



Research Paper

Reading Efficiency and Academic Performance of Secondary School Students in English Language In Ethiope East Local Government Area

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ABSTRACT

This study examined the reading efficiency of secondary school students and academic performance in the English language in the Ethiope East Local Government area of Delta State. The researcher used a correlational research design. The population of the study comprises ten thousand and eighty-nine (10,089) secondary school students in the Ethiope East Local Government Area. The sample of the study consists of 370 students drawn from ten secondary schools. A Reading Efficiency Scale (RES) and a checklist were used to collect data for this study. The reliability of the RES was determined using test retest method. and a reliability coefficient of 0.713 was obtained. The data collected for this study were analysed using linear regression and the PROCESS macro in SPSS at a 0.05 level of significance in accordance with the hypotheses. The result of the analysis indicated that there was a significant relationship between students' reading efficiency and academic performance; there was a significant moderating influence of gender on the relationship between students' reading efficiency and academic performance; there was no significant moderating influence of school ownership on the relationship between students' reading efficiency and academic performance; and there was no significant moderating influence of parents' education relationship between students' reading efficiency and academic performance. Based on the findings, it was therefore recommended that teachers should develop strategies to ensure that students are motivated and encouraged to read by making enough reading materials available to them to improve their efficiency and academic performance in the English language.

KEYWORDS: reading efficiency, academic performance, English language, gender, school ownership, parents education.

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I. INTRODUCTION

In all states of Nigeria, including Delta state and Ethiope East local government area, in particular, the English language is used in classroom sessions at the primary level, with limited use of the mother tongue. As a result, the English language is an important part of our educational system at all levels, from elementary to university education. One of the strategies for teaching English is through reading. As a result, reading is an important part of any educational process, as it is necessary in all courses taught at all levels of the educational system (Cimmiyotti, 2013). Reading is perhaps the most often used skill in a literate society. Reading is an important tool for studying, increasing awareness, preparing for future careers, and simply having pleasure (Grigg and Mann, 2008). In order to comprehend the message represented by a particular text, a reader must be able to read rapidly and accurately. This means that every student must learn to read and read well, as reading gives students access to every subject in the school curriculum as well as every job. As a result, reading is a tool that any student can use to do well in their other job.

Reading, as Hermida (2009) points out, is possibly the most important skill for students to succeed in their studies. One important aspect of reading as a skill is reading efficiency. In English studies, reading efficiency is a critical component of reading activities. Fluent, stress-free, and comfortable reading is the definition of reading efficiency. Reading efficiency is when you can read for a long time with good comprehension and not spend a lot of time and energy on reading mechanics. Reading efficiency means that a person can keep their place in a line of text, move their eyes from one word to the next, and return from the end of one line of text to the beginning of the next without moving their eyes too much. Many students don't read quickly enough, which makes it hard for them to navigate literature in a way that helps them understand what they're reading. This could have a big impact on their English studies grades. Several studies have shown that

children who are efficient at reading perform better than their counterparts who cannot read efficiently on all academic performance indicators (Ercikan, Chen, Goodrich, Wolff-Michael, & Simon, 2014). For example, Ercikan et al. (2014) found a strong correlation between reading efficiency and academic success. According to Greaney and Hegarty (as cited in Abdiul, 2021), reading quickly has a positive effect on how well kids do in elementary school. The effect of reading efficiency on academic performance may be different based on gender, the ownership of the school, and the education of the parents who raised them. As a result, this study looked at gender, school ownership, and parents' educational backgrounds as variables that could affect the possible relationship between reading efficiency and students' academic performance in the English language, as well as how these variables might affect this relationship.

