth, A., & Lisa, T. (2011). Designing and conducting mixed method studies. Workshop for

   society for Social Work and Research annual meeting. Retrieved from

   http://www.sswr.org/Designing%20and%20Conducting%20Mixed%20Methods%20S

   tudies.pdf.

Bird, A. (2000).*Thomas Kuhn* Princeton, NJ : Princeton University Press.

Bird, V. (2003). Assessing the evidence on parental involvement. *Literacy Today*, 36, 20-21

Blackwell, L S., Trzesniewski, S .K., & Dweck C. S. (2007). Implicit theories of intelligence

    predict achievement across an adolescent transition : a longitudinal study and an

    intervention. *Developmental Psychology,* 78 (1), 246-263. doi: 10.1111/j.1467-

    8624.2007.00995.x

Bleambo, P. K. (1999). Minor Language: Issues on Study and Research. In E. N. Emenanjo,

    & P K. Bleambo (Eds.). *Languages endangerment and language empowerment in*

    Nigeria: Theory and reality (pp.1-13). Aba: NINLAN.

Bloom, B. (1984). The two sigma problem: The search for methods of group of interaction as

    effective as one to one tutoring. *Educational Researcher*, 13 (6), 4-16. Retrieved

    fromhttp://www.comp.dit.ie/dgordon/Courses/ILT/ILT0004/TheTwoSigmaProblem.p

    df.

Bock, R., & Miller, G.S (2010). *Improving mother literacy skill may be the best way to boost*

    children's reading achievement. . Retrieved from

    http://www.nih.gov/news/health/oct2010/nichd-25.htm.

Bojuwoye, O., & Narain, M. (2008). Parental Involvement and Children's Academic

    Achievement in a South Africa Setting. *Journal of Psychology in Africa,* 18(2), 275-

    278. Retrieved from http://connection.ebscohost.com/c/articles/38705210/parental-

    involvement-childrens-academic-achievement-south-africa-setting

Bond, L.G., & Tinker, A.M. (1967). Reading difficulties their diagnosis and correction New

    York: Meridit Publishing Co.

Boonen, T. Damme, J. V., & Onghena, P. (2013). Teacher effects on student achievement in

    first grade: Which aspects matter most? *School Effectiveness and School*

Improvement: An International Journal of Research, Policy and Practice, doi: 10.1080/09243453.2013.778297.

Bowers, A., & Urick, A. (2011). Does high school facility quality affect student achievement? A two-level hierarchical linear model. *Journal of Education Finance, 37*(1), 72-94. Retrieved from http://muse.jhu.edu/journals/journal_of_education_finance/v037/37.1.bowers.html

Bradley, F.C. (2010). The impact of parental involvement on the reading achievement of fourth grade African American males in Tiderwater Region (Doctoral Dissertation), Deparment of Education Leadership, Faculty of Virginia Polytechnic Institute. Retrieved online from http://scholar.lib.vt.edu/theses/available/etd-04152010-165804/unresticted/Bradley-FCD2010.pdf.

Brenda,D., Sue, M, Tim, Farquer., Tracy, G., Eric, I., Army,R., Jill,B., Katty, Sykes., & Kathi, R. (2012) Common core teaching and learning strategies. English language arts reading information text grades k-5 (Draft,2012). *Illinois State Board of Education: Statewide system of support Data.*

Brewer, J., & Hunter, A. (1989). *Multi method research: A synthesis of styles*. Newbury park, CA: Sage.

Brooks, J.G (1999). *What is the history of constructivism, and how has it changed over time?* Concept to classroom interview: Thirteen Educational Broadcasting Cooperation. Retrieved from http://www.thirteen.org/eduline/concept2class/constuctivism/index_sub4.html

Bross, D. J. (1971). Critical levels statistical language and scientific inference. In V.P. Godambe and Sprotts (Eds). Foundation of statistical influence. Toronto: Holt, Rine, & Winston.

Bruner, J. (1915). In Wikipedia. Retrieved December 2, 2011 from

http://en.wikipedia.org/wiki/Jerome_Bruner.

Bryman, A. (2004). Triangulation. In M. Lewis-Beck, A. Bryman, & T. F. Liao (Eds.). *The*

SAGE Encyclopedia of Social Science Research Methods, Volume 3 (pp. 1142-1143).

Thousand Oaks CA: Sage. http://books.google.co.bw/books?id=xUy-

NNnSQIIC&pg=PA1142&lpg=PA1142&dq=triangulation+in+Encyclopedia+of+Soci

al+Science+Research+Methods&source=bl&ots=SJJM3ewVGZ&sig=cSHz4iTLgu1A

soNDt9RINKWDpYg&hl=en&sa=X&ei=o0Q6AEwAw#v=onepage&q=triangulation

%20in%20Encyclopedia%20

Bryman, A. (1988). *Quantity and quality in social research*. London: Unwin Hyman.

Bryman A. (2004). Social research methods. New York: Oxford University Press.

Buddin, R., & Zamaro, G. (2009). Teacher qualification and students achievement in Urban

elementary schools. *Journal of Urban Economics,* 66 (2). Retrieved from

http://www.rand.org/content/dam/rand/pubs/reprints/2010/RAND_RP1410.pdf

Bunchman, C. (2011). Family structure, parental perceptions and child labour in Kenya:

What factors determine who is enrolled in school? *Social Forces,* 78 (13), 49-78.

Burton, N. J., King, C. S., & Hunt, J. N. (2001). Benefits and limitation of using only

administrative data to update current business surveys with new employers birth. In

Census Bureau Staff (Ed) *Proceedings of annual meeting of the American Statistical*

Association held between 5-9 August, 2001 pp.1-11. Washington, D.C: Bureau of

Cencus.

Busayo, I. O. (2011). The school library as library as a foundation step to effective reading

habits *Library Philosophy and Practice*. ISSN 1522-0222. Retrieved from

http://unilib.unl.edu/LPP

Business Statistics (n.d.). *Population.* Retrieved from http://quizlet.com/3516649/business-statistics-flash-cards

Bush, L. (2000). Teaching children to use their libraries U.S Department of Education Retrieved from http://georgewbushwhitehouse.archives.gov/firstlady/initiatives/highlights.html.

Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multi method matrix. *Psychological Bulletin,* 56 (2), 81-105. Retrieved from https://faculty.fuqua.duke.edu/~jglynch/Ba591/Session03/Campbell%20and%20Fiske%201959%20Psych%20Bull.pdf

Cambridge International Education (2013, 13-14, April). *Professional development workshop* IGCSE, Geography, Botswana. Retrieved from http://www.cie.org.uk/events/detail?event_id=51030.

Caprette, D.R (2005). *Student's t-test for independent samples* (Lecture Note) Rice University. Retrieved from httpw://ww.ruf.rice.edu/-broslabs/tools/stats/ttest.html

Carlson, S. A., Fulton, J. E., Lee, S. M., Maynard, L. M., Brown, D. R., Kohl, III, H. W., & William H. Dietz (2008). Physical education and academic achievement in elementary school: data from the early childhood longitudinal study. *American Journal of Public Health*, 98(4), 721–727. doi: 10.2105/AJPH.2007.117176

Cellini, S. R., Ferreira, F., & Rothstein, J. (2008). The value of school facility investments: evidence from dynamic regression discontinuity design. *The Quarterly Journal of Economic*, 125(1), 125-215. doi: 10.1162/qjec.2010.125.1.215.

Chattargi, C. H., & Deshmuskh, S. N. (1999). A study of family background of juveniles and reasons for their admissions and reasons for their admission to remand home. *Indian Journal of Community Medcine*. 24 (2), 50-57.

Checkel, J. T. (2000). *Building new identities in Strasbourg? Debating fundamental human*

   right in European institutions. Retrieved from

   http://www.sv.uio.no/arena/english/research/publications/arena -

   publications/workingpapers/working-papers2000/wp00_12

Checkel, J. T. (2001). *Constructing European Institution*. In Mark, A. and Gerald, S. (Eds.),

   The rules of integration, Manchester: Manchester University Press.

Cheek, L., & Ball, J. (2004). *Statistic review 9: One way analysis of variance*, 8(2), 130-136,

   doi10.1186/cc2836

Chia-Hui, C., & Hwa-Wei, K. (2008). *Parental factors related to children's reading:*

   Evidence from comparing transnational marriage families and local families.

   Retrieved from http://www.iea.nl/fileadmin/user_upload/RL2008chiuKo.pdf

Chief Examiner's Report for Nigeria-the West African Examination Council (2008) *Executive*

   summary of entries, results and Chief Examiners Report. {May/June, 2006 WAEC

   Executive Summary} Retrieved from

   http://www.waecheadquartersgh.org/index.php?option=com_docman&task=doc_dow

   nload&gid=5&Itemid=5

Chomsky, N. (1957). Syntactic *structures*. The Hague/ Paris: Mouton.

Chronister, G. M. (1964). Personality and reading achievement. *The Elementary School*

   Journal, 64(5), 253-260. Retrieved from http://www.jstor.org/stable 999785.

Clark, B. A. (n.d.). *First and second language acquisition in early childhood*. Urbama

   Champion: ECAP collaboration. Retrieved from

   http://ecap.crc.illinois.edu/pubs/katzsym/clark-b.html

Clarck, C. (2007). *Why families matter to literacy: A brief research summary*. Retrieved

   from http://www.britishcouncil.org/parental_involvement_in_reading.pdf

Clark, R. M. (1993). *Homework-focused parenting practices that possibly affect*

   achievements In N.F Chavlan (Ed.), *Families and school in pluralistic society* (85-

   105). Albany State: University of New York press.

Clarck, R.C., & Mayer, E.R. (2007). *E.learning and science of instruction*. San Francisco:

   Preiffer.

Cochran, W.G. (1977). Sampling Technique (3rd Ed) John Wiley & Son: New York.

Coleman, J. S. (1966*). Equality of educational opportunity*. (Report No. OE-

   3800).Washington, DC: National Center for Educational Statistics.

Coleman, S. J. (1988). Social capital in the creation of human capital. *The American Journal*

   of Sociology, 94, s95-s120. Retrieved from http://www.jstor.org/stable/2780243

Commeyras, M., & Mosadimotho, M. B. (2011). Exploring the culture of reading among

   primary school teachers in Botswana. *The Reading Teacher 64(6),* 418-428.

   Retrieved from

   http://academia.edu/2652646/Exploring_the_culture_of_reading_among_primary_sch

   ool_tea

Commonwealth Department of Education, Science and Training (DEST) (2005). Teaching

   Reading Report and Recommendations: National Inquiry into the Teaching of

   Literacy. Retrieved online from http:www.research

   .acer.au/cgi/viewcontent.cgi?filename=2=2&article=100contex=tllmisc

Commonwealth of learning: learning for development (n.d.). *Strengthening teacher*

   education. Retrieved from

   http://icommlibrary.blogspot.com/2011/12/commonwealth-of-learning-

   http://icommlibrary.blogspot.com/2011/12/commonwealth-of-learning-

Cooper, R. L. (1989). *Language planning and social change*. Cambridge: Cambridge

      University Press

Corson, D. (1999). *Language Policy in Schools*: A Resource for teachers and administrators.

      New Jessy, NJ: Erlbaun

Correndi, R (2007). An empirical investigation of professional development effects on

      literacy instruction using daily logos. Educational Evaluation and Policy Analysis 29

      (4), 262-295. DOI:10.3102/01623707309074.

Cresswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five

      traditions*. Thousands Oak, CA: Sage Publications. Retrieved from

      http://www.sagepub.com/repository/binaries/pdfs/HistoryofMethods.pdf.

Cresswell, J. W. (2003). Research design: Qualitative, quantitative, and mixed methods

      http://www.amazon approaches (2nd ed.). Thousands Oaks: Sage Publications.

      Retrieved from.com/Research-Design-Qualitative-Quantitative-

      Approaches/dp/1412965578

Creswell, J. W., & Plano, C. L. (2007). *Designing and conducting mixed method research*.

      (2nd ed.). USA: Amazon.

Cresswell, J. W. (2009). *Qualitative research introduction*. USA: American University.

      Retrieved from http://www.american.edu/ctrl/upload/Qualitative-Research-

      Introduction.pdf.

