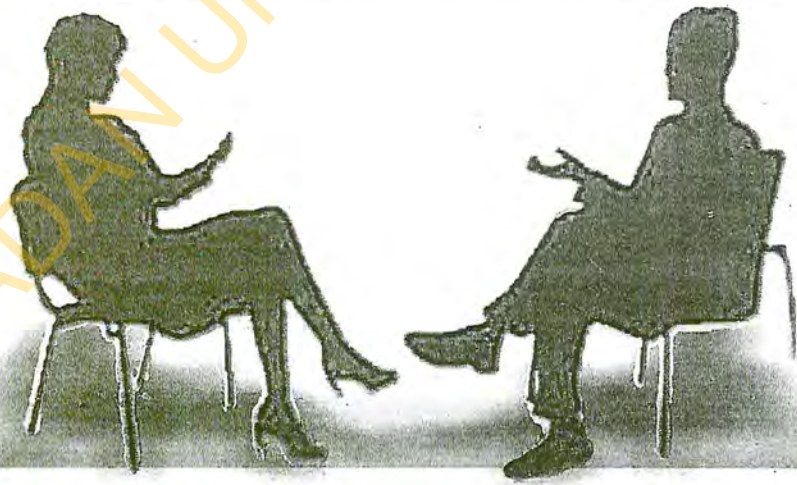
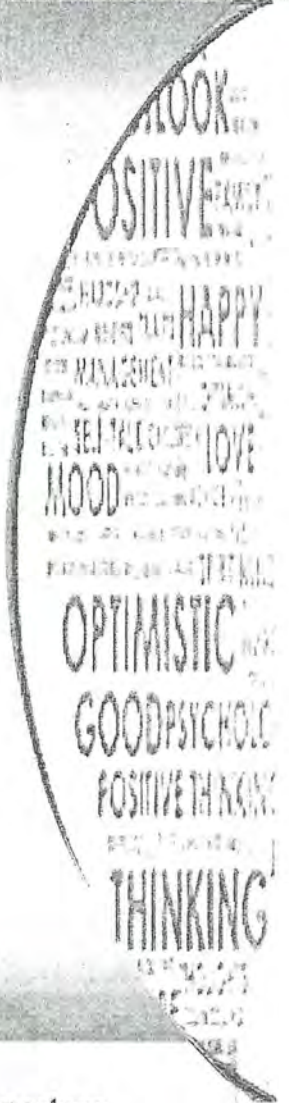
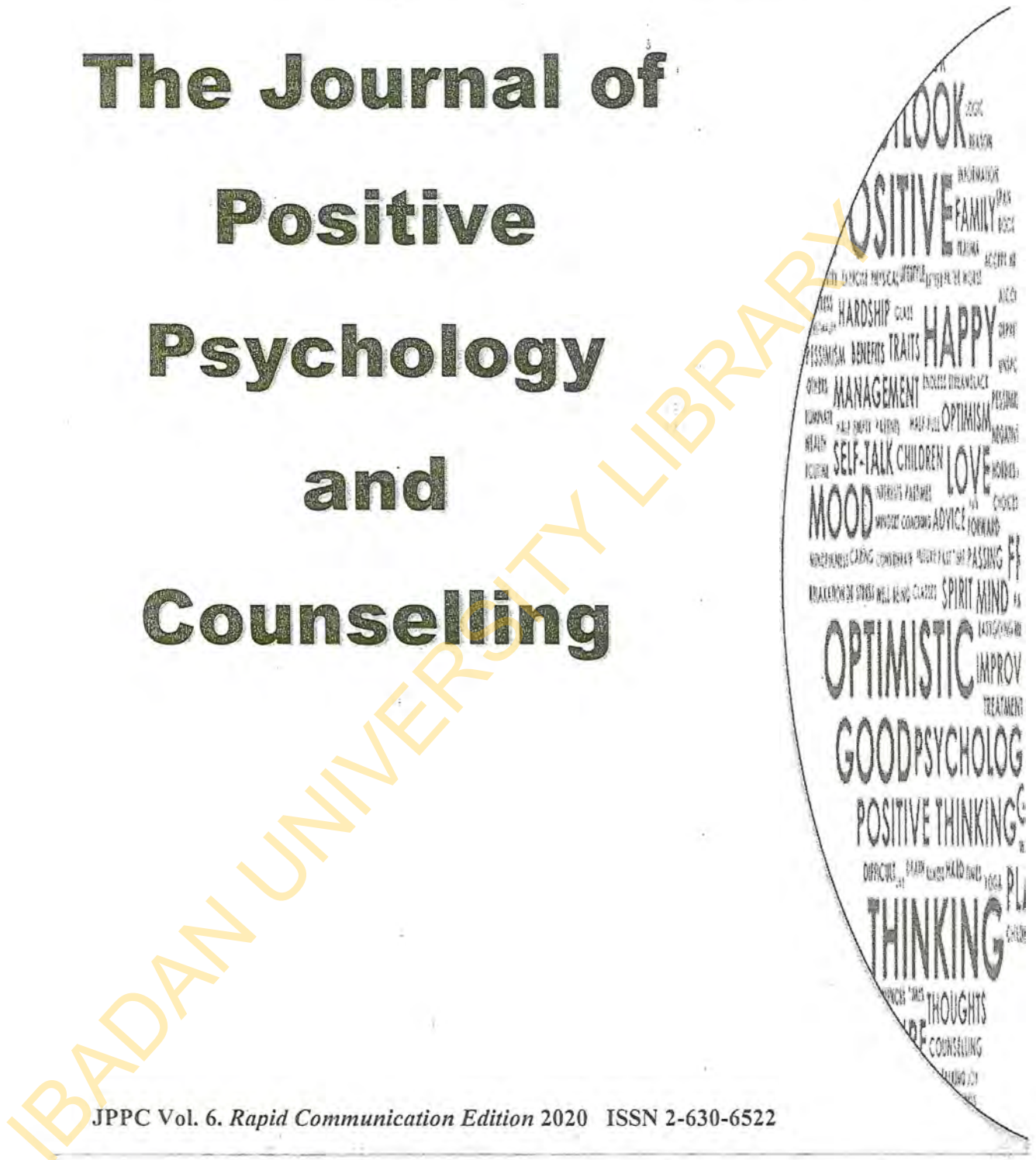