Gender is one of the factors that has been shown in the literature to have a significant impact on the academic performance of students. Gender refers to a set of physical, biological, mental, and behavioural characteristics that distinguish the female and male populations. The significance of examining gender-related performance stems primarily from the socio-cultural variation between girls and boys. Some vocations and professions have traditionally been considered men's (engineering, arts, and crafts), while others have traditionally been considered women's. In fact, parents assign tasks to their sons, such as car washing, grass cutting, bulb replacement, climbing ladders to fix or remove items, and so on. On the other hand, chores such as dishwashing, cooking, and cleaning, on the other hand, are assigned to the girls. In a nutshell, boys are assigned to tasks that are considered complex and difficult, while girls are expected to handle tasks that are relatively easy and less demanding. As a result of this mindset, the general public views girls as having weaker sex. " As a result, an average Nigerian girl goes to school with these preconceived notions. Clark and Foster (2015) are of the view that girls prove to be more positive than boys towards reading. But in the school years, boys read more to get a good job in the future, while girls read for fun and a break. Gender and background have an effect on the reading abilities of students. Reading habits are essential and can have a positive impact on all age groups. Bas (2012) established through his findings that the reading habits of high school students showed a significant difference according to gender variable in favour of female students. However, Uloma, Obro, and Akpochafo and Williams (2021), however, show that no significant difference exists between boys' and girls' performance in reading abilities. As a result, one can say that studies about the effect of gender on academic performance are still not clear. This is why we need to use gender as a moderator in this study.

Besides gender, school ownership is another moderating variable in this study. The term "school ownership" may be defined as an educational entity that owns, controls, directs, and operates a given school. School ownership, according to Nitin (2020), is the condition or fact of having exclusive rights and authority over a specific school. There are two key ways to look at school ownership. These are public and private schools. Any school operated and/or funded by the state or national government is referred to as a "public school." A private school, on the other hand, is one that is funded and managed by religious or social organizations, or other private organisations or individuals. There have been claims that school ownership is one factor that influences learning practises and, as a result, student success. In certain parts of the world, there is also a widespread belief that students who attend private schools do better than those who attend public schools. Roscingno and Crouley (2012) found that public secondary schools are disadvantaged with regard to those families and school resources that are conducive to educational success. They are disadvantaged by low human capital and limited core economic opportunity. Parents are unable to support their children's education in private secondary schools. This unfortunate state of affairs is reinforced by public schools' lack of resources. Young (2018) examined private and public schools' differences in students' achievement and found a negative effect with public secondary schools only. This suggests that the academic performance of students in public schools is lower than that of their counterparts studying in private schools. Since school ownership is considered an antecedent to academic success, it warrants further investigation in order to understand its link with reading efficiency and academic performance. If this is done, it could lead to more conclusive findings about its role in reading speed and academic performance, especially in the Ethiope East area of Delta state.

Another moderating variable of interest to the researcher in this study is parents' education. Parents' education is the highest level of education that parents have attained. Parents' education influences their children's skills, values, and knowledge of the educational system, which in turn influences their educational practises at home. Parents with more education talk and use more varied languages, which influences the language skills of the child (Hoff, 2003). Parents with more education also have higher expectations for their children's education, which facilitates greater educational attainment for their children. Ntitika (2014) found that parental level of education affects students' academic performance. In a similar study, Ogwen, Kathuri, and Obara (2014) showed a positive correlation between the level of education of the mother and the students' academic performance. Makewa et al. (2012) established that parental level of education affects the academic performance of pupils, and Muola (2010) also found a positive correlation between parental level of education and children's academic achievement. Studies (Muruwei 2011 and Alok, Osakinle, and Onijingin, 2013) showed that parental level of education had a great influence on students' academic performance. Iruoegbu and

Ighweike (2020), however, revealed that parental education did not affect young children's reading skills development. Hence the need to further investigate it as a moderating variable in this study.

Statement of the Problem

The problem of this study is ascertaining the reading efficiency of secondary school students and their academic performance in the English language. The English language is a core subject in secondary schools. English is a language of communication and is used to teach other subjects. It appears from the personal observation of the researcher that a large percentage of secondary school students cannot read efficiently. There is an argument that learning in the Ethiopia East local government area of Delta state is largely exam-oriented because of the undue emphasis on paper qualification, which is usually based on performance on just one examination for admission or certification purposes. This style of learning and reading is a longstanding problem that has spread throughout society, leading to a high rate of failure. Reading makes people who are well-informed and have broadened minds. They can help both themselves and their country grow.