Critical Reading Strategy (2013) Salisbury University. Retrieved online from

      http://www.salisbury.education/counselling/new/7critical reading strategies.

Crozier, D. H., & Blench, R. M. (1992). *An index of Nigerian languages* (2nd ed.). Abuja:

      Language development centre and the department of linguistics and Nigerian

      languages, University of llorin.

Crystal, D. (1995*). The Cambridge Encyclopaedia of English* Cambridge: University Press.

Crystal, D. (1997). *English as a global language*. Cambrigdge: University Press.

Curry, K. L. (2001) *The importance of school library.* Retrieved from

http://laurabushfoundation .com/launce.pdf

Dallal, G. E. (2007). *The little handbook of statistical practice*. Washingfton: Jean Mayer

USDA human nutrition research centre on aging.

Daniel, U. L. (1982). Successful approaches for improving academic achievement in Inner-

city elementary schools. *The Phi Delta Kappan*, 63 (8), 523-526. Retrieved from

http://www.jstor.org/stable/20386434

Darling-Hammond, L. (2000). Teacher quality an academic achievement. A review of state

policy evident. *Education Policy Analysis Archives*, 8 (1), 1-44. Retrieved from

http://epaa.asu.edu/ojs/article/view/392/515

Davis-Kean, P. E. (2005). The influence of parent education and family income on child

achievement: the indirect role of parental expectations and the home environment.

Journal of Family Psychology, 19(2), 294–304. doi: .1037/0893-3200.19.2.294

Davis-Kean, P.E., & Sexton, S.R. (2009). Race differences in parental influences on child

achievement: Multilingual pathways to success. *Merrill- Palmer Quaterly, 55 (3),*

285-318.

Dawn, R. D., & Dolly, D. R. (2004). "Developing Metacognitive Reading Strategies with

College Students," *Language Arts Journal of Michigan*: 20(2), 53-56. Retrieved from

http://dx.doi.org/10.9707/2168-149X.1233

Dawulung, G. Y. (1999). Language Survival in a Multilingual Setting. In E.N. Emennamjo,

& P. K. Bleambo (Eds). *Languages endangerment and language empowerment*

*theory and reality (*p. 32-36). Aba: NINLAN.

Denver, C.O (2003). *Scholastic summer institute*. Retrieved from

      http:www.usd416.org/pages/uploadedfiles/7chaptertourtextwalk7..pdf

Dildy, P. (1982). Improving student achievement by appropriate teacher in –service training:

      utilising program for effective teaching (PET). *Education,* 103 (2), 132- 138.

      Retrieved from www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ274967

Disibio, R. A. (1981). *The effect of single- parent family on academic, emotional, and social*

      achievement of the elementary school child in Oredo Local Government Area, *Edo*

      State. Retrieved from

      http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICE

      xtSearch_SearchValue_0=ED226825&ERICExtSearch_SearchType_0=no&accno=E

      D226825

Dobbie, W. (2011). Teacher characteristics and student achievement: Evidence from teach for

      America. Harvard University Retrieved from

      http://blogs.edweek.org/edweek/teacherbeat/teachercharacteristicsjuly2011.pdf

Dobson,H (2012). Audio visual teaching . Ako Aotearoa Academy of Teaching Excellence

      Community. Retrieved online from http://akaotearoa-academy-tertiary-community.

DuBay, W. H. (2004). *The principles of readability*. Retrieved from www.nald.ca/library/

      /redab research /reader.pdf.

Eagle, E. (1986). Socio-economic status, family structure and parental involvement: The

      Correlates of achievement. *American Educational Research Association*, 21 (3), 237-

      252.

Early Reading Strategy (2003). The Report of the Expert Panel on Early Reading. Ontario:

      Ministry of Education.

Easton-Brooks, D., & Davis, A. (2009). Teacher qualification and the achievement gap on

early primary grades. *Education Policy Analysis Archives,* 17(15). Retrieved from

http://epaa.asu.edu/epaa/v17n15/.

Edmonds, R. R. (1979). Effective schools for the urban poor. *Educational Leadership*, 37(1),

15-27. Retrieved from

http://www.midwayisd.org/cms/lib/TX01000662/Centricity/Domain/8/2.%20Edmond

s%20Effective%20Schools%20Movement.pdf.

Education Centre - The. Hillingdon Hospital (2006*). Sampling procedure*   Retrieved from

http://www.thh.nhs.uk/documents/_Departments/Research/InfoSheets/16_sampling_re

search.pdf

Ejima, O. S. (2012). Teacher professional development in the 21st century Nigeria: The

journey, the portholes and the patches. Global Voice Educators, 1 (1). Retrieved from

http://globaleducators.org/downloads/global_voice_of_educators/Journal%202012%2

0-%2013.pdf.

Elugbe, B. (1985). National language and national development. *Review of English and

Literacy Studies,* 2 (2), 165-178. I

Emenanjo, E. N. (1996). *Multi-lingualism, minority languages and national policy in

Nigeria*. Agbor: Central Books Limited in collaboration with Linguistic Association

of Nigeria.

Emenanjo, E. N. (1990). *In the tradition of the majors: Lessons in language engineering for

minor policy in Nigeria*. Agbor: Central books limited.

Epstein, J.L.(1995). School/ family/ community partnership: caring for the children we share.

Phi Delta Kaplan, 76 (9), 701-712.

Ester, G. M. (2001). Texas School Libraries: standards, resources, services, and students'

      performance. Retrieved from http://www.davidvl.org/LanceStudies/TXStudy.pdfE

Ewumi, M. A. (2012).Gender and socio-economic status as correlates of academic

      achievement in senior secondary. *European Scientific Journal (EJS)* 8(4). Retrieved

      from http://pt/destague/european-scientific-journal.

Euridice (2010). *Teaching reading in Europe, context, policies and practices*. Retrieved from

      http://eacea.ec.europa.eu/education/eurydice.

Fafunwa A. B. (1971). *History of Nigerian higher education.* London: Macmillan Limited.

Fafunwa A. B. (1974). *A history of education in Nigeria.* London: George Allen and Unwin.

Fafunwa, A. B., Macauley, J. I., & Sokoya, J. A. I. (Eds.). (1989*). Education in Mother

      Tongue: The Ife primary research project, 1970-1978.* Ibadan, Nigeria: University

      Press.

Fareo, D. O. (2013). Professional development of teachers in Africa: A case study of Nigeria.

      The African Symposium: An online Journal of Educational Research Network 63 (13)

      Retrieved from http://www.ncsu.edu/aern/ TAS13.1

Fasokun, T. O. (2000). *The Quaterly Review of Comparative Education*. Paris, UNESCO:

      International Bureau of Education.Federal Republic of Nigeria (1977). *National

      Policy on Education* (2nd Ed.), Lagos: NERDC Press

Federal Republic of Nigeria (1979). *The Constitution of of Federal Republic of Nigeria.*

      Federal Ministry of Information.

Federal Republic of Nigeria (1981). *National Policy on Education*, (2nd Ed.), Lagos: NERDC

      Press.

Federal Government of Nigeria (1998*). National Policy on Education* (3rd Ed.), Lagos:

      NERDC Press.

Federal Republic of Nigeria (2004). *National Policy on Education* (4th Ed), Lagos NERDC

   Press

Fehintola, J. O., & Audu, U. J. (2012). Impact of video watch on the academic performance of

   students in selected public secondary schools in Ido LGA of Ibadan Metropolis,

   Nigeria. Research International, 3 (2), 270-277. Retrieved from

   http://www.savap.org.pk/journals/ARInt./Vol.3(2)/2012(3.2-35).pdf.

Felitzer, M. Y. (2009). Doing mixed method research pragmatically: Implication for the

   rediscovery of pragmatism as a research paradigm. Journal of mixed method research

   4 (1), 6-16.

Fiero, G. (2013). *The difference between beings smart, educated, and intelligent*. Retrieved

   fromhttp://academia.edu/624021/The_Difference_Between_Being_Smart_Educated_a

   nd_Intelligent

Fisher, R. A. (1956). *Statistical method and scientific inference*. London: Oliver and Bopd/

   Longman.

Fisher, R. A. (1925). Statistical methods for research working. Edingbur:Oliver and Boyd

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-

   developmental inquiry. *American Psychologist*, 34(10), 906 - 911. doi: 10.1037/0003-

   066X.34.10.906

Fitzsimmons, B. C. (2008). Preface. In school library work!(3rd Ed.).USA: USA National

   Commission on Libraries and Information Science. Retrieved from

   http://listbuilder.scholastic.com/content/stores/LibraryStore/pages/images/SLW3.pdf

Francis, B.H., & Lance, K.C. (2010). *School librarians to help students to achieve standards:*

   The third Colorado study (2010). (Closer Look Report). Denver, C.O : Colorado State

   Library Research Service.

Francis, P.A., Agi, SPI., Alubo, S.O., Biu, H.A., & Daramola, A.G. (October,1998). Hard

     lesson: Primary schools, community, and social capital in Nigeria. (Vol.420), World

     Bank Technical Paper. African Region Series. Retrieved online

     http://documents.worldbank.org/curated/en/1998/10/10531789/hard-lessons-primary-

     schools-community-social-capital-nigeria.

     http://documents.worldbank.org/curated/en/1998/10/10531789/hard-lessons-primary-

     schools-community-social-capital-nigeria

Frost, S.(2013). How to improve children's listening skills. Live strong Communication.

     Retrieved online from http://www.livestrong.com/article/174105-improve-

     listening-skills-children/

Furchs, L. S., Deno, S. L., & Mirkin P. K. (1984). The effects of frequent curriculum-based

     measurement and evaluation on pedagogy, students achievement and student

     awareness of learning. *American Educational Research Journal*, 21 (2), 449-460.

     doi: 10.3102/00028312021002449

Galbraith, M. W. (1998). *Adult learning method: a guide for effective interaction*. (2 ed).

     Malabar: Krieger Publishing Company.

Gambrell, L. B. (1996). *Creating classroom cultures that foster reading motivation. Reading*

     Teacher, *50*(1), 14. Retrieved from

     http://ehis.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=6&sid=35e6e13f-ebfa-

     4d7b-ade5-bfc6825cad7c%40sessionmgr14&hid=102

Gatabu, F. (2012*). School-based factors influencing students academic performance at*

     Kenya certificate of secondary education in Makadara District, Kenya. Retrieved

     from http://eap.uonbi.ac.ke/node/875

Gbenedio, U. B. (1986). Two methods of teaching reading in Nigerian primary classes, *ELT Journals* 40 (1),46-51 DOI:1093elt/401.46.

Gee, K. (2013*). Examining a large- scale professional development program's impact* on Reading Achievement. Retrieved from http://education.ucdavis.edu/current-research/examining-large-scale-professional-development-programs-impact-reading-achievement.

Geisie, S. K. (2000). Family structure, gender and fertility in Botswana. Pula: Botswana *Journal of African Studies*, 14 (2),130-142. Retrieved from http://archive.lib.msu.edu/DMC/African%20Journals/pdfs/PULA/pula014002/pula014002002.pdf.

Georgiou, G. K., & Das, J. P. (2012). Reading comprehension in university students : relevance to PASS theory of intelligence. *Journal of Research in Reading*. DOI:10.1111/j.1467-9817.201201542.x.

Geske, A., & Ozola, A. (2008). Factors influencing reading literacy at the primary school level. *Problems of Education in the 21 Century*, 6, 17-77. Retrieved from http://www.jbse.webinfo.lt/71-77.Geske.pdf

Gest, S. D., Freeman, N. R., Domitrovich, C. E., & Welsh, J. A. (2004). "Shared book reading and children's language comprehension skills: the moderating role of parental discipline practices," *Early Childhood Research Quarterly*, 19, (2) 319–336. DOI: 10.1016/j.ecresq.2004.04.007

Gianzero, G (2001). Promoting parental involvement , improving student outcomes.(Working Paper) Sandiego dialogue. Retrieved online from http://www.sandiegodialogue.org/pdfs/parentalinvolvementdoc.pdf

Goodman, K. S. (1967). Reading: A psycholinguistic guessing game. *Journal of the Reading Specialist, 6,* 126-135. Retrieved from http://readbysight.com/images/reading_a_psycholinguistic_guessing_game.pdf

Goodman, K. S., & Goodman, Y. M. (1977). Learning About psycholinguistic processes by Analyzing oral reading. *Harvard Educational Review*, 47(3), 317-333. Retrieved from http://her.hepg.org/content/528434xv67l534x8/

Gong, W., Zhang, D., Zhang, J. L., & Kiss, T. (n.d.). Socio-psychological factors and strategy use in Singaporean schoolchildren's English literacy learning. *Reflection on English language teaching*, 10 (1), 1-24. Retrieved from http://www.nus.edu.sg/celc/research/books/relt/vol10/01to24-gong.pdf

Graddol, D. (1997). *The future of English.* London: The British Council.