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Reading Interest, Efficiency and Emotional State as Determinants of Secondary School Students' Achievement in Reading Comprehension in Oyo State

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Abstract

The participants of the study were 250 SS II students selected from five public secondary schools in Oyo West Local Government Area of Oyo State. Four instruments were used for data collection for the study: Students' Reading Comprehension Achievement Test ($r=.79$), Questionnaire on Students Reading Interest ($r=.76$), Questionnaire on Students Reading Efficiency ($r=.81$) and Questionnaire on Students Emotional State ($r=.78$). Data collected were analyzed using Multiple Regression Analysis at 0.5 level of significance. The results revealed that reading comprehension positively correlates with reading efficiency ($r= .308$, $p< 0.05$), students' emotional state ($r = .751$, $p<0.05$) and Students reading interest ($r=.611$, $p<0.05$). The results showed a coefficient of multiple regressions $R = 0.185$ and $R\text{-square} = 0.34$. This suggests that the three factors combined accounted for 34% ($\text{Adj.R}^2= .012$) variance in the prediction of reading comprehension. There was no significant effect of the independent variables on the students' reading comprehension, $F_{(1)} = 0.561$ $P>0.05$. The most potent factor was students' reading interest ($\text{Beta} = .263$, $t= 1.789$, $P<0.05$), followed by students; reading efficiency ($\text{Beta} = .139$, $t= 1.613$, $P<0.05$), except for students' emotional state. Based on the findings of this study, it was recommended that English language teachers should create a friendly and supportive environment that will enhance students' reading interest, efficiency and positive emotional state so that, they can read and comprehend

Keywords: Reading interest, Efficiency, Emotional state, Achievement, Reading comprehension

Introduction

In English language, there are four basic language skills which are listening, speaking, reading and writing. The skills are interconnected and they work hand in hand. Reading comes before writing as a productive skill. All the skills are important but before a learner can write a language proficiently s/he must be able to read the language well. To be proficient in English language, one needs to develop good ability in all the skills because good ability in one does not cover up for deficiency in other skills.