It is evidently clear that globalisation is one of the major challenges to effective reading. Furthermore, technology has revolutionised communication, resulting in globalization, which includes television, the internet, mobile phones, and microchips. However, the effect is a preponderance of technological devices that make reading books a difficult and expensive task. Indeed, personal observation shows that the electronic media, particularly television, mobile phones, computers, and even the radio, are gradually taking over the relevance of books in society. Therefore, to find a solution to students' reading efficiency in secondary school so as to produce a better academic performance. The current work is motivated by the scarcity of research on the impact of reading efficiency on students' academic achievement in English in Delta State, notably in the Ethiopia East local government area of Delta State. It is an attempt to solve this study gap, specifically to better understand the impact of students' reading efficiency on academic performance in the Ethiopia East local government area of Delta state.

Hypotheses

The following null hypotheses guided the study

1. There is no significant relationship between students' reading efficiency and academic performance in Ethiopia East local government area of Delta state
2. There is no significant moderating influence of gender on relationship between Students' reading efficiency and academic performance in Ethiopia East local government area of Delta state.
3. There is no significant moderating influence of school ownership on relationship between Students' reading efficiency and academic performance in Ethiopia East local government area of Delta state.
4. There is no significant moderating influence of parents' education relationship between Students' reading efficiency and academic performance in Ethiopia East local government area of Delta state.

Purpose of the Study

This study seeks to find out reading efficiency of secondary school students and academic performance in English language in Ethiopia East local government area of Delta state. However, the main purpose this study is:

1. examine the relationship between students' reading efficiency and academic performance in Ethiopia East local government area of Delta state.
2. determine the moderating influence of gender on relationship between Students' reading efficiency and academic performance in Ethiopia East local government area of Delta state.
3. investigate moderating influence of school ownership on relationship between Students' reading efficiency and academic performance in Ethiopia East local government area of Delta state
4. assess the moderating influence of parents' educational background relationship between Students' reading efficiency and academic performance in Ethiopia East local government area of Delta state.

Significance of the Study

Reading serves a unique purpose and it is the only know time achieve that open the vista of the future. This study therefore, if successfully completed and useful findings made stand to be of a benefit till students, parents, school and the community. The student in a way that the academic performance of the people will be increased and the students will achieve in both the school examination procedure and personal development. The parents will also benefit in the aspect of the child ability to copy with the moral ethnic of the people, and also the parent will know that their financial input to the child academic is not useless, but an achievement when the child has a good developing habit in reading.

The school and the community will benefit in a way that, the school students will not be a problem to the community at large, and to the school environment. Any findings or recommendation in this study which aid in the reduction of the problem would enhance reading habit effectively. Therefore, stating the significant of this

research will enable us to bear the under listed items in mind, the major significant of this study, therefore, is to review and upgrade the reading efficiency of secondary school students (pupil) so that they can develop, improve and maintain an effective and efficient study habit which improves their academic performance. This research will also assess their general performance in their various studies. Finally, it will serve as a basis for their research and will help in the time constraint and provision of resources.

Scope and Delimitation of the Study

This study examined reading efficiency of secondary school students and academic performance in English language in Ethiopia East local government area of Delta State. The study covers variables such as reading efficiency in relation to gender (male and female), and school ownership (public and private). The independent and dependent variables are reading efficiency and academic performance respectively. Gender, school ownership and parents' education are moderating variables. The study will also cover the entire secondary schools in Ethiopia East local government area of Delta State. The study was, however, limited to senior students in public and private secondary schools approved by the ministry of education across the local government area.

II. Materials and Research Method

Design of study

The researcher used a correlational research design. The correlational research design is a type of research design that measures the influence of one factor on the other. It is used to estimate the extent to which the value of one variable changes in an identifiable manner. This design was considered appropriate for this study because it determines the relationship between reading efficiency and academic performance.