Gunderson, L. (2009.) *ESL Literacy Instruction: A guidebook to theory and practice.* New York: Routledge.

Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M.L Kamil, P.B Monsenthal, P.D. Pearson , & R. Barr (Eds) Handbook of reading research (pp. 403-422) Mahwah, N.J: Lawrence Erlbaum.

Hall, L. A. (2006). Anything but lazy teacher and text: New understandings about struggling readers. *Reading Research Quaterly*, 41(4), 424-426. doi: 10.1598/RRQ.41.4.1

Hamisa, M. A. (n.d.). .*Language planning and policy* Retrieved from http://staff.neu.edu.tr/~cise.cavusoglu/Documents/ELT%20551/Student%20Presentations/Mohsen1.pptx

Hanushek, E.A., & Rivkin, R.G. (2006). Teacher Quality. Handbook of Economic of Education (vol.2). Elserver, B.V DOI:10.1016/151574-(06)2018-6.

Hara, S. R., & Burke, D. J. (1998). Parent involvement: The key to improved student

achievement. *The School Community Journal,* 8(2), 9–19. Retrieved from

http://www.sedl.org/connections/resources/citations/50.html

Harris, A. J. (1970). How to increase reading ability .New York: David Mckay.

Haugen, E. (1959). Planning for a standard language in modern Norway. *Anthropological*

Linguistics, 1(3), 8-21. Retrieved from http://www.jstor.org/stable/30022188

Hawes, C. A., & Plourde, L. A. (2005). Parental Involvement and its influence on the reading

achievement of 6th Grade Students. *Journal of Education*, 42(1), 47-57.Retrieved

from http://www.questia.com/library/1G1-131130602/parental-involvement-and-its-

influence-on-the-reading

Hay, I. (1997). Investigating the influence of achievement on self-concept using an intra-class

design and a comparison of the PASS and SDQ-1 self-concept tests. *British Journal*

of Educational Psychology, 67(pt 3),311–321. Retrieved from

http://www.ncbi.nlm.nih.gov/pubmed/9376309

Hecht C. K. S., Sasson, T., & Saxeed, L. (2008). Triangulation and mixed methods. Designs:

Practising what we preach in the Evaluation an Israel Experience Educational

program. *Field Methods*, 20(1). doi: 10.1177/1525822X07307426

Herbert, W. M., Smith, I. D., & Barnes, J. (1985). Multidimensional self-concepts: Relations

with sex and academic achievement. *Journal of Educational Psychology, 77*(5), 581-

596. doi:10.1037/0022-0663.77.5.581

Hewett, J. M. C. (2008). Henri-de-Saint-Simon: The great synthesist. In J.M.C. Hewett *The*

scientific revolution and engagement (Ed). The Great Debate Website. Retrieved from

http://www.thegreatdebate.org.uk/sain-de-simon.html

Hill, C. H., Rowan, B., & Ball, L. D. (2013). Effects of Teacher's mathematical knowledge

    for teaching. *American Educational Research Journal*, 42 (2), 371-406. Retrieved

    from http://sitemaker.umich.edu/lmt/files/hillrowanball.pdfHofferth, et al. (1986).

    National household research survey (NHRS), Washington, D.C. p.15

Hirch, H. D. (2003). Reading comprehension requires knowledge of the word and the world:

    Scientific insights into the fourth grade slump and the nation stagnant reading

    comprehension scores. *American Educator* 27 (1), 10-48.

Hite, S., & Neraka, G. (2009). *Improving problem solving by improving reading skills*.

    (Master Thesis, Department of Teaching Learning and Teacher Education, University

    of Nebrakka-Lincoln). Retrived from

    http://digitalcommons.unl.edu/mathmidsumative.

Hoffeth, S. (2001).How American children spend their time. *Journal of Marriage and Family*,

    63, 295-305.

Hoge, D. R., Smit, E., & Crist, J. T. (1997). Four family process factors predicting academic

    achievement for sixth and seventh grade. *Educational Research Quarterly*, 21(2), 27-

    42. Retrieved from http://www.highbeam.com/doc/1P3-28951799.html

Howie, S., Venta, E., Staden, V. S, Zimmerman, L., Long, C., Toit, D. C., . . . Archer, E.

    (2008). *PIRLS 2006 Summary Report: South African Children Reading Literacy*

    Achievement. Retrieved from

Hoy, W. K., Tarter, C. J., & Hoy, A.W. (2006). Academic optimism of schools: A force for

    student achievement. *American Educational Research Journal, 43(3),* 425-446.

    Retrieved from http://www.jstor.org/stable/4121765

Huang, Q. (2009). English Reading Base on Social Constructivist Approach. *Asian Social Science,* 4(7), 174-176. Retrieved from

http://ccsenet.org/journal/index.php/ass/article/view/2993/2761

Ifedili, C. J. A. (2009). Assessment of reading culture among students in Nigerians tertiary institutions: A challenge to educational manager. *Reading Improvement*, 46 (4), 206. Retrieved from http://www.freepatentsonline.com/article/Reading-Improvement/218120730.html

Igbokwe, J. C., Obidike, N. A., & Ezeji, E. C. (2012). Influence of electronic media on reading ability of school children. *Library Philosophy and Practice*. Retrieved from http://www.webpages.uidaho.edu/~mbolin/igbokwe-obodike-ezeji.htm

Ijaiya, G.T. (n.d.). Alleviating poverty in Nigeria: Investing in education as a necessary recipe. Retrieved from

http://unilorin.edu.ng/journals/education/ije/sept1998/Alleviating%20Poverty%20in%20Nigeria.pdf

Ilogho, E. J. (2011). The rising population of alliterates in Nigerian secondary schools: Role of school libraries. *Library Philosophy and Practice*. Retrieved from http://unilib.unl.edu/LPP

Ilugbusi, A.A., Falola, E.O., & Daramola, M.A (2007). Relative effects of demographic variables on levels of anxiety of integrated science trainee teachers in junior secondary school in Ekiti State, Nigeria . *Journal of Educational Focus* 1 (1), 88-95.

Inferential Reading (2014). Adolescent literacy: Classsroom Strategies. AdLitorg. Retrieved online from http://www.adlit.org/strategies123355

Ingram, D. E. (1990). *Language in Education planning*. In R.B. Kaplan, et al. (Eds). Annual Review of Applied Linguistics. New York: Cambridge University press.

International Association of School Librarianship (2006). School libraries make a difference

       to student achievement. Retrieved from http://www.iasl-online.org/advocacy/make-a-

       difference.html.

International Association for the Evaluation of Educational Achievement (1990-1991).

       Reading literacy study. Retrieved from http://www.iea.nl/reading_literacy_study.html

International Reading Association (2005*). Improving the quality of literacy learning in

       content areas. Situational analysis of secondary level education in Botswana*.

       Retrieved from http://unesdoc.unesco.org/images/0014/001422/142225e.pdf

Irvin, L. J., Meltzer, J., & Dukes, S. (2007). *Student motivation , engagement , and

       achievemen*t . Alexandria, VA: ASCD. Retrieved from

       http://www.ascd.org/publications/books/107034/chapters/student-motivation,-

       engagement,-and-achievement.aspx

Isaiah, M. N. (2013). Parental involvement in the junior secondary schools and its effects on

       teachers' job dissatisfaction. *International Review of Social Sciences and Humanities*,

       4(2), 1-12. Retrieved from http://irssh.com/yahoo_site_admin/assets/docs/1_IRSSH-

       440-V4N2.44203127.pdf

Ivankova, N. (2002). Students' perspective in the University of Nebraska- Lincoln distributed

       doctoral program in educational administration. A mixed methods study (Doctoral

       dissertation proposal , University of Nebraska, Lincoln,2002).Retrieved from

       http://www.sagepub.com/creswellstudy/Sample%20Student%20Proposals/Proposal-

       MM-Ivankova.pdf

Ivey, G., & Baker, I. M. (2004). Phonics Instruction for older students? Just say no.

       Educational Leadership, 61 (6), 35-39

Jackson, C. K. (2013). Non-cognitive ability, test scores and teacher quality: Evidence from

9th grade teachers in North Carolina (NBER Working Paper No 18624). Retrieved

from http://worksbepress.com/c_/kirabo_Jackson/24/..

Jegede, O. J. (1982). An evaluation of the Nigerian Integrated Science Project (NISP) after a

decade of use in the classroom. *International Review Education*, 28(3), 321-336.

Retrieved from http://link.springer.com/article/10.1007%2FBF00597897.

Jekayinfa, A. A. (n.d). *Development of teacher education in Nigeria*. University of Iliorin.

Retrieved from http://www.unilorin.edu.ng/publications/jekayinoluwa/18develpment.p

Jeynes, W. H. (2013). *A meta-analysis of the efficacy of different types of   parental*

involvement for urban students. Retrieved from http://www.hfrp.org/publications-

resources/browse-our-publications/a-meta-analysis-of-the-efficacy-of-different-types-

of-parental-involvement-programs-for-urban-students

Jill, L.O. (1977). Reading as problem solving : An investigation of atrategies. International

Reading Association.12 (4), DOI: 10.2307/7446.

Jimerson, S., Egeland, B., & Teo, A. (1999). A longitudinal study of achievement trajectories:

Factors associated with change. *Journal of Educational Psychology, 91*(1), 116-126.

doi:10.1037/0022-0663.91.1.116

John, J., & John, M. (2009). *Children's education and parent socioeconomic status:*

distinguishing the impact of mothers and fathers. Retrieved from

http://www.econ.ceu.hu/download/BESS/19Nov09.pdf

Johnson, E. (2007). *Parents' perception of their children's participation in home reading*

activities (Master's dissertation). Retrieved from

http://www.tandfonline.com/doi/abs/10.1080/10573560308207#.Uc55Wpy24_9.

Johnson, E., Bornam, J., & Alant, E. (2010). *Parents' perception of home reading activities: comparing children with and without learning disability*. Retrieved from http://www.ajol.info/index.php/pie/article/view/76899

Johnson, K. A. (2000). *Do Small Classes Influence Academic Achievement? What the National Assessment of Educational Progress Shows.* Washington: The Heritage Foundation. Retrieved from http://www.heritage.org/research/reports/2000/06/do-small-classes-influence-academic-achievement

Jhonson, R. B., & Onwugbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher* 33 (7), 14-26.

Johnson, R. B., Onwugbuzie, A. J., & Lisa, A. T. (2007). Toward a definition of mixed method research. *Journal of Mixed Method Research,* 1(2), 112-133.

Joseph, T. D. (2009). Influence of family size and family birth order on academic performance of adolescent in higher institutions. Pakistan Journal of Social Sciences, 6(3),110-114. Retrieved from http://medwelljournals.com/abstract/?doi=pjssci.2009.110.114

Kanyongo, G. Y., & Certo, J., & Launcelot, B. I. (2006). Using regression analysis to establish the relationship between home environment and reading achievement: A case of Zimbabwe. *International Education Journal,* 7(4), 632-64. *Retrieved from* http://ehlt.flinders.edu.au/education/iej/articles/v7n5/Kanyongo/paper.pdf

Kaplan, R. B., & Baldauf, R. B. (1997). *Language planning: from practice to theory*. Great Britain: Multilingual Matters Ltd. Retrieved from http://books.google.com/books/aboutlanguage_planning

Kaplan, R. B., & Bauldauf, B. R. (2003). Education *planning in the pacific basin*. Boston: Kluwer Academic Publishers.