According to National Reading Panel (2001), reading is the single most important skill necessary for a happy, productive and successful life. Ayeni (2012) asserts that reading is indispensable to knowledge acquisition and consequently the education process. Palani (2012) defines reading as identification of symbols and association of appropriate meaning with them.

Kavcar, Oguzkan and Sever (1997) views reading as the process of seeing, perceiving and comprehending words, sentences, punctuation marks and the other elements of a writing.

Ogunsiji (2003) notes that reading involves meaningful interpretation of words, phrases and sentences requiring all types of thinking such as judgmental, imaginative, creative, critical and evaluative. It is a process of extracting meanings from the written language. Reading is a process of communication that involves the writer and the reader, the encoder and the decoder. Pardo and Plourde (2005) define comprehension as a process that involves thinking, teaching past experiences and knowledge. It is an act or process of understanding the nature or meaning of something, the act or process of grasping with the mind (Alberto and Troutman, 2003). Falayi (2015) believes that comprehension is the level of understanding a text where the reader interacts, responds or reacts to what has been read in a meaningful way. According to Duke and Carlisle (2011), comprehension is the act of constructing meaning with oral or written text. On the other hand, comprehension is the ability to make meaning out of a written text. Comprehension is the ultimate outcome of the act of reading (Fox and Alexander, 2009; Paris and Hamilton, 2009). Mabekoje (2011) asserts that comprehension is the basic and ultimate goal of reading, and it simply means the laying hold on the meaning underlying a text or passage.

According to Rayner, Foorman, Perfetti, Pesetsky and Seidenberg (2001), reading comprehension is the level of understanding a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. Block, Gambell and Pressely (2002) define reading comprehension as the ability of readers to understand the surface and hidden meanings of the text. It is the process of unlocking meaning from a written text; not only understanding its direct meaning but also comprehending implied ideas. Reading comprehension is the thinking process used to make meaning of what a person reads.

Reading is an important aspect of English language examinations. The West Africa Secondary School Certificate Examination (WASSCE) and National Examination Council (NECO) use comprehension passage to test students' reading competence. Reading is tested in all aspects of the English language in external examinations but it is more efficient in the comprehension part of the examination which carries about 40% of the whole examination. It means that for a student to perform well in external examinations, such student must be able to read and comprehend.

Despite the importance attached to reading comprehension aspect of the English language, students' performance in this aspect of the English language in external examinations is still very poor. The poor performance of students in English language in external examinations has been the major cause of decline in academic achievement and standard of education in Nigeria (Fakeye, 2011). At the secondary school Certificate Examinations, a credit pass in English language is required for admission into tertiary institutions in the country.

Statistics of West African Examination Council showed the results of students who obtained credit and above in five or more subjects including English language and mathematics. In WASSCE conducted in 2016, 31.28 percent (529,425) of the total 1,692,435 candidates who sat for the examination had similar results. In 2017, 59.22 percent (923,486) of the total 1,559,162 candidates who sat for the examination obtained credits and above in five or more subjects including English language and mathematics and April/May WASSCE conducted in 2018, 49.98 percent (923,486) of the total 1,572,396 candidates who sat for the examination made credits and above in five or more subjects including English language and mathematics. In 2019, 26.08

percent of candidates who sat for the examination pass English language at credit level, while the remaining 73.92 percent failed the subject.

According to the WAEC Chief Examiner's Report (2018), our candidates hardly read, if students spend good time reading very good books, English and Literature textbooks they will improve and have good command of the English language. Some candidates also lack good usage of English vocabulary in their scripts. WAEC Chief Examiner's Report (2019) states that the performance of the candidates was fairly good as a result of the simplicity of the comprehension passage but on the contrary, some candidates did not demonstrate a clear understanding of the passage, such candidates resorted to copying portions of the passage as answers. Also, most candidates could not give a correct replacement for word as used in the passage.

The poor performance of students in reading comprehension as it affects students' performance in public examinations is of great concern to everybody because most students are being delayed from advancing in their studies to higher institution of learning, their inability to obtain a credit pass in the subject, which is a prerequisite for admission into any course in tertiary institutions (Ogunyemi, 2012). Ogwuegbe (2000) notes that one of the problems facing the educational system in Nigeria today is lack of culture. Many students cannot read and understand any given passage well. This might likely have contributed to mass failure of students in English language in external examinations.