Population of the Study

The population in the study was 10,089 senior secondary school students from 66 secondary schools in Ethiopia East local government area of Delta State as obtained from the Ministry of Education, Isiokolo.

Sample and Sampling Procedure

The sample of this study consists of 370 senior secondary school students drawn from the population with the aid of Krejcie and Morgan (2006) statistical table. The Krejcie and Morgan (2006) statistical table was used to ensure that a manageable sample was obtained from the population. Simple random sampling technique was used in selecting the sample for the study. At the first stage, ten secondary schools comprising five public secondary and five private secondary schools were selected using simple random sampling technique. Thereafter simple random sampling technique by ballot method was also used to select 37 students from the selected secondary schools.

Research Instruments

Two instruments were used to collect data for this study. The instruments were questionnaire and checklist. The questionnaire was titled "Reading Efficiency Scale (RES)". The Reading Efficiency Scale which consists of 18 items was adapted from Vilhena and Pinheiro (2016) with slight modification. The four-point scale (true, false, sometime and I don't know) response format used by the author was changed to a four-point response scale of Always (4), often (3), sometime (2) and never (1) (See Appendix A). Also the number of items were reduced from 21 to 18. Three items were removed because they are based on measurement of comprehension). The checklist was used to collect Students' first term overall percentage score which represents academic performance from the school examination unit.

Validity of the Instrument

The validity of the instrument was determined by an expert in Measurement and Evaluation and English Language teacher. These experts assessed the instrument for appropriateness and suitability to the study. The content and construct validation of the instrument was done using factor analysis. The instrument was administered to 50 students from five secondary schools in Agbor metropolis and the data obtained was subject to factor analysis. The content and construct validity of the Reading Efficiency Scale was estimated using multivariate factor analysis. The Principal Component Analysis (PCA) was used for processing the data. The Varimax Kaiser Normalization extraction method was also utilized in estimating the content and construct validity. The content validity of each of the scales was established by the total Cumulative variance of all the items.

A total Cumulative variance of 77.52% was obtained for the scale (Appendix B). This means that all the 18 items in RES covered up 77.52% of the domain of RES variable with a total of unexplained variance of 22.48%. On the other hand, the construct validity was estimated with the rotated factor loadings matrix. Item with rotated factor loading matrix of .40 and above was considered construct valid. Items on Reading Efficiency

Scale (RES) has rotated factor loadings matrix which ranged between .599 and .913. Since the rotated factor loading matrixes range between .599 and .913 the instrument was considered construct valid.

Reliability of the Instrument

The test-retest method was employed by the researcher to find out how reliable the instrument of the study was. This reliability method was used to ascertain the stability overtime of the instrument. This was done by administering 50 copies of the “Reading Efficiency Scale” to 50 public school and private secondary school students in Agbor. After two weeks’ interval, the instrument was re-administered to the same student to fill and return on the spot. Pearson Product Moment correlation was used to compute the reliability of the instrument and reliability coefficient of 0.713 (Appendix C) was obtained indicating that the instrument is reliable.

Method of Data Collection

The researcher administered the questionnaire personally to the secondary school students and allowed them to go through it and fill them at their own pace. They were collected back from them immediately. The researcher having established a reasonable amount of rapport with the students had no problem in distributing and collection of the questionnaire. The researcher administered two hundred (370) questionnaire to the respondents and collected all the questionnaire without misplacing anyone. Thereafter the checklist was used to collect Students’ first term overall percentage score which represent academic performance from the school examination unit.

Method of Data Analysis

The data collected for this study were analyzed in line with the formulated hypotheses using linear regression and PROCESS macro (Hayes, 2022) in SPSS. In the analysis hypothesis one was tested using linear regression and hypotheses three to four were tested using PROCESS macro in SPSS. All hypotheses were tested at 0.05 level of significance.