Kazerooni, A.E.(2001).Population and sampling. *American Journal of   Roentgeneology*,

    177 (5). Retrieved from **http://www.umsl.edu/~lindquis/sample.html**

Keith L. K. (2010). *Parent involvement in school: Idea for supporting your child's*

    achievement in school. Retrieved from

    http://childparenting.about.com/cs/parentinvolvement/a/parentschool.htm

    //www.univie.ac.at/consructist /journnal/118.kemp.

Kenneth, N. R. (2005). *Sample Design* for *Educational Survey Research. Quantitative*

    research methods in educational planning. Retrieved from

    http://www.unesco.org/iiep/PDF/TR_Mods/Qu_Mod3.pdf.

Kerlinger, F. N., & Lee, H. B. (2000). Sampling and randomness. In C. Wada, L. Hensley, &

    J. Pierce-Bratcher (Eds*.), Foundations of behavioral research* (pp. 163-183).

    California State University, Northridge: Wadsworth Thomson Learning

Ketsitlile, L. E. (2011). The status of literacy education for the San of Botswana. Alternative:

    An International Journal of Indigenous Peoples, 7 (3). Retrieved from

    https://www.facebook.com/lone.ketsitlile.1

Ketsitlile, L. E. (2011). This is literacy! Reading of photographs in research on San students

    reading literacy in a remote dweller school in Botswana. *Reading and writing Journal*

    2 (1), 95-104.

Kgosidilawa, K. T. (2010). *Parental involvement and expectations of children's academic*

    Achievement goals in Botswana: parent's perception (Doctoral dissertation).

    Retrieved from

    http://digitalunc.coalliance.org/fedora/repository/cogru%3A349/Kgosidialwa_unco_0

    161N_10041.pdf/Kgosidialwa_unco_0161N_10041.pdf

Klinhhammer, S.J. *Contexttualising language.* (N.D) University of Oregon

http://shapingthewatunmoscow.pbworks.com/fmodule+1+Textbook+vs+Real+World_

Knapp, M. S., & Associates (1995). T*eaching for meaning in high-poverty classrooms.* New

York: Teachers College Press.

Kohn, M. L. (1963). Social class and parent-child relationships: An interpretation. *American

Journal of Sociology*, *68*, 471–480. Retrieved from

http://www.jstor.org/stable/2774426

Komarek, K., & Keatmilwe, A. (1988). *Language competence and educational achievement

in primary schools in Botswana: Part 2*. Algemeire Bildung Wissechraft undsprot.

Journal of the Deustche Gesellschraft fur Techniche Zusammencrabeit (GTZ).

Kruger, M. (2008) *Nigerian states by population density*. In English version of map from

German Wikipedia.Retrieved from

http://en.wikipedia.org/wiki/List_of_Nigerian_states_by_population

Kruizinga, A. (2010). *An evaluation of Guided Reading in three primary schools in the

Western Cape* (master's thesis). Retrieved from

http://scholar.sun.ac.za/bitstream/handle/10019.1/1581/kruizinga_evaluation_2010.pdf

?sequence=1

Kutelu,B.O., & Olowe, P.K.(2013). Level of parents involvement in primary school education

in Ondo West Local Government. *African Educational Journal,* 1 (13), 209-214.

Kusamotu, W. (2007, September 19), Obstacles to new education system. *Daily Times*, p.3

Lafontine, M. and De Serres, L. (2007). Development and validation of attitude scales

regarding first language French reading of motivation and anxiety towards second

language English reading. *Canadian Journal of Behavioural Science,* 39(2), 92-109.

doi: 10.1037/cjbs2007_2_82.

Lai, E. R. (2011). *Metacognition: A Literature Review*. Retrieved from

> http://www.pearsonassessments.com/hai/images/tmrs/metacognition_Literature_Revie

> w_Final.pdf

LaMarca, N. (2011). The likert scale: Advantages and disadvantages. *Field Research in*

> *Organizational Psychology.*Retrieved from

> http://psyc450.wordpress.com/author/nickycole76

Lassen, S. R., Steele, M. M., & Sailor, W. (2006). The relationship of school- wide positive

> behaviour support to academic achievement in an urban middle school. *Psychology in*

> *the Schools*, 43 (6), 701-712. doi:10.1002 /pits.20177/

Lawal, B. (1987). Organising an extensive reading in the Nigeria secondary school: Problems

> and recommendations. In E. Ubahakwe (Ed.*), The Teaching of English: Reading for*

> *Colleges and Universities*. Ibadan: University Press.

> http://www.statcan.gc.ca/edu/power-pouvoir/ch8/5214817-eng.htm

Lawal, B. (1987). Organising an extensive reading in the Nigeria secondary school: Problems

> and recommendations. In E. Ubahakwe (Ed.*), The Teaching of English: Reading for*

> *Colleges and Universities*. Ibadan: University Press.

> http://www.statcan.gc.ca/edu/power-pouvoir/ch8/5214817-eng.htm

Lawal, B. O., & Adeniran, M. A. (2007). Effect of single parent on academic achievement of

> Secondary school students in Ibadan South East Local Government Area of Oyo State,

> Nigeria. *Pakistan Journal of Social Sciences* 4 (2), 214-220. Retrieved from

> http://www.medwelljournals.com/abstract/?doi=pjssci.2007.214.220MSTUUI

Lawal, R. A. (1985). *An analysis of reading habits of Nigerian secondary school students*

> *case study of form four students in three selected schools in Oyo, Oyo State*

> (Unpublished Masters Dissertation) University of Ibadan, Ibadan, Nigeria.

Lawal, R. A. (1991). A diagnostic study of the reading performance of some Nigerian primary

      pupils In T.O Oyetunde, J.S Aliyu, & Y. Aboderin (Eds) *Literacy and Reading in*

      Nigeria .Lagos: NERDC.

Lawal, R. A. (2004, June). *Meaning without mea-ness. 74th Inaugural Lecture* University of

      Ilorin, Ilorin Nigeria Retrieved from. http://www.unilorin.edu.ng/inaugural-

      lectures/MEANING-WITHOUT-MEANNESS.pdf.

Lawal, R. A. (2006). *Globalization and repercussions of Englishlization in Nigerian*

      education Referred proceedings of the 23rd annual conference of the Nigerian English

      Studies Association (NESA). Nigeria. p.24.

Lazzari, A. (2008). *No glamour question structure Wh-Questions.* Austin, TX: Linguisystem.

Leftkowitz, L. (n.d.,). *Recognising story structure.*Retrieved online from

      http://webcache.googlelesserconte.com/search.

Liddicoat, A. J., & Baldauf, R. B. (2008). Language planning in local contexts: Agents,

      contexts and interactions. In A. J. Liddicoat, & R. B. Kaplan, (Eds), *language*

      planning in local contexts. (pp.1-22). Clevedon: Multilingual Matter.

Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 22

      (140). Retrieved from http://psycnet.apa.org/psycinfo/1933-01885-001.

Lin, Q. (2003). Beginning school ready to learn: Understanding racial-ethnic and income

      differences in parent involvement and first-time kindergartners' academic

      performance. *Dissertation Abstracts International*, 64(2), 391A.

Losike N. (1988). An investigation of the relationship between use of reading materials in

      home and secondary school pupils of English (Unpublished Thesis), University of

      Botswana.

Luster, T., Rhoades, K., & Haas, B. (1989). The relation between parental values and

    parenting behavior: A test of the Kohn Hypothesis. *Journal of Marriage and the*

    Family, *51*, 139–147. Retrieved from http://www.jstor.org/stable/352375

Loucks, H. (1992). Increasing parent/family involvement: Ten ideas that work. NASSP

    Bulletin, 76(543), 19-23. doi: 10.1177/019263659207654306

Magnus, O. (2005). A reading comprehension perspective on problem solving. Deparament of

    Mathematics. Linkoping University. Retrieved online from

    http://www.emis.de/maths/DI

Marcheng, F. D. O. (1982). Methodology for promoting reading in Botswana secondary

    school librarians: Background and recommendations (Unpublished Diploma Thesis),

    University of Botswana.

Maslow, A.H. (1943). A theory of human motivation. *Psychological Review*. 50 (4), 370-396.

Mannathoko, M. C., & Mangope, B. (2013) Barriers to parental involvement in primary

    schools: a case of Central North Region of Botswana. *International Journal of*

    Scientific Research in Education, 6(1), 47-55. Retrieved from

    http://www.ubrisa.ub.bw/bitstream/handle/10311/1138/Mannathoko_IJSRE_2013.pdf

    ?sequence

Mark, G. N. (2008). Are father's or mother's socioeconomic characteristics more important

    influences on student performance? Recent International Evidence. *Social Indicators*

    Research, 85(2), 293-309. Retrieved from

    http://link.springer.com/article/10.1007%2Fs11205-007-9132-4#

Marks, G. N. (2006). Family size, family type and student achievement: Cross national

    differences and the role of socioeconomic and school factors. *Journal of Comparative*

    Family Studies, 37(1), 1-24. Retrieved from http://www.jstor.org/stable/41604052

Mau, W. C. (1997). Parental influences on the high school students' academic achievement:

A comparison of Asian immigrants, Asian Americans and White Americans.

Psychology in the Schools, 34(3), 267-277. doi: 10.1002/(SICI)1520-

6807(199707)34:3<267::AID-PITS9>3.0.CO;2-L

Meece, J. L., Blumenfeld, P. C., & Hoyle, R. C. (1988). Students' goal orientations and

cognitive engagement in classroom activities. *Journal of Educational Psychology,*

80(4), 514-523. doi:10.1037/0022-0663.80.4.514

Meece, P., & Hoyle, B. (1988). How teachers' Role shape adult literacy learners engagement

in instruction. *JEDUC PSYCHOL* 80 (4), 514-523

http://academic.research.microsoft.com/paper/5902081.aspx.

Mark, S., & Media, D. (n.d.). *What is the difference between target population and*

experimentally accessible population Retrieved from between-target-population-

experimentally-accessible-population-70637.html

Maxcy, S. J. (2003). Pragmatic thread in mixed methods research in the social science. The

search for multiple modes of inquiry and the end of philosophy of formalism. In A.

Tashakkori, & C. Teddlie (Eds.), *Hand book on mixed methods in the behavioural and*

sciences, pp.51-89. Thousands Oaks: Sage Publications.

Maxwell, J. A. (2005). *Based on qualitative research design, an interactive approach* (2nd

Ed) Thousand Oaks: Sage Publications

McLeoid, S. (2008*).* Independent, dependent and extraneous variables. *Simply Psychology*.

Retrieved from http://www.simplypsychology.org/variables.html

Michigan Department of Education (2002). *What research says about parental involvement*

in children involvement: In relation to academic achievement (2002). Retrieved from

http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7
.pdf

Midraj, S., & Midraj, J. (2011). Parental involvement and grade four students' arabic reading achievement. *European Journal of Educational Studies,* 3(2), 245-260. Retrieved from http://www.ozelacademy.com/EJES_v3n2_7.pdf

Miller, G. (1950). Language engineering. *Journal of the Acoustic Society of America,* 22(6), 720-725. doi:10.1121/1.1906678.

Ministry of Education (1994). *The Revised National Policy on Education*. Government paper no 2. Gaborone: Government Printer.

Ministry of Education (2001*) Education and testing division*. Gborone: Government Printer.

Ministry of Education (2003). *Early reading strategy* Onatario. Report of the expert panel on early reading

Ministry of Education (2007). Teacher supply and demand for Botswana primary and secondary school 2006-2016. In P.Bennel, & A.B. Molwane (Eds). Gaborone: Government Printer.

Mokibelo, E. (2010).Learner reading problems: A case study of Khoe learners at Junior secondary school: Marang Journal of Language and Literature, 20

Mokotedi, R. T. (2013). Beginning Primary School Teachers' Perspectives on the Role of Subject Specialization in Botswana Colleges of Education: Implications for the Professional Development of those who did not Specialize in Languages (English and Setswana). *International Journal of Scientific Research in Education,* 6(1), 88-99. Retrieved from http://www.ijsre.com/Vol.,%206_1_-Mokotedi.pdf

Motivation and Emotion (n.d.,). *What motivates us? General theories*. Retrieved from

http://www.prenhall.com/divisions/hss/app/amberdigital/kassin_essentials_vt/pdfs/10.

pdf

Muazu, A.G. (2010). *Engaging indigenous language in national development*. Gusau:

Ministry of Housing and Town Planning. Retrieved online from

http://www.ganji.com/article9000/News9072.htm..

