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## EFFECTS OF HOME AND INSTITUTIONAL FACTORS ON PROMOTING READING AND WRITING SKILLS OF ENGLISH LEARNERS IN PAKISTAN

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### ABSTRACT

The study aims to see the effect of factors related to home and institution on the improvement of skills of reading and writing of learners in English at secondary level in southern districts of Khyber Pakhtunkhwa, Pakistan. Total 606 secondary schools facilitating overall 29945 students of 9th grade students and out of which 379 students were taken as sample through a random sampling technique. This study developed a reliable questionnaire including items related to factors affecting Language skills of the learners were administered. Researcher own made two valid and reliable achievement tests in English were used to check the competency level of student concerning skills of reading and writing in English. The gathered data after analysis by using correlation and regression concluded that both factors have statistical significant effect on the linguistic skills of the students.

**Disciplinary:** Education Sciences; Technology in Education

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## 1. INTRODUCTION

Reading is a receptive process and covers by involving sight, sound and even sense and one can say that this is not a simple process but a complex phenomenon. Walker (2000) talks in this regard that reading is purely the competence to comprehend printed language and in case of English language, the effective reading skill needs not only the external but also the internal deep knowledge as well. It involves a vigorous process which requires the exercise of multiple skills as parallel". Urquhar (2014) characterize that it is development of getting and understanding knowledge prearranged in words appearance by the use of the print. Anderson (1999) asserts that it is dynamic practice and both the reader and material are connected in a meaningful way. Spache and Spache (1969) focuses on reading that the reader expresses his concentration on the written page with focus on meaning of the content. He responds to each word with a group of intellectual links in relation to

the sound and meaning of the word.

During reading process, the meaning of words is clarified to the readers and thoughts /ideas are focused. Jenkins (2002) talks in this regard that reading also focused on phonemic awareness. Morgan (2007) pointed out that skilled readers may be kept aware of letters and words and fluency is considered as top priority. Similarly, accuracy and rate are also essential part of the reading. This is considered good reading skill which is carried out through broad practice. It performs the role of inculcating education to the child. The basic linguistic skills and attitude of the child are polished here in the home environment and the child is prepared for school setup. Thus Feuerstein (2000) concluded that an emergent consensus has been perceived during the last decade that range on skills functions as the foundations for reading writing ability. Feuerstein (2000). To be expert in reading, learners need large and enriched language variety, complete vocabulary and abilities to read verbal messages which are communicated over print.

## 2. LITERATURE REVIEW

Writing is a skill which can be transferred and adaptable ability, this makes the students capable to reflect and generate new ideas. The abilities related to language need to be polished with English language skills. Constant practice makes the linguistic skill polished. Writing does not need only sound knowledge of grammar and vocabulary but appropriate use of vocabulary and correct sentences. Brown (2001) talks in this regard that it is a process of thinking and a writer creates written product based on thinking skill. Brown (2001) quotes Elbow (1973) and comments that writing is a systematic process and it is not a message to be transmitted but it also involves the way to grow and cook a message. Structure and function wise, there is difference between written and oral communication. Oral communication demands effective fluency while accuracy is intensely needed in written communication. Kellogg (1999) comments that writing is basically conscious process than speaking. Tone and body language support and polish communication like the word 'okay' is applied for stating acceptance, willingness, joy or anger but it does not show in written form which needs extra terminology for qualifying the sense.

Writing and speaking are dynamic and skills of productive nature and as abstract natured, writing is considered higher than speaking. Vygotsky focused that well organized constructed sentences need effective arrangement of symbols of graphic nature and well linked words. The term 'Home' is German in nature which works for exciting confidence, protection and care. Sill communicated that the home is a place for the survival of relationship encircled by the members of a family and generate an active role in the development of social structure network. Home is the basic unit of the whole learning structure and it provides basic learning to the child including language and other environment related knowledge. It performs the role of inculcating education to the child. The mother lap is the first place where a child gets learning and basic knowledge. Miller (2015) worked on the socialization at home which unfolds the process where the family members plan for their boosting academic activity. Epstein et al (2018) talked the effective home environment organizes and sets the educational background of a child and the background of the family effects a child a lot in this first basic unit.