III. PRESENTATION OF RESULTS

Hypothesis one

There is no significant relationship between students’ reading efficiency and academic performance

Table 1: Linear Regression Analysis the Relationship Between Students’ Reading Efficiency and Academic Performance.

Model		Sum of Squares	df	Mean Square	F	Sig.	Remark
1	Regression	80.578	1	80.578	28.397	.000	Null hypothesis rejected
	Residual	1044.222	368	2.838			
	Total	1124.800	369				

$\alpha = 0.05, r = .268, r^2 = 0.072$

Table 1 reveals a linear regression output of the relationship between students’ reading efficiency and academic performance. The computed F-value of 28.397 and a p-value of .000. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than the alpha level of 0.05. Thus, the null hypothesis was rejected. This indicated that there was significant relationship between students’ reading efficiency and academic performance.

Hypothesis Two

There is no significant moderating influence of gender on relationship between students’ reading efficiency and academic performance

Table 2: Summary of the Moderation Analysis of the Moderating Influence of Gender On Relationship Between Students’ Reading Efficiency and Academic Performance

Model		b	Std. Error	t	Sig.	R	R2	Adjusted R2
1	(Constant)	11.8000	1.8476	6.3867	.000			
	reading efficiency	-1.7333	.5998	-2.8900	.041	.5421	.2939	.0833
	Gender	-10.4000	1.2997	-8.0019	.000			
	reading efficiency x gender	2.5333	.3855	6.5721	.000			

$\alpha = 0.05,$

Table 2 showed a moderation analysis using the PROCESS macro (Hayes, 2022) in SPSS to test whether there is a moderating influence of gender on relationship between Students' reading efficiency and academic performance. Testing the null hypothesis at alpha level of 0.05, the interaction effect (reading efficiency X gender) was significant ($b= 2.53$, $p = .000$) which indicated that moderation did occur. Thus, it was concluded that there is a moderating influence of gender on relationship between Students' reading efficiency and academic performance. The R^2 with the inclusion of the interaction was .2939 which indicated that the interaction accounted for 29.39% variation in academic performance of students.

Hypothesis Three

There is no significant moderating influence of school ownership on relationship between students' reading efficiency and academic performance.

Table 3: Summary of the Moderation Analysis of the Moderating Influence of School Type On Relationship Between Students' Reading Efficiency and Academic Performance

Model	b	Std. Error	t	Sig.	R	R ²	Adjusted R2
(Constant)	5.7393	1.9046	3.0134	.0028			
reading efficiency	-.2507	.6413	-.3909	.6961	.3899	.1520	.0155
1 School type	-4.0967	1.1703	-3.5004	.0005			
Reading efficiency x school ownership	.9612	.1938	2.5865	.0101			

$\alpha = 0.05$,

Table 3 showed a moderation analysis using the PROCESS macro (Hayes, 2022) in SPSS to test whether there is a moderating influence of school type on relationship between Students' reading efficiency and academic performance. Testing the null hypothesis at alpha level of 0.05, the interaction effect (reading efficiency X school type) was significant ($b= .9612$, $p = .0101$) which indicated that there was a moderating influence. Thus, it was concluded that there is a moderating influence of school type on relationship between students' reading efficiency and academic performance. The R^2 with the inclusion of the interaction was .1520 which indicated that the interaction (reading efficiency x school type) accounted for only 15.20% variation in academic performance of students.

Hypothesis Four

There is no significant moderating influence of parents' education on relationship between students' reading efficiency and academic performance.