National Commission on Education {NCE21} (1977a). *Education for the Kasigano*.

Gaborone: Government Printer.

National Commission on Education [NCE2}(1977a).*Report of the National Commission on

Education,* Gaborone: Government Printer.

Nabuka, J. (1983). The influence of home background variables on the achievement of Fijan

and Indian Students (M.A. Thesis). Macoquarie University.

Ndagana, B. L., & Ogunrombi, S. A. (2006). Blazing the trail of poverty alleviation among

university students in Nigeria*. Philosophy and Practice*, 9 (1). Retrieved from

http://unllib.unl.edu/LPP/ndagana.htm

Nenty, J. H. (2005). Writing a qualitative research thesis. *International Journal of

Educational sciences, 1 (1), 19-32.*

Ngcobo, M. N. (2007). Language planning policy and implementation in South Africa. South

Africa: University of South Africa. Retrieved from

http://bibliotecavirtualut.suagm.edu/Glossa/Journal/jun2007/Language%20Planning,%

20Policy%20and%20Implementation%20in%20South%20Africa.pdf

Nguyen, K. C., Wu, M., & Gillis, S. (2005). *Factors influencing pupil achievement in

SACMEQ II- Botswana: an application of structural equation modelling*. Paper

presented to the International   Invitational Educational Policy Research Conference,

Paris, France. Retrieved from http://www.sacmeq.org/downloads/05conf/Nguyen.pdf

Nicholas-Omoregbe, O S (2010). The Effect of Parental Education Attainment on School

Outcomes. *Ife Psychologia*, 18(1), 176-182. Retrieved from

http://reference.sabinet.co.za/webx/access/electronic_journals/ifepsyc/ifepsyc_v18_n1

_a17.pdf

Nicole, L. (2011). *The Likert Scale: Advantages and Disadvantages*. Retrieved from

http://psyc450.wordpress.com/2011/12/05/the-likert-scale-advantages-and-

disadvantages/

Nigeria Teaching Profession (n.d.) Retrieved from

http://education.stateuniversity.com/pages/1108/Nigeria-TEACHING-

PROFESSION.html.

Niles, O.S.(1971). Reading skills for young adults. Amazons Retrieved from

http://www.ci.niles.mi.us/business/nilesmainstreet.htm

Nilsson, M.,& Nivre,J.(2013). Proportional hazards modelling of saccadic response during

reading. *Tropic in Cognitive Science*, 5 (3), 541-563.

Nkosana, B. M. (2011). Language policy and planning in Botswana. The African

symposium. *Journal of the African Educational Research Network,* 11(1), 129.

Noble, G. K., & Mccandliss, D. B. (2006). Reading development and impairment: Behavioral,

social, and neurobiological factors. Academic edu. Retrieved from

http:/www.academia.edu/388558/Reading_Development_and_Impairment_Behavioral

_Social_and_Neurobiological_factors.

Noble, G. K., Farah, M. J., & McCandlis, D. B. (2006). Socioeconomic background modulate

    in reading. Cognitive Development .21, 349-368.Retrived from

    http://www.psych.upenn.edu/~mfarah/Development-Reading.pdf

Nordquist, R. (2013). Subvocalizing. Retrieved from

    http://grammar.about.com/od/rs/g/subvocalizingterm.htm.

Nowak, P. (2012). *Speed reading tips: 5 ways to minimize sub vocalization*. Retrieved from

    http://www.irisreading.com/speed-reading/speed-reading-tips-5-ways-to-minimize-

    subvocalization/

Nweke, K. M. C. (1987). Promoting the reading habit among literate in Nigeria. *The Reading*

    Teacher 40 (7), 632-638.

Nyarko, K. (2011). Parental school involvement:T he case of Ghana. *Journal of Emerging*

    Trends in Educational Development (JETERAPS), 2 (5), 378-381. Retrieved from

    http://jeteraps.scholarlinkresearch.org/articles/Parental%20School%20Involvement.pd

    f

Nyati-Ramahobo, L. (2000). *The language situation in Botswana, current issues in language*

    planning. London: Rourtledge.

Obanya, P. A. I. (1982).*Secondary English teaching*. Ibadan: Macmillan.

Odeleye, D. A., & Oluwatimehin, J. T. B. (2009). Polygamous and monogamous family

    setting and secondary academic students achievement in Ijebu Ode Metropolis, Ogun

    State, Nigeria. *The Free Library*. Retrieved from

    http://www.thefreelibrary.com/Polygamous-

    Monogamous+Family+Settings+and+Secondary+Students'...-a01073953395

Odili, A. G., & Asuru, V. A. (2010). Primary school teacher's mastery of mathematics

    content. International Journal of Science and Technology Education 1 (3), 55-

61.Retrieved from

http://www.academicjournals.org/ijster/abstracts/abstracts/abstracts2010/Aug/Odili%2

0and%20Asuru.htm

Ofodu,G.O. (2011). Relative effects of school location class levels and gender on reading

needs of secondary school students in Nigeria. An International Multidisciplinary

Journal, Ethopia, 5(6), pp.36-42

Ogbebor, O. (2011). *Library resources and their role in education*. Retrieved from

http://osarome.blogspot.com/2011/12/library-resources-and-their-role-in.html

Ogun State schools (n.d.).Retrieved from

http://www.onlinenigeria.com/alumni/category/Ogun-

Ogunrombi, S. A., & Adio, G. (1995). Factors affecting reading habits of secondary school

students. Library Review 44 (4), 50-57.

Okafor, A. A. (2004).Poverty and human development in Nigeria; Challenges of the

Millennium Development Goals. Nsukka: Great AP Express Publication Ltd

Okafor, P. C. (2007). A case study of factors contributing to the academic achievement of

low socioeconomic students in Anambra South County, Anambra State, Nigeria

(Doctoral dissertation). Retrieved from

http://0nulled.com/doc/pdf/download/patrickokafor__com--files--

LeadingtoThesisProposal1.pdf

Okebukola, F., & Owolabi, T. (2007).The efficacy of question –answer-relatinship (QAR) on

students' achievement and conceptual change in science. *The International Journal of

Learning,* 14 (5), 173-178.

Okedara, C. A. (1997, July). *English language, Communication and Development* .Inaugural

Lecture,. University of Ibadan, Ibadan: Cleve Media Consult

Okonkwo, I (2013) Influence of family background on academic performance of secondary
school biology students in Anambra State. African Research Review 7 (3), Retrieved
online from http://www.dx.doi.org10.4314/afrev.v7i3.12.

Okoro, J. (2006). *The effect of regression in speed reading*. Retrieved from
http://ezinearticles.com/?The-Effect-Of-Regression-In-Speed-Reading!&id=357964

Okoro, O. (2004). Codifying Nigerian English: Some practical problems of labelling. In
S.Awonusi. E. A. Babalola, (Eds.) *The domestication of English in Nigeria* : *A
festschrift in honour of Abiodun Adetugbo. Lagos: University of Lagos Press*.

Okuwudishu, A. U. (2003). *Globalization, multilingualism and the new communication
technologies.* In N, Ozo-mekuri (Ed.), (pp. 1-6).

Olaniyi, B., & Mageshini, N. (2008). Parental involvement and children's academic
achievement in South Africa. *Journal of Psychology in Africa,* 18 (2), 275. Retrieved
from http://connection.ebscohost.com/c/articles/38705210/parental-involvement-
childrens-academic-achievement-south-africa-setting

Olatoye, R. A., & Agbatogun, A. O. (2009). Parental involvement as a correlate of pupils'
achievement in mathematics and science in Ogun State, Nigeria. *Educational
Research and Review*, 4(10), 457-464. Retrieved from
http://www.academicjournals.org/err/PDF/Pdf%202009/Oct/Olatoye%20and%20Agb
atogun.pdf

Oludipe, B. D. (2009). Influence of early literacy parental involvement on science
achievement of junior secondary school students in Nigeria. *Ethopia Journal of
Education,* 4(2), 15-25. Retrieved from
http://webcache.googleusercontent.com/search?q=cache:rAUyPfiQBLQJ:www.ajol.in
fo/index.php/ejesc/article/download/51671/40318+&cd=1&hl=en&ct=clnk&gl=bw

Oluwabamide, A. J., & Jegede, A. S. (2008). Speaking HIV/AIDS out in Nigeria: The role of

Indigenous languages. *The Internal Journal of Language Society and Culture,* 26,

107-112. Retrieved from www. edu.utas.au/users/tle/Journal.

Oluwatimilehin, J. T. B., & Odeleye, D. A. (2009). Polygamous-monogamous family setting

and academic achievement in Ijebu- Ode Metropolis, Ogun State, Nigeria. The Free

Library.Retrieved from http://www.thefreelibrary.com/Polygamous-

Monogamous+Family+Settings+and+Secondary+Students%27...-a01073953395

Oluwatimehin, J.T.B., & Owoyele, J.W (2012) Study habits and academic achievement in

core subjects among junior secondary school students in Ondo State, Nigeria. Bolgaria

Journal of Science and Education Policy (BJSEP) 6 (1), 155-169.

Onukaogu, C. E. (2003). Towards the understanding of reading. In C.E. Onukaogu.,A.E.

Arua, & O.B. Jegede *Teaching reading in Nigeria: A guidebook to theory and*

practice (2nd,eds. pp.1-36.).Nigeria: International Development in Africa Committee

Onyile, L. E., & Olawolu, O. E. (2011). Effect of poverty on academic performance of

students in Nigerian senior secondary schools. *Journal of Educational Review*, 4 (3),

341.Retrieved from http://www.studymode.com/essays/Causes-And-Effect-Of-

Poverty-1067470.html.

Osiki, J. O. (2002). Effect of remedial training programme on the management of learning

acquisition defectiveness and poor study habits problems of selected subjects in a

community grammar school. *Journal of Applied Psychology* . 6 (2), 107-115.

Osonwa, O.K., Adejobi, A.O., IYAM, M.A., & Osonwa, R.H. (2013). Economic status of

parents, a determinant on academic performance of senior secondary school students

in Ibadan, Nigeria. *Journal of Educational and Social Research*, 3 (1), pp.115-122.

Osterholm, M. (2005). A reading comprehension perspective on problem solving Department

      of Mathematics, Linkonping University. http:www.emis.de/Math/DI.

Oyetade, O. S. (2003). Language planning in a multi-ethnic state. The majority minority

      dichotomy in Nigeria. *Nordic Journal of African Studies* 12 (1) 105 -117. Retrieved

      from http://www.africabib.org/rec.php?RID=261833952&DB=p

Oyinloye, G. O., & Gbenedio, U. B. (2010). Effect of methods with linguistic packages and

      socio-economic background on the overall achievements of senior secondarystudents

      in essay writing. *Studies of Home and Community Science*, 4(3), 165-174. Retrieved

      fromhttp://webcache.googleusercontent.com/search?q=cache:hN8zLF6SSswJ:www.kr

      epublishers.com/02-Journals/S-HCS/HCS-04-0-000-10-Web/HCS-04-3-000-2010-

      Abst-PDF/HCS-04-3-165-10-099-Oyinloye-G-O/HCS-4-3-165-10-099-Oyinloye-G-

      O-Tt.pdf+&cd=1&hl=en&ct=clnk&gl=bw

Palardy, J. G., & Rumberger, W. R. (2008). Teacher effectiveness in first grade: The

      importance of background qualifications, attitudes, and instructional practices for

      student learning . *Educational Evaluation and Policy Analyses* 30 (2), 111-140, doi:

      10302/0162373708317680.

Palys, T. (2008). Purposive sampling In M.L. Given *The sage publication of qualitative*

      research methods (Ed.). Sage: Thousands Oaks, C.A, Vol 2, 697-698.

Patrick, K. (2009). *How to combine multiple research methods: practical triangulation* .

      Sydney: Johnny Holland Publications. Retrieved from

      http://johnnyholland.org/2009/08/practical-triangulation/

Pattern, A. (2001). Political theory and language policy. *Political Theory*, 29(5), 691-715.

      doi: 10.1177/009059170102900500.