Scholars have been carried out many studies on effective strategies of teaching reading comprehension, teacher and student related factors. These studies came up with good contributions to the teaching and learning of reading comprehension. There are more to the problem of teaching and learning reading comprehension than improving teaching strategies. Obemeata (1995) asserts that improving teaching methods and strategies alone cannot solve the problem of poor performance in schools. Reading interest, efficiency and emotional state as determinants of students' achievement in reading comprehension has not been given much research attention.

Eskey (2002) notes that by reading, one learns to read and becomes better at reading and people who read extensively can become good readers as they are exposed to new words. Consequently, they will like reading and become successful. Reading interest can be described as readings done when students are outside the school compound (McKool, 2007). The US Department of Education (2005) views reading interest as whether or not students like to read in their spare time at home or they like to read in the library. Good reading interest acts as a strong weapon for the students to excel in life (Bashir and Mattoo, 2012). According to Palani (2012), reading interest is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas.

Efficiency is the comparison of inputs and their related outputs. A more efficient system obtains more output for a given set of resource inputs, or achieves comparable levels of output for fewer inputs, other things being equal (Hanushek, 2016). Efficient reading is the act of studying skilled readers' reading process. Skilled readers' recognition skills are accurate and automatic (Treiman, 2001). Alderson (2000) notes that less proficient readers seem to be restricted by words and are not efficient enough in bottom-up processing. Abraham (2000) asserts that in efficient reading, words are supposed to be decoded automatically in order to save the time for text comprehension.

According to Trzepacz, and Baker (2013), emotional state is one's current state of mind under the domains of appearance, attitude, behavior, mood, and effect, speech, thought process,

thought content, perception, cognition, insight, and judgment. Positive and negative mood, emotions, and effects, which are known as personality characteristics and traits, have generated many researchers' interests because of the influence of its relationships on academic achievement (Chavez and Mendez, 2008).

Literature has shown that there is a strong link among reading interest, efficiency and emotional state with specific reference to academic achievement in Literature in English and other aspects of English language but the extent to which these variables would determine students' achievement in reading comprehension has not received much research focus. Therefore, this study investigated reading interest, efficiency and emotional state as determinants of secondary school students' achievement in reading comprehension in Oyo West Local Government Area of Oyo State.

Research Questions

1. What relationship exists among reading interest, efficiency, emotional state and students' achievement in reading comprehension?
2. What is the joint contribution of reading interest, efficiency and emotional state to students' achievement in reading comprehension?
3. What is the relative contribution of reading interest, efficiency and emotional state to students' achievement in reading comprehension?

Methodology

The study adopted the descriptive research design of the correlational type. Five (5) senior secondary schools were randomly selected from eleven (11) public senior secondary schools in Oyo West Local Government Area of Oyo state. Fifty (50) students were randomly selected from each school making a total of two hundred and fifty students (250) students. In all, a total number of two hundred and fifty students (250) participated in the study. 108 male students and 142 female students participated in the study. Four research instruments were used for data collection: Students' Reading Comprehension Achievement Test ($r=.79$), Questionnaire on Students Reading Interest ($r=.76$), Questionnaire on Students Reading Efficiency ($r=.81$) and Questionnaire on Students Emotional State ($r=.78$). Data collected were analyzed using Multiple Regression Analysis.

Results

Research Question 1:

What relationship exists among students reading interest, efficiency, emotional state and students' achievement in reading comprehension?

Correlation matrix showing the relationship between study variables

Variables	Mean	Std. Dev	1	2	3	4
Achievement in reading comprehension	48.100	3.1982	1.000			
Reading efficiency	34.176	2.5614	.308**	1.000		
Students' emotional state	39.541	2.1114	.751**	.407	1.000	
Students' reading interest	11.747	2.4610	.611**	.275	.422	1.000

Correlation is significant at 0.05 (2-tailed)

Table 1 reveals the relationship that exists among reading interest, efficiency, emotional state and students' achievement in reading comprehension. Achievement in reading comprehension positively correlates with reading efficiency ($r = .308, p < 0.05$), students' emotional state ($r = .751, p < 0.05$) and Students reading interest ($r = .611, p < 0.05$). This implies that the higher the reading efficiency, Students' emotional state and students' reading interest, the higher the reading comprehension.