Table 4: Summary of the Moderation Analysis of the Moderating Influence of Parents Education on Relationship Between Students' Reading Efficiency and Academic Performance

Model	b	Std. Error	t	Sig.	R	R ²	Adjusted R2
(Constant)	3.8333	1.3887	2.7604	.0061			
reading efficiency	-.5000	.5128	-.9750	.3302	.3089	.0954	.0073
1 Parent education	-.5000	.6128	-.8158	.4152			
reading efficiency x parent education	.3333	.1938	1.7189	.0863			

$\alpha = 0.05$,

Table 4 showed a moderation analysis using the PROCESS macro (Hayes, 2022) in SPSS to test whether there is a moderating influence of parent education on relationship between Students' reading efficiency and academic performance. Testing the null hypothesis at alpha level of 0.05, the p-value of the interaction effect (reading efficiency X parent education) was greater than 0.05 ($b= .3333$, $p = .0863$) which indicated that there was no moderating influence. Thus, it was concluded that there is no moderating influence of parent education on relationship between students' reading efficiency and academic performance. The R^2 with the inclusion of the interaction was .0954 which indicated that the interaction (reading efficiency x parent education) accounted for only 9.54% variation in academic performance of students.

IV. DISCUSSION OF RESULTS

Relationship Between Students' Reading Efficiency and Academic Performance.

Hypothesis one determines the relationship between students' reading efficiency and academic performance. The analysis of the data indicated that there was a significant relationship between students' reading efficiency and academic performance. The reason for this finding could be that when students lack the ability to navigate through a text in a way that supports effective understanding due to a lack of reading efficiency, their academic achievement in English studies is negatively affected. Children who are efficient at reading perform better than their counterparts who cannot read efficiently on all academic performance indicators. This finding corroborated the finding of Ercikan et al. (2014), who found a significant correlation between reading efficiency and academic success. The finding also aligns with Greaney and Hegarty's (2017) finding that reading efficiency has a positive association with primary school children's achievement.

Moderating Influence of Gender on the Relationship Between Students' Reading Efficiency and Academic Performance

Hypothesis two determined the moderating influence of gender on the relationship between students' reading efficiency and academic performance. The analysis of the data indicated that there was a significant moderating influence of gender on the relationship between students' reading efficiency and academic performance. The possible reason for this finding could be that students' reading efficiency is being influenced by their gender, which in turn affects their academic performance in the English language. The reading efficiency of students varies on the basis of gender. This finding aligns with that of Clark and Foster (2015), who revealed that girls prove to be more positive than boys towards reading. This finding also agrees with Bas (2012), who showed that the reading habits of high school students showed a significant difference according to gender variable in favour of female students. This finding, however, Uloma, Obro, and Akpochafo (2021), however, shows that no significant difference exists between boys' and girls' performance in reading abilities.

Moderating Influence of School Ownership on the Relationship Between Students' Reading Efficiency and Academic Performance

Hypothesis three determined the moderating influence of school ownership on the relationship between students' reading efficiency and academic performance. The analysis of the data indicated that there was a significant moderating influence of school ownership on the relationship between students' reading efficiency and academic performance. The reason for this finding could be that there are library facilities in schools owned by private individuals where students go to get books and other reading materials to improve their reading abilities and academic performance. This finding is consistent with that of Roscingno and Crouley (2012), who found that public secondary schools are disadvantaged with regard to school resources that are conducive to educational success. They are disadvantaged by low human capital and limited core economic opportunity. Parents are unable to support their children's education in private secondary schools. This unfortunate state of affairs is reinforced by public schools' lack of resources. This finding also aligns with Young (2018), who looked at how students did in private and public schools and found that only public secondary schools had a negative effect on students' grades.

Moderating Influence of Parents' Education Relationship Between Students' Reading Efficiency and Academic Performance

Hypothesis four determined the moderating influence of parents' education on the relationship between students' reading efficiency and academic performance. The analysis of the data indicated that there was no significant moderating influence of parents' education on the relationship between students' reading efficiency and academic performance. This finding is surprising because it is generally believed that a parent's educational status determines the extent to which they are involved in the education of their children. Highly educated parents follow modern and adoptive academic settings for their kids at home. The reason for this finding could be that the respondents in the study believed that students who were efficient in reading were capable of performing better irrespective of their parents' level of education. Another reason is that most parents who are educated can hire the services of teachers who can teach their children. This finding is in line with that of Iruoegbu and Ighweike (2020), who revealed that parental education did not affect young children's reading skills development. This finding contradicts that of Ntitika (2014), who revealed that parental level of education affects students' academic performance.