Peissing, D.A. (2002).*A correlation of parental involvement and first grade reading achievement* (M.Sc Thesis), Deparment of Deparment of Guidance and Couselling, The Graduate College, University of Wisconsin-Stout Memonie, WI54701.

Perez, B., & Torrez-Guzman, M. (1996) *Learning in two worlds* (2nd Ed). Boston:Allyn and Bacon.

Piaget, J. (1896- 1980). In Wikipedia. Retrieved July 14, 2013 from http://en.wikipedia.org/wikipedia/Jean Piaget.

Philip, D.K. Guided reading: Constructivism in actionJAPACT. Retrieved online from http;www.jpacte.org.uploads/9/06/9006355/2008-1-1philips.pdf

Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-Child Relationships and Children's Success in the First Years of School. *School Psychology Review*, *33*(3), 444-458. Retrieved from http://ehis.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=12&sid=35e6e13f-ebfa-4d7b-ade5-bfc6825cad7c%40sessionmgr14&hid=110.

Pinnel, G.S., & Scharer, P.L. (2003). Teaching for a comprehension in reading grades K-2 Strategies for helping children read with ease , confidence, and understanding.NewYork, New York: Scholastic.

Pong, S. (1997). Family structure, school contexts and eight grade maths and reading matric, 59 (3), Retrieved from http://www.questia.com/library/1P3-14999966/family-structure-school-context-and-eighth-grade

Pong, S.L., Dronkers, J., & Hampten-Thomson, G. (2003). Family policies and children's school achievement in single versus two- parent families. *Journal of Marriage and Family* 65 (3), 681-699.

Popoola, B. I., Ajibade, Y. E., Etim, J. S., Oloyede, E. O., & Adeleke, A. M. (2010).

   Teaching effectiveness and attitude to reading of secondary school teachers in Oshun

   State, Nigeria. *The African Symposium : An online Journal of African Educational

   Research Network,* 10 (2). Retrieved from

   http://www.ncsu.edu/aern/TAS10.2/TAS10.2Popoola.pdf

Population (n.d.). Retrieved from http://davidmlane.com/hyperstat/A10626.html

Populations and Sampling (2013). Retrieved from

   http://www.umsl.edu/~lindquis/sample.html

*Population density map of Nigerian States –English.Png. In Wikipedia, The Free

   Encyclopedia.* Retrieved

Pretorius, E., & Ribbens, R. (2005). Reading in a disadvantaged high school: Issues of

   accomplishment, assessment and accountability. *South African Journal of Education,

   25*(3), 139-147.

Preview strategy (n.d). *Previewing textbook reading*. Retrieved from

   http:www.sunconference.utep.edu/docs.pdf

Priyanka, R. V. (2013). *Saccadic eye movement and reading ability*. California State Science

   Fair Project Summary (Project No. 33209). Retrieved from

   http://www.usc.edu/CSSF/Current/Projects/33209.pdf

Progress in International Reading Literacy Study (PIRLS). (2011). Retrieved from

   http://www.sde.idaho.gov/site/naep/naep2011/nces-gr4-PIRLS_Brochure.pdf

Proportional Reading (2012*). Help my Reading: the 18 bad reading habits and 7 reading

   groups.* Massachussetts: Proportional Reading. Retrieved from

   http://helpmyreading.com/Site/Home.html

Quirk M.I., Paula, J., & Webb, M.A (2009). A short term longitudinal study of the

      relationship between motivation to read and reading fluency in second grade. Journal

      of Literacy Research (JLR), 41 (2), 196-227.

RAND Corporation (2012). Teachers matter: Understanding teacher's impact on student

      achievement (September,2012 Rand Education Project). Retrieved online from

      webcatche.googleusercontent.com/searching?=catche:RTh6nmiDkaj.rand.org/edu/proj

      ects/measuring/effectiveness/teachers/matter.html.

Reconising Story Structure (2009). Retrieved online from

      http:netjobformakingmoremoney.blog.spot.com/2009/02/reconising-story-

      structure.html

Reglin, G., Cameron, H., & Losike-Sedimo, N. (2012). Effects of a parent support reading

      intervention on seventh-grade at-risk students' reading comprehension scores. *Reading*

      Improvement, *49*(1), 17-27.

Republic of Botswana (1977) Education for the Kagisano: Report of the National

      Commission on Education. Gaborone: Government Printers.

Republic of Botswana (1994). Government Paper no 2: The Revised National Policy on

      Education. Gaborone: Government Printers.

Research Ethics. (1998). Retrieved from

      http://depts.washington.edu/bioethx/topics/resrch.html.

Research on Integrated Library Program and achievement (9 June, 2001) School libraries

      make a difference to student achievement. Retrieved from

      http://www.iaslonline.org/advocacy/make-a-difference.htm

Rentzel, D. R. (1995). Finger pointing and beyond: learning about print strategies (LAP).

      Reading Horizons, *35*(4), 310-328.

Ricento, T. (2000). Historical and theoretical perspective in language policy and planning

   Journal of Sociolinguistics, *4* (2), 196-213.

Ridley-Johnson, R., Chance, J.E., & Cooper, H. (1984). Correlates of children's television

   viewing : Expectation, age and sex. *Journal of Applied Developmental Psychology*, 5

   225-235.

Rivkin, G. S., Hanushek, A. E., & Kain, F. J. (2005). Teachers, schools, and academic

   achievement. *Econometrica* , *73*(2), Retrieved from

   http://personal.us.es/emidiaz/index_files/Rivkinetal2005.pdf.

Robert, O. E. (2011). *Parents socioeconomic status and pupils education attainment in

   primary schools: case study of St. Jude Primary School in Malaba Town Council-

   Uganda.* Retrieved from http://academia.edu/407935/PARENTS_SOCIO-

   ECONOMIC_STATUS_AND_PUPILS_EDUCATIONAL_ATTAINMENT_CASE_

   STUDY_OF_ST._JUDE_PRIMARY_SCHOOL_IN_MALABATOWN_COUNCIL-

   UGANDA

Roberts, M. S., & Wilson, J. D. (2006). Reading attitude and instructional methodology :How

   might achievement become affected? *Reading Improvement*, 43(2). Retrieved from

   http://www.questia.com/library/1G1-148856037/reading-attitudes-and-instructional-

   methodology-how

Roberts, P., Inita, J., Bagucka, K., & Ivars, L. (2008). *Eye movements during silent and oral

   reading with stabilized versus free head movement and different eye trackers*. doi:

   10.1117/12.815343.

Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence

   from panel data. *The American Economic Review*, *94*(2), 247-252.

Rogers, M. A., Theule, J., Ryan, B. A., Adams, G. R., & Keating, L. (2009). Parental

    involvement and children's school achievement: Evidence for mediating processes.

    Canadian Journal of School Psychology, 24, 34-57.

Rosado, L.A. (2008). *Developing language strategy for English language learners*

    http//www.unco.edu/ae-extra/2008/1/Lara.html

Rosenblatt, L. M. (1978). *The reader, the text, the poem: The transactional theory of the*

    literary work. Retrieved from http://www.amazon.com/The-Reader-Text-Poem-

    Transactional/dp/0809318059#reader_0809318059

Rowan, B., Correnti, R., & Miller, J. R. (2002). What large-scale survey research tells us

    about teacher effects on student achievement : Insight from the prospect study of

    elementary schools (CRRE Study Report Series PR-05). Retrieved from

    http://www.americancivil.literacy.org/sites/default/files/researchreport/791_rr51.pdf

Rowe, K. J. (1991). The influence or reading activity at home on student's attitude toward

    reading, classroom attentiveness and reading achievement: an application of structural

    equation modelling. *British Journal of Educational Psychology*, *61*(1), 19-35.

    doi:10.1111/j.2044-8279.1991.tb00958.x

Rowe, K. J. (1995). Factors affecting students' progress in reading: key findings from a

    longitudinal study. *Literacy*, *Teaching and Learning*, *1*(2), 57-110.

Rowell, L. (2012). Parental *involvement in story reading and related activities: an early*

    literacy and language program. Retrieved from

    http://blog.abcmusicandme.com/archives/2274

Rumehalt, D. E. (1980). Schemata: The building block of cognition. *In Theoretical issues in*

    reading comprehension. Hilldale, N.J:Erlbaum.

Rutherford, A. (2000). Introducing statistical method series. In A. Rutherford *Anova and*

> *ancova* (1st ed) Oaks, CA: Sage Publications.

Sandelowski, M., & Harp, M. B. (2010). Current practices and emerging trends in conducting

> mixed method intervention studies in health science. In A. Tashakkori, & C. Teddlie

> (Eds), Handbook of mixed methods in social behavioural research (2nd Ed, pp.725-

> 747). Thousand Oaks, CA: Sage Publications.

Sander, W.L., & Rivers, J.C. (1976). *Communicative and Residual effects of teacher*

> *evaluation: A feasibility study.* (Working Paper number 9). Research Progress Report.

> Knoxvile University of Tennessee valued –added Research and Research Assessment

> Centre.

Scavedra, A. R., & Opfer, V. D. (2012). Teaching and learning 21st century skills: Lessons

> from the learning sciences. http://www. asiasociety.org/files/rand-0512report.pdf

School Library Work: Research Foundation Paper (2008). Scholastic research and results. (3rd

> ed). *NCLB The Archiver* 3 (13) Retrieved from

> http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf

Schoonover, S. M. (1959). The relationship of intelligence and achievement to birth order,

> sex of sibling, and age material. *Journal of Educational Psychology*, *50*(4), 143-146.

Schwandt, T. A. (2000). Three epistemological stances for qualitative inquiry', interpretism

> hermeneutics and social constuctivists .In Denzin, N.K.& Lincoln, Y.S (Eds).

> *Handbook of qualitative research (2nd ed.)* (pp.189-215). Thousand Oaks, CA: Sage

> Publication.

Seymeou, L. (2008). *Building social capital in school community: Urban and rural*

> *distinction in teacher and family networks in Cyprus. Cyprus Urban Education,* 43.

Share, D. L., McGee, R. P., & Silva, P. A. (1989). IQ and reading progress: A test of the

    capacity notion and adolescent psychiatry. *Journal of American Academy*, *28* (1), 97-

    100.

Shayne, H., & Grant, N. (2009). *Improving problem- solving by improving reading skills*

    (M.A.Degree Thesis).Deparment of Teaching, Learning and Teacher Education,

    University of Nebraska-Lincoln.

Sheorey, R., & Mokhtari, K. (2001). Differences in the metacognition of reading strategies

    among native and non-native readers. *Pergamon System* 29, 431-449.

Shobi, C. (2012). *Provides Help for 28 Major faulty Reading Habits*. Retrieved from

    http://info4mystery.blogspot.com/2012/07/provides-help-for-28-major-faulty.html

Shneiderman, B., & Plaisant, C. (2010). *Designing the user interface: Strategies for effective*

    human computer interaction (5th ed.), London: Pearson Education. Retrieved from

    http://solo.bodleian.ox.ac.uk/primo_library/libweb/action/dlDisplay.do?vid=OXVU1

    &docId=oxfaleph016976984

Shrum, J. L., & Glissan, E.W. (1994). Teachers hardwork: Contextualising language

    instruction (2nd ed.) Boston, M.A.: Heile& Heile.

Singh, M., & Devgun, V. (2012). Relationship between Parental Involvement and Academic

    Achievement of Higher Secondary Students. *Review of Research, 1*(10), Retrieved

    from http://connection.ebscohost.com/c/articles/77597930/relationship-between-

    parental-involvement-academic-achievement-higher-secondary-students

Single-parent kids fair better if parent is divorced, rather than never married: Census data

    show. (1993). *Jet,* 93(3), 48. Retrieved from

    http://connection.ebscohost.com/c/articles/9712095156/single-parent-kids-fair-better-

    if-parent-divorced-rather-than-never-married-census-data-show

Single parents kids do better as well in school as those in two parent homes: Study (1999)

    Retrieved from http://connection.ebscohost.com/c/articles/2381288/single-parents-

    kids-do-as-well-school-as-those-two-parent-homes-study.

Sirin, S. R. (2010). Meta analysis. In N. J. Salkind (Ed.). Encyclopedia of Research Methods.

    Thousand Oaks, CA: Sage Publications.