Research Question 2: What is the joint contribution of students reading efficiency, Students' emotional state and Students reading interest to students' achievement in reading comprehension?

Table 2: Summary of regression for the joint contributions of independent variables to the prediction of Students reading comprehension

R = .185 ^a						
R Square = .034						
Adjusted R square = .012						
Std. Error = 2.52555						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.865	3	9.955	0.561	.202 ^b
	Residual	841.952	247	6.378		
	Total	871.816	250			

Table 2 reveals significant joint contribution of the independent variables (students reading efficiency, Students' emotional state and Students reading interest) to the prediction of reading comprehension. The result yielded a coefficient of multiple regressions $R = 0.185$ and $R\text{-square} = 0.34$. This suggests that the three factors combined accounted for 34% ($\text{Adj.}R^2 = .012$) variance in the prediction of reading comprehension. The other factors accounting for the remaining variance are beyond the scope of this study. There was no significant effect of the independent variables on the students' reading comprehension, $F_{(1)} = 0.561 P > 0.05$.

Research Question 3:

What is the relative contribution of students reading interest, efficiency and emotional state to students' achievement in reading comprehension?

Table 3: Relative effect of the independent variables to the prediction of Students' reading comprehension?

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.984	2.5333		10.258	.000
	Students reading efficiency	.125	.077	.139	1.613	.004
	Students' emotional state	-.012	.089	-.011	-.133	.894
	Students reading interest	.193	.118	.263	1.789	.002

Table 3 shows that two out of three predictors (students reading efficiency, Students' emotional state and students reading interest) are potent predictors of students' reading comprehension. The most potent factor was students' reading interest (Beta = .263, $t = 1.789$, $P < 0.05$), followed by students; reading efficiency (Beta = .139, $t = 1.613$, $P < 0.05$), except for students' emotional state. This implies that, an increased influence of students' reading interest will improve students' reading comprehension by 17.9%, while students' reading efficiency will improve students' reading comprehension by 16.1%.

Discussion of Findings

Table I revealed that there was a positive relationship between the independent variables and the dependent variables. The independent variables (reading interest, efficiency and emotional state) positively correlate with the dependent variable. This finding is in line with Wahyuni (2019) who revealed that there was correlation between reading interest and reading comprehension. Wigfield and Guthrie (1997) found that a person's emotion and feelings would make one to either approach or avoid a process of reading comprehension.

Table II revealed that there was significant joint contribution of the independent variable (reading interest, efficiency and emotional state) to students' achievement in reading comprehension. This finding is similar to Dennis (2008) who found that learners' interest is very important in developing reading comprehension skill. Gardner and MacIntyre (1993) also revealed that emotional state affected students' reading comprehension.

Table III revealed that reading interest, efficiency and emotional state contributed relatively to students' achievement in reading comprehension although reading efficiency and interest relatively contribute to students' achievement in reading comprehension than the emotional state of students however, two out of the three variables (reading interest and efficiency) are the most essential feature that determines achievement in reading comprehension. However, Uwaifo 2008 revealed that emotional state of a learner is an important factor in determining his/her achievement in reading comprehension and academic achievement in general.

Conclusion and Recommendations

The study has established the potency of the three independent variables (reading interest, efficiency and emotional state) on the achievement of students in English language reading comprehension. Based on the findings, the study has provided a better understanding of the three variables as they exert influence on students' achievement in reading comprehension in Oyo West Local Government Area of Oyo State.

Based on the findings of this study, it is recommended that English language teachers should create a friendly and supportive environment that will enhance students' reading interest, efficiency and positive emotional state. Students should be encouraged to join any English language reading club in their schools, so that they can learn how to read better from others. This will improve their reading ability.

The Teaching Service Commission (TESCOM) and other educational bodies should organize seminars, workshops and other in-service training programme for English language teachers on methods and techniques of teaching their students to read and comprehend.

Parents should provide the necessary reading materials such as textbooks, novels, dictionaries, writing materials and notebooks for their children in order to enhance their reading resourcefulness and skill. Considering the vital importance of reading to human survival, they should organize remedial or coaching classes for under achieved students in reading and reading comprehension.

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