These are basic factors which affect the learners greatly and kids may enhance their linguistic

skills effectively. The participation of parent in promoting the literacy activities in children has a positive impact on development of receptive skills (Evans et al., 2000; Senechl & LeFevre, 2002). Unfortunately, all the literacy activities are not found in motivated and literate families. Parents support a lot in developing writing and reading abilities of their learners. Besides, assessable and available reading materials can enhance the skill of the children. Availability of reading materials and books at home has an encouraging consequence in the boosting the skills of the learners related to their writing power and reading comprehension. Regular interaction relating to the books at home makes the students capable to be familiarized with different letters how they combine to form a word. So, Maternities must always have a projecting as well as prominent role in developing reading interest in their children. Educated parents can also construct a positive role to correct their children's wrong expressions in English. They should motivate their children's by supplying words when they feel difficulty to pronounce it.

Provision for arranging a home library for children's must be supported by the parents. At first parents should read some portion of the book so that the children may be strengthened in enhancing their skills? Nevertheless, all the supporting available reading materials have a strong connect with the socio-economic status of the parents. Formal instruction & training found at schools play an essential role in the development of literacy skill (Zuze, 2008). Multiple research studies conducted on the child's home environment have shown that Socio-Economic Status have very substantial effect on the acquisition and development of Reading & Writing Skills (Allus & Sollarsset, 2003). Due to this, children who come to school from diverse home environments reflects different acquaintance about print and the language. (Allus & Sollars, 2003; Burgers, 2002) and all these problems have impact on the writing ability of learners. (Adams 1990; Wagner, Torgesen & Rashothe 1994).

Home and school both play the role of agencies promoting educational setup of the children. It is a lifelong process which starts from home, from cradle to grave. School is responsible for all the scheme of work. A comprehensive program must be designed by the school so that it may have a utilizing and supporting influence on student's progress. School is a place where learners learns much from their teachers. Therefore, the most utmost importance personality in the classroom is teacher. Teacher is the essential force around which the whole teaching learning process revolves. Successful teaching occurs with the interaction of the teacher and learner. The teaching process consist of control and meaningful repetition of language items. A good teacher should adapt all these mentioned qualities to make it effective. A good teacher should be cleared about the aim of the lesson in English language. The skills should be integrated and used in a suitable and educate manner (Moore, 2003).

## 2.1 RESEARCH QUESTIONS

- 1) Is there any statistical significant effect of home related factors on progress of English language skills of the learners?
- 2) Is there any statistical significant effect of institutional related factors on the progress of English language skills of the learners?

## 3. RESEARCH METHODOLOGY

The design of the study is descriptive in nature and quantitative research method was followed to carry out the study. The study was carried out to find out whether the linguistic skills of the learners

are affected by home and institutional factors and how much these affect these skills of English learners. Here all the male and female students studying in the 9<sup>th</sup> class of secondary level schools constitute the population of the study. There are 606 secondary schools and 29945 male and female students of 9<sup>th</sup> class are enrolled in the schools. The sample of the study constituted of 379 students in the southern areas of KP. The data were collected from the selected respondents by administering valid and reliable questionnaire. The questionnaire was consisted of items related to factors of home and institution which affect the language skills including reading and writing.

In order to test competency level of students in English, the investigator set two achievement tests in English and these were made valid and reliable after passing through its relevant process. The instruments were made valid, by sending the items related to home and institution factors to educational experts for its content validity. Likewise, the tool was also made reliable through Cronbach's Alpha. Similarly, two achievements tests were refined by the positive feedback received from the experts. All the items included in questionnaire and achievement tests were refined by the research under the suggestions of experts. The particular study data was gathered by the researcher through personal visits to selected places. The gathered data were passed through statistical analysis process by using correlation and regression to conclude the results.

#### 4. RESULTS AND DISCUSSION

Tables 1, 2, and 3 show that here the model is of significant nature with  $F(1,377) = 731.61$  and  $p$  value  $<0.001$ , less than 0.05.  $R^2$  value (adjusted) is 0.447 indicating that there is 44.7% influence the skill of secondary school students through home factors.

**Table 1** Model Summary of Regression (Home Factors and Reading)

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.673 <sup>a</sup>	0.447	0.446	0.518

Predictors: (Constant), Home Factors

**Table 2** ANOVA of Regression (Home Factors and Reading)

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	196.298	1	196.298	731.612	<0.001
Residual	231.887	377	0.268		
Total	429.186	378			

Predictors (Constant): Home Factors, Dependent Variable: Reading

**Table 3** Coefficients of Regression (Home Factors and Reading)

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig
Constant	1.175	.161		7.254	<0.001
Home Factors	.756	.027	.676	27.070	<0.001

Dependent Variable: Reading

**Table 4** Model Summary (Home Factors and Writing)

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.705 <sup>a</sup>	0.498	0.497	0.438

Predictors: (Constant), Home Factors

Tables 4, 5, 6 shows that the model is significant with  $F(1, 377) = 860.69$  and sig value  $<0.001$

which is less than 0.05. The adjusted  $R^2$  value is 0.499 showing that there is 49.8% influence in writing skill of secondary school students through home factors.