Slavin, R. L. (1984). Students motivating students to excel: cooperative incentives,

    cooperative tasks, and student achievement. *The Elementary School Journal, 85*(1),

    53-63.

Smith, E. G. (2001). *Texas school library: Standards, resources, services, and students*

    performance. Austin, TX: Texas State Library and Archives Commission.

Smith, J. B., Lee, V. E., & Newman, F. M. (2001). *Instruction and achievement in Chicago*

    elementary schools. Retrieved from http://ccsr.uchicago.edu/publications/instruction-

    and-achievement-chicago-elementary-schools

Stallings, J. (1980). Allocated academic learning time revisited, or beyond time on task.

    Educational Researcher, *9*(11), 11-16.

Stotsky, S., Bradley, R., Warren, E., & Warren, T. (2005). School related influences on grade

    8 Mathematics performance in Massachusetts. *Non-Partisan Education Review, 1* (1),

    1-16.

-------- *The aural –oral approaches* (2010). Retrieved from http://www.tefl-c.com/online/wp-

    content/uploads/201/02/unit5TheAural-oral Approach-May-2009.pdf

Stronge, J. H., Richard, H. B., & Catano, H. (2008*). Qualities of effective principals*.

    Retrieved from

    http://www.ascd.org/publications/books/108003/chapters/Instructional-Leadership@-

    Supporting-Best-Practice.aspx

Rand Corporation(2009).*Rand annual report*. Retrievedfrom

> http://www.rand.org/pubs/corporate_pubs/CP1-2009.html.

Tashakkori, A., & Teddlie, C. (1998). Mixed methodology: Combining qualitative and

> quantitative approaches. *Applied social research methods series , 46.* Thousands

> Oak, CA: Sage Publications.

Teaching Reading (2006) *Report and recommendations of inquiry into teaching of literacy*

> (December, 2006). Department of Education, Australia, Commonwealth of Australia.

> Retrived on line from

> http://www.earlychildhoodaustralia.org.au/earlychildhoodnews,jan2006nationalinquir

> y_into_the_teaching_of_literacy.html.

Teddlie, C., & Tashakkori, A. (2009). *Foundations of Mixed methods research: Integrating*

> *quantitative and qualitative approaches in the social behavioural sciences*. Thousands

> Oak, CA: Sage Publications.

Teaching Career- Republic of Botswana (2011). *Teaching training and development* .

> Retrieved from http://www.gov.bw/en/Ministries--Authorities/Ministries/Ministry-of-

> Agriculture1/Teachers/Teaching-Careers/?p_id=2775

Tella, A. (2007). The impact of motivation on student's academic achievement and

> learningoutcomes in Mathematics among secondary school students in Nigeria.

> Eurasia *Journal of Mathematics, Science& Technology Education, 3(*2), 149-156.

The RAND Corporation (2012). *Understanding teacher's impact on student achievement*

> Retrieved from http://www.rand.org/pubs/corporate_pubs/CP693z1-2012-09.html

The Universal Declaration of Human Right (1948., Article 26, (1)).Retrieved from

> http://www.un.org/en/documents/udhr/

Thomas J., & Stockton, C. (2003). *Socioeconomic status, race, gender, and retention: Impact of*

on student achievement .Essays in Education, Retrieved from

http://www.usca.edu/essays/vol72003/stockton.pdf

Thomson, S. (n.d.). How to develop research questions in qualitative research. e- How.

Retrieved from http://www.ehow.com_7935386_developresearch_question-

qualitative-research.html

Timilehin, E.H.(2012). School facilities as correlate of achievement in effective and

psychomotor domain of learning. *European Scientific Journal* 8 (6), Retrieved online

from http://eujournal.org/index.php/esj/article/view/112.

Timperly, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher professional learning and*

development: Best evident synthesis iteration. Ministry of Education: Wellington,

New Zealand. Retrived from

http://www.educationcounts.govt.nz/publications/series/2515/15341

TIMSS, & PIRLS. (2011). *Achievement results for IEA's 2011 Trend in International*

Mathematics and Science Study (TIMSS) and Progress in International Reading

Literacy Study (PIRLS) {Press Release}. Retrieved from

http://timssandpirls.bc.edu/data-release-2011/pdf/TIMSS-PIRLS-2011-International-

Press-Release.pdf

Todd, D. J. (2009). Mixing qualitative and quantitative methods: Trigulation in action.

Journal of Administrative Science Quaterly, 24(4). Retrieved from

http://www.brynmawr.edu/socialwork/GSSW/schram/JickMixQuA.pdf

Todd, R. J., Kuhlthau, C. C., & OELMA.(2004). *Student learning through Ohio school*

libraries.Columbus, OH: Ohio Educational Library Media Association. Retrieved from

http://www.oelma.org/studentlearning/default.asp

Tollefson, J. W. (2002). *Language planning in education: critical* issue. New Jersey:

Lawrence Erlbaum Associates. Retrieved from

http://www.erlbaum.com/Books/searchintro/BookDetailcvr.cfm?ISBN=0-8058-3601-

2

Tooley, J., & Dixon, P. (2005). *Private education is good for the poor: A study of private*

schools serving the poor low-income countries. USA: Cato Institute. Retrieved from

http://www.cato.org/pubs/wtpapers/tooley.pdf

Torgesen, J. K. (August, 2006). Improving adolescent literacy: Suggestion from research.

Paper presented to the Florida Adolescent Literacy Work Group. Orlando: Centre for

Reading Research and FBU.

Ubersax, J. S. (2006). Likert Scale: Dispelling the confusion. Retrieved from

http://www.john-uebersax.com/stat/likert.htm.

Uchenna-Obieke, U. (2013). Single parenting, psychological well-being and academic

performance of adolescents in Lagos, Nigeria. *Journal of Emerging Trends in*

Educational Research and Policy Studies, *4* (1), 112-117.

Udida, L. A., Ukwayi, J. K., & Ogodo, F. A. (2012). Parental Socioeconomic Background as

a Determinant of Student's Academic Performance in Selected Public Secondary

Schools in Calabar Municipal Local Government Area, Cross River State, Nigeria.

Journal of Educational practice, 13(16), 129-135.

Udosen, A. E. (2006). Moving the students beyond literal levels of comprehension. The talk-to-the −Author Meta cognitive Strategy. *Literacy and Reading in Nigeria, 11*(1), 23-33.

Uebersax, J. S. (2006). *Likert Scales: Dispelling the Confusion*. Retrieved from http://www.john-uebersax.com/stat/likert.htm

Ukaobasi, E. N. (2012). *The causes of and effect of poverty on the academic performance of pupils in primary schools* Seminar paper presentation, Federal College of Education, Pankshin Retrieved from http://www.studymode.com/essays/Causes-And-Effect-Of-Poverty-1067470.htl

Unal, Z., & Unal, A. (2009). Comparing beginning and experienced teachers' perceptions of classroom management. *The Educational Forum*, *73*(3), 256-270.

Unoh, S. O. (1968). *The study of reading: An introductory survey*. Ibadan: Ibadan University Press.

Unoh, S. O. (1972). *The reading difficulties of students in a Nigerian University: Their environment correlates and psycholinguistic implication* (Unpublished Doctoral Dissertation) University of Ibadan.

UPOV(2007).Statistical terms (TGP/14/1Draft4).Retrieved online from http:www.upov.int,edocs/…/tc/tgp14draftssection3stats.pdf

U.S. Department of Education. (2007). *State education indicators with a focus on title 1 2003-2004*. Office of Planning, Evaluation and Policy Development. Retrieved from http://www2.ed.gov/rschstat/eval/disadv/indicators-2013.

U.S. Deparment of Education. (2008). *No child left behind: Statistical summary of national participation.* Michigan. Retrieved from http:www.michigan.gov/documents/cepi/Title/Reg-Summary 2595577.pdf.

U.S. Department of Education. (2008). *Impact of two professional development interventions on early reading instruction and achievement (Executive Summary).* Retrieved from http://www.alinet.eu/index.php?option=com_docman&task=doc_download&gid=31& Itemid=48

Uwaifo, V. O. (2008). The effects of family structure and parenthood on the academic performance of Nigerian University Students. *Journal of Students Home* Communication *Sciences, 2* (2), 121-124.

Vanek, C. (2012). *Likert scale – what is it? How to use it? How to analyse it?* Retrieved from http://www.surveygizmo.com/survey-blog/likert-scale-what-is-it-how-to-analyze-it-and-when-to-use-it/

Vygotsky, L. (1896-1934). *Constructivism.* Retrieved from http://en.wikipedia.org/wiki/Lev /Vygotsky

Walberg, H. J., & Tsai, S. (1985). Correlates of reading achievement and attitude: A national assessment study. *Journal of Educational Research*, *78* (3), 159-167.

Wang, J.H., & Guthrie, J.T. (Modelling the effect s of intrinsic motivation, amount of reading and past reading achievement on text comprehension between U.S. and Chinese students. Reading Research Quarterly, 39 (2), 162.

Weger, W., & Inhoff, W. (2006). Attention and eye movements in reading: inhibition of return inhibition of return predicts the size of regressive saccades. *Psychology Science, 17* (3), 187-191.

Weihua, F., & Carthy, M. W., Fan, W., & Williams. C. M. (2009). The effect of parental involvement on students' Academic self efficacy engagement and intrinsic motivation. *Educational Psychology*, *30* (1), 53-74.

Welinqlinsky, H. (2000). *How teaching matters: bringing the classroom back into discussion of teachera quality*. Retrieved from

http://www.ets.org/research/policy_research_reports/publications/report/2000/idxnICI

WICOR. (n.d.). Avid foundation for high engagement teaching and learning. In H.H. Custer *Reading for academic success and writing to learn* (Ed). AVID Organization.

Retrieved from http://www.avid.org/dl/hed/hed_reviewofliterature.pdf

Wigfield, A., & Guthrie, J. T. (1997). Relations of children's motivation for reading to the amount and breath of their reading. *Journal of Educational Psychology*, *89*, 420-432.

Wilima, W. (2000*). Are private schools really performing better than government schools?*

Retrived from http://images2.asercentre.org/Resources/Articles/Pvt_Sch_Final.pdf

William, M. K. C. (2008). *Positivism and post positivism philosophy of research classification*. Retrieved from www.socialresearchmethods.net

Williams, D., Wavell, C., & Coles, L. (2001*). Impact of school library services on achievement and learning*. Aberdeen: The Robert Golden University.Retrieved from

http://www.rgu.ac.uk/files/Impact%20of%20School%20Library%20Services1.pdf

Wilson, A. (2011). *National Parental Involvement Day*. Retrieved from

http://www.examiner.com/article/national-parental-involvement-day-is-november-17-2011

Winsome, G., & Akiko, T. (n.d.,). Teaching reading in primary schools (Training Modules for Teachers). Uganda: UNESCO.

Wise, N. (1996). Did I have too many kids? *Redbook, 186*(5), 148-160.

Wong, M. (2010). Effectiveness of metacognitive strategies instructionon developing secondary 4 students . Honkong:The University of Honkong.

World Almanac. (2001). *Poverty level and family size*, *1980-1999*. Retrieved from

> http://connection.ebscohost.com/c/reference-entries/4002082/poverty-level-by-family-
>
> size-1980-99

Yani, S. (2003). Reading habits of senior secondary school students in Zaria local

> government area. *Zaria Journal of Librarianship*, *6*(2), 30-54.

Yetis-Bayraktar, A. (2008). *Effects of maternal job quality on children's achievement*

> (Master's thesis). Retrieved from
>
> http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1235&context=theses

Zuzovski, R. (September, 2008). The impact of socioeconomic factors on achievement gaps

> on reading literacy Hebrew-speaking and Arabic speaking students in Israel (3rd IEA
>
> Research Conference Paper) Tapei Chineze: International Association for the
>
> Evaluation of Educational Achievement (IEA).

-------- (2014*) Adolescent literacy :Classroom strategy inferential reading* http://www.

> adult.org/strategie.123355.

Appendices

Appendix I: Questionnaire for Students

Demographic information

 My Dear Students,

These questionnaires are designed to find out how the teaching of reading comprehension is

being carried out in your school and to find out the techniques your teachers are using for

teaching reading. The motive behind this is to find out those factors that are related to

activities going on in the school so that we can help to salvage the dwindling fortune of

reading in our senior secondary schools and to improve the quality of teaching and learning of

reading, thus, enhance comprehension as well as achievement in reading.