V. CONCLUSION

From the findings, it can be concluded that students' reading efficiency influences academic performance; gender has a moderating influence on the relationship between students' reading efficiency and academic performance; school ownership has a moderating influence on the relationship between students'

reading efficiency and academic performance; parents' education has no moderating influence on the relationship between students' reading efficiency and academic performance;

VI. RECOMMENDATION

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

1. Teachers should develop strategies to ensure that students are motivated and encouraged to read by making enough reading materials available to them to improve their efficiency and academic performance in the English language.
2. Teachers should put gender into consideration when designing reading activities for students in the classroom so as to be able to enhance their reading efficiency and academic performance.
3. Administrators in public and private schools should create an environment in which students can engage in reading activities aimed at improving their efficiency and academic performance in the English language.

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APPENDIX A

READING EFFICIENCY SCALE (RES)

Section A: Personal Data

Instruction: Please tick (✓) the appropriate option

Gender: Male (); Female

School Ownership: Public school () Private school ()

Parents Education: Primary school only () secondary school only (); Tertiary institution ()

Section B: Items of READING EFFICIENCY SCALE (RES).

Instruction: Please tick (✓) the appropriate option

A = Always

O = Often

S = Sometimes

N = Never

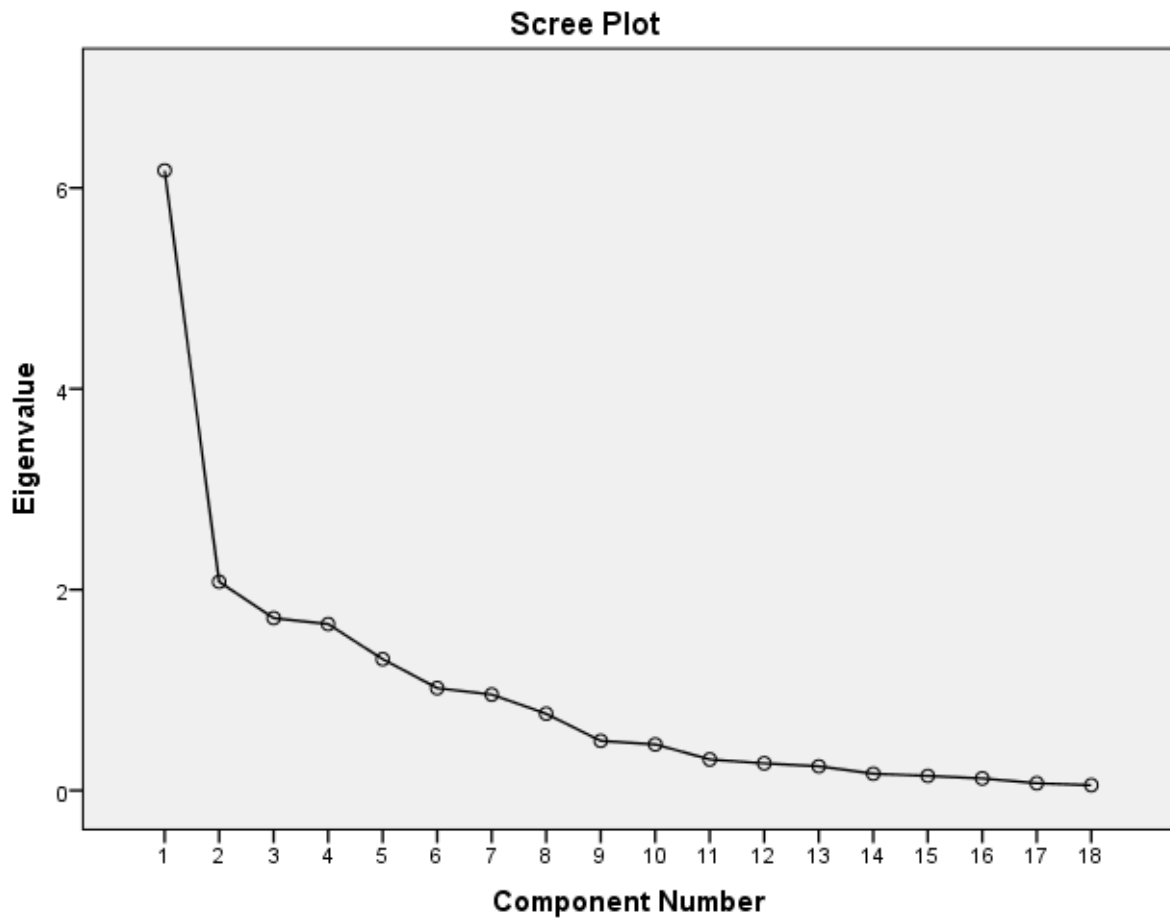
S/N.	ITEMS	A	O	S	N
1	I can read but cannot tell what was read, even when stimulated with question				
2	I can read with intonation compatible with the punctuation marks in the text				
3	I read very slowly, without rhythm, spelling out each syllable				
4	I read slowly and does not observed the punctuation marks				
5	I read by spelling out both new and known words				
6	I do not take into account the intonation compatible with punctuation marks				
7	I reading in a monotone manner.				
8	I read new words correctly				
9	I read clearly without stumbling or swallowing syllable				
10	I read in such a manner that someone who hears can understand what is being read				
11	I finds it difficult to pronounce new words while reading aloud				
12	I can quickly and correctly reads both known and infrequent words				
13	I have great difficulty in reading aloud				
14	I reads with rhythm neither too slowly nor too fast				
15	I can identify characters places and main ideas after the first reading				
16	I read without pronouncing words or without lips only moving the eyes				
17	I cannot read with movement of the lips or without pronouncing the words				
18	I can orally summarized the text after reading				