**Table 5:** ANOVA for regression (Home Factors and Writing)

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	166.044	1	166.044	860.696	<0.001
Residual	166.874	377	0.192		
Total	332.920	378			

Predictors: (Constant), Home Factors; Dependent Variable: Reading

**Table 6:** Coefficients of Regression (Home Factors and Writing).

Model	Unstandardized Coefficients		Standardized Coefficients		Sig
	B	Std. Error	Beta	T	
Constant	1.753	0.136	.705	12.787	<0.001
Home Factors	0.693	0.023			<0.001

Dependent Variable: Writing

**Table 7:** Model Summary (Institution Factors and Reading).

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.714 <sup>a</sup>	0.511	0.510	0.492

Predictors: (Constant), Home Factors

**Table 8:** ANOVA of Regression (Institution Factors and Reading).

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	220.185	1	110.092	452.952	<0.001
Residual	210.00	377	.242		
Total	430.186	378			

Predictors: (Constant), institution Factors; Dependent Variable: Reading

**Table 9:** Coefficients of Regression (Institution Factors and Reading).

Model	Unstandardized Coefficients		Standardized Coefficients		Sig
	B	Std. Error	Beta	T	
Constant	.525	.167		3.132	.001
Institution Factors	.549	.037	.714	13.317	<0.001

Dependent Variable: Reading

Tables 7, 8, and 9 indicate that the model is significant with  $F(1, 377) = 452.95$  and sig value  $.000 < 0.05$ . The adjusted  $R^2$  value is .511 showing that there is 51.1% influence in reading skill of secondary school students through institutional factors.

**Table 10:** Model Summary (Institution Factors and Writing).

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.684 <sup>a</sup>	.468	.467	.51485

Predictors: (Constant), Institution Factors

**Table 11:** ANOVA of Regression (Institution Factors and Writing).

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	201.158	1	100.579	379.433	<0.001
Residual	229.027	377	.264		
Total	430.185	378			

Predictors: (Constant), institution Factors; Dependent Variable: Writing

Tables 10, 11, and 12 show that the model is significant with  $F(1, 377) = 379.43$  and sig value

<0.001 which is less than 0.05. The adjusted R<sup>2</sup> is 0.468 showing that there is 46.8% influence in writing skill of secondary school students through institutional factors. This results confirmed the significant impact.

**Table 12** Coefficients of Regression (Institution Factors and Writing).

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig
Constant	5.535	.016	0.684	316.632	<0.001
Institution Factors	0.438	.020		21.759	<0.001

Dependent Variable: writing

## 5. DISCUSSION

The paper highlights the importance of secondary level English in southern area of KP. The global demand of English Language Skills and its market value has placed an ample position in southern area of Khyber Pakhtunkhwa. English Language Skills is learnt best when it is taught around with various co-curricular activities and situations. Reading is the sharing of mind between the reader and writer and it is an important mode of expression. The idea is that all learners should have a sound training in reading mother tongue before starting the foreign language. While learners must be given the ability to write simple and correct English. The study is effective in providing significant information concerning the issue under consideration in native environment. The study concludes that environment of the home and institution provided to students related to English language play a dynamic role on polishing the linguistic skills of English students.

Teacher with well-equipped pedagogical skill can create the creativity level higher (Nyanguthii, 2010). Hemamalin (2010) concluded that bi-lingual students face many difficulties and hurdles to learn English language. Shermila (2000) supported congenial and environment of home and institution for improving the skills of the learners. Meera and Remya (2010) supported the outcomes of work results and recommended that there is need of motivation on part of teachers. Choudrie & Diwivedi (2005) commented that students coming from the enriched environment showed better results in their language skills and academics compared to those students who came of poor environment due to their poor academic background.

## 6. CONCLUSION

English language skills of the students related to reading and writing may be improved by providing enriched and supportive environment both at home and school. Parents and teachers both may play effective role in enhancing the skills and awareness need to be created by organizing seminars for stakeholders to update about importance of English language in the current scenario. The gathered data after analysis by using correlation and regression concluded that both factors have statistical significant effect on the linguistic skills of students. The study provides significant information for the students, readers and future researchers in the area of linguistic issues faced by the students in institutions thereby keeping in view the factors associated with the linguistic and proficiency skills of the students.

## 7. AVAILABILITY OF DATA AND MATERIAL

Data can be made available by contacting the corresponding author.

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