 Thank you for your cooperation.

1) Name of teacher (optional)

2) Name of your school (optional)

1)   Are your parents living together? Yes / No (tick either).

 2)   How many years have they been separated?

 3) What are your experiences like as a result of this?

  4) Are your parent alive (if yes or no, state which one is alive or dead)

 Please rate according to the scale below: What is the level of your family's education.

Relation	No Education	Less than Primary Six/Seven	Primary Six/Seven	JSE	WASCE/GCE	Diploma	Degree	Master's	Doctorate
Self									
Spouse									
1st sibling									
2nd Sibling									
3rd Sibling									
4th sibling									
5th sibling									
Yourself									

How many of each of these items do you have in your family? (Tick as many as possible,

indicate zero if you do not have any):

Items	Number of Items	Comments (if any)
Cars/buses/		
Tractors		
Commercial houses rented out		
Rooms in your residential home		
Water system (Flush toilet)		
Electricity at home		
Gas cookers		
Electric cookers		
Phone (land line)		
Refrigerator		
Televisions		
Big screen TV		
Video machines		
DVD player		
Radio		
Computer/laptops		
Internet		
Farms with borehole		
Farms		
Livestock/Cattle/goats		
Commercial shops/business		
Paid maid/servant		
No of books		
No. of newspapers per week		
No. of magazines/journals		
Libraries		

Appendix II A Home and School Factors Questionnaire

Read each of the statements in the table carefully, and using the following options, react

according to your level of agreement with the statement by ticking under the appropriate

option:

 SA= Strongly Agree **A**= Agree **SD**= Strongly Disagree **D** = Disagree

Home factors/ Parental involvement	SD	D	A	SA
1a) My parents always insist I do my reading assignment at home.				
2 a) Our teachers encourage us to read.				
3 a) School library has many books				
4a) My parents sometimes inquire from my teacher how well I am reading.				
5a) Our teacher does everything to make sure we improve in reading.				
6a) Our school library is accessible.				
7a) My parents supervise my reading at home.				
8a) We have a reading club in our school.				
9a) School library officials organise reading seminars or classes .				
10a) MY parents make me to read for them at home.				
12a) Students are taught to source for or search for boo ks on reading in our school.				
13a) My parents reward me for my efforts at reading.				
14a) There is a price for reading in my school.				
15a) The book in the library are relevant.				
16a) My parents buy me textbooks other than the recommended texts in reading.				
17a) We are given opportunity to use our local story in reading in our school.				
18a) The seating in the library is convenient for reading.				
19a) My parents always tell me " You are well done" in reading.				
20a) The school provides for reading in the time table.				
21a) Librarians and officials organise reading competitions.				
22a) Our teacher teaches us how to read.				
23a) Library management and officials organise field trip for us on reading.				
24a) We are provided with thought-provoking reading books on reading.				

Comments (if sny) _____

_____

Appendix II B Student's Questionnaire on Reading Strategies Used by Their Teachers

Read each of the statements in the table carefully, and using the following options, react according to your level of agreement with the statement by ticking under the appropriate option:

		SD	D	A	SA
1b	Our teachers teach us to read for exact meaning i.e. (literal meaning).				
2b	Our teacher teaches us inferential reading i.e. (implied meaning reading).				
3b	Our teacher teaches us to read to identify main idea from supporting details.				
4b	Our teachers teach us to narrate the stories that are related to the passage.				
5b	Our teacher invites resource person knowledgeable in a given specialisation to our class.				
6b	Our teacher organises field trip and excursion on reading.				
7b	Our teacher organises field trip and excursion on reading.				
8b	Our teacher uses audio visual aids e.g. television, tape recorder.				
9b	Our teacher discusses the topic before reading the passage.				
10b	Our teacher teaches us to read aloud.				
11b	Our teaches us to read alloud and stops to explain occasionally.				
12b	Our teacher teaches us silent and oral reading.				
13b	Our teacher teaches us syntactic clues i.e. guessing the meaning through the environment surrounding the use of the words.				
14b	Our teacher teaches us to look up the meaning of words in the dictionary.				
15b	Our tells us the meaning of words in a passage being read.				
16b	Our teacher teaches us how to use the words in sentences.				
17b	Our teacher teaches us how to guess the meaning of words from context clues.				
18b	Our teacher uses demonstration to teach reading.				
19b	Our teacher uses free response questions to teach reading.				
20b	Our teacher uses multiple choice questions to teach reading.				
21b	Our teacher asks us to describe an episode or situation similar to the one in the passage.				
22b	Our teacher groups us together to write summary of the passage.				

Appendix II C: Questionnaires on Critical Reading Strategies

#S		SD	D	A	SA
1c	Our teacher uses surrounding anecdotes (shot story) to teach reading				
2c	Our teacher previews the text before reading the passage				
3c	Our teacher asks us to look through the table of contents before reading				
4c	Our teacher asks us to scan and skim through the passage before reading.				
5c	Our teacher teaches us to answer the questions underneath the passage				
6c	Our teacher teaches us to suggest suitable title to the passage read.				
7c	Our teacher asks us to share an experience related to the one in the passage.				
8c	Our teacher asks us to find out the meaning the words in the passage.				
9c	Our teacher teaches us to generate sentences from the paragraphs being read.				
10c	Our teacher teaches us to outline the salient points in each of the paragraphs of the passage being read.				
11c	Our teacher teaches us to compose story similar to the episode shared in the passage.				
12c	Our teacher uses newspapers to teach reading.				
13c	Our teacher brings pictures of notable personalities, places, and scenes to reading classes.				
14c	Our teacher asks us to dramatise scenes similar to the one read in the passage.				
15c	Our teacher teaches us to listen while reading.				

16c	Our teacher distinguishes between hearing and listening while teaching reading.				
17c	Our teacher asks us to be attentive while teaching reading.				
18c	Our teacher uses cloze questions to teach reading				
19c	Our teacher uses think and search questions to teach reading				

20 c   Our teacher uses right in the passage questions to teach reading

Add any other information considered necessary on how you are taught reading in your class.

Appendix III: Comprehension Achievement Test

Instruction: Read these passages and answer the questions below them.

The El-Rashid Stadium, Dubai wore a new look with flags of the participating countries flying. Spectators' moods were high and the players put up a show of bravery as the Manu Garba and Roland Larson's <u>tutored</u> boys filed out to treat the world into yet another frenzy display of football artistry. It was the semi-final of the FIFA under 17 World Cup hosted by the U.A.E. The voice of the Nigerian Supporters' slogan could be heard rending the stadium arena. The Scandinavians were not left out as their <u>fans</u> decorated themselves with apparels of varying colours and tattoo decked all over their bodies. They sang and danced; the yell of their <u>anxious</u> victory in the epoch-making semi-final to be decided soonest was loud and clear.

Before the D-day, a display of bravado among the coaches and players of both teams to outdo each other had been on*; the heightened moment* orchestrated by the 3 goals apiece played by both teams at the group stage of the competition. At about 5 pm, the Nigerian time, the kick-off started with a display of exciting football from the teams, embedded with tremendous pace, till a minute before the African took control of the half. This dominance paid-off in the 21st minute of the game, a pass from Mohammed to Ihanacho was looped over the Swedes' defenders by the former to Awoniyi, who made no mistake in curling the ball to the opponents' net for the Nigerians first goal described as WAZOBIA goal by watching fans. The score line remained till the end of this half

The first minute of the second half saw a header from Chidera Eze hit the right cross-bar to deny the Nigerians the second goal. Thereafter, the first timers took control of the game becoming aggressive and <u>ferocious</u> in the attack. *Determined to draw level*, a 76th minute cross from Gentrit to Strandberg met with a deft touch and power from the latter only to be denied by the ingenuity of Alanpaso in goal for Nigeria. A resultant corner kick was also held firmly to deny the Swedes the equaliser. This firework lasted till only 81st minute of the game before a telegraphic pass from striker Awoniyi to the left back player, Okon standing in the vintage position. A powerful shot from the defender went past ambitious Mohlin to <u>consolidate</u> the Eaglets chance in the final. Chedera Eze made it three to dash the hope of the Swedes completely in the 82 minute of the game.

a) What competition was taking place?

b) Name the two players who scored the first and the last goals.

c) How was the goal described by the fans watching the encounter?

d) Where was the competition held?

e) From which regions of the world were the two countries?

f) Explain in one sentence the expression, "determined to draw level"

g) *The heightened moment* orchestrated by the 3 goal apiece

i) What grammatical name is given to the italicised expression?

ii) What is its function?

h) For each of the following words, find another word or phrase which means the same and which can replace it as used in the passage.

I) fans (b) ferocious (c) anxious (d) tutored (e) consolidate

Passage two:

One of the problems confronting the adolescent and young adults is how to make a choice of a career. This is because majority of them are faced with the <u>herculean </u>task of what choice to be made among a <u>plethora </u>of options beckoning at them Most of these teeming youths often end up with careers they are not best suited for leading to frustration.

Series of environmental influences starting from wrong counselling either from parents, peers and even the schools have been pegged down as responsible for inability to choose rightly. To make a career for oneself, the following tips are <u>necessary</u>. First, you must know what a career is, which is simply your preferred job *to earn a living*. Thus, embarking on a specific career requires self –examination of your area of interest, values, personalities and <u>capabilities</u>. Another crucial factor worthy of consideration is that the choice of the subjects leading to your career opportunity must match your talents and availability. This centres on what you are sure you are capable of doing as well as the job around.

Sequel to the above is that you must seek advice from those that are already in your area of preference since a multitude of counselling if well managed, could be of help. *Of equal relevance* is the fact that you must be <u>open-minded</u> in your choice of career. For example, if you want to be an aeronautic engineer why not asks whether subjects like physics, geography and the likes could be of immense help in your choice of career. Lastly, you must receive training that is commensurate to the career you have chosen for yourself either through university education or internship.

a) What did the writer highlight as the major problem confronting the adolescence and young adults?

b) Why was this considered a problem?

c) Identify the environmental factors stated in the passage as impediments to carer choice

d) The choice of career hinges on two words in the passage, write these words

 e) In one sentence, state the two factors among the factors highlighted in the passage as tips for career choice.

 f) *Of equal relevance*, is the fact that you must be…

i) What is the name given to the term italicised?

ii) What is its function?

 g) To earn a living

 What type of expression is contained here?

Replace the following words with words or phrases meaning the same as used in the passage

i) Plethora (ii) herculean (iii) necessary (iv) opportunities (v) open -minded

Appendix IV: Interview Schedule with Teachers

1) Name of teacher (optional)   --

-----

2) Name of your school   : ---

-----

3) What are your teaching qualifications? --

------

4) How many years have you been teaching?

    (a)1-5 years (b) 6-10 years (c) 10-15 (d) 15-20 years (e) 20 years and above?

5) How many workshops and seminars (in –service   trainings   or professional development

{PD}) on reading have you attended in the last five years?

6) To what extent has your professional competence in reading been enhanced as a result of

your participation?

7) Do you think you have enough reading facilities in your school? (Teachers should

comments generally on whether there is a library well-stocked with reading books or not).

8) What are the requirements for effective teaching of reading?

9) What challenges do you meet with regard to the teaching of reading comprehension in your

school?

10) What support do you receive from the Ministry of Education with regard to the teaching

of reading comprehension?

12) How effective was the training with regard to the teaching of reading comprehension in

English?

13) What is your feeling about Nigerian language policy?

14) What effects do they have on the teaching and reading of English language?

15) How does the Ministry of Education ensure that you keep abreast with changes taken

place in the education system with regard to teaching of English language?

16) What strategies(s) do you consider appropriate for teaching comprehension?

17) How effective is /are this/ these strategies(s) in the teaching of reading?

Appendix V

Table : Teaching Observation Guides on Seven Reading Strategies investigated

S/N	Reading Strategies	Number of Times Adopted		
		1	2	3
1.	Preview Strategy			
2.	Problem Solving/MetaCognitive Strategy			
3.	Contextualizing Strategy			
4.	Outlining Strategy			
5.	Aural/Oral Strategy			
6.	AudioVisual Strategy			
7.	Assessment/Question Strategy			