**APPENDIX B
FACTOR ANALYSIS OF READING EFFICIENCY SCALE (RES)**

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.175	34.306	34.306	6.175	34.306	34.306	3.904	21.691	21.691
2	2.078	11.544	45.849	2.078	11.544	45.849	2.544	14.135	35.826
3	1.717	9.539	55.389	1.717	9.539	55.389	2.514	13.964	49.790
4	1.657	9.204	64.592	1.657	9.204	64.592	1.685	9.362	59.152
5	1.308	7.264	71.857	1.308	7.264	71.857	1.674	9.303	68.454
6	1.019	5.663	77.520	1.019	5.663	77.520	1.632	9.065	77.520
7	.955	5.305	82.825						
8	.764	4.243	87.068						
9	.494	2.743	89.811						
10	.459	2.549	92.361						
11	.309	1.714	94.075						
12	.271	1.504	95.578						
13	.241	1.336	96.915						
14	.166	.924	97.839						
15	.145	.806	98.645						
16	.119	.662	99.308						
17	.072	.399	99.706						
18	.053	.294	100.000						

Extraction Method: Principal Component Analysis.



Rotated Component Matrix^a

	Component					
	1	2	3	4	5	6
RES12	.914					
RES11	.800					
RES8	.713					
RES13	.690					
RES4		.800				
RES1		.712				
RES15		.635				
RES16		.603				
RES18			.867			
RES17			.620			
RES2			.617			
RES3			.599			
RES6				.945		
RES7				.616		
RES9					.830	
RES10					.670	
RES14						.745
RES5						.727

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 11 iterations.

**APPENDIX C
RELIABILITY OF READING EFFICIENCY SCALE (RES)**

		First Administration of RES	Second Administration Of RES
First Administration of RES	Pearson Correlation	1	.713**
	Sig. (2-tailed)		.000
	N	50	50
Second Administration of RES	Pearson Correlation	.713**	1
	Sig. (2-tailed)	.000	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).