

## Influence of Household's Press for Language on Children's Literacy Development

<sup>1</sup>Fathi Ahmad Abulfathi  
& <sup>2</sup>Muhammad Ali

Mustapha

<sup>1&2</sup>Department of Arts Education,  
University of Maiduguri, P.M.B.  
1069, Maiduguri

### Abstract

This paper examines the influence of Household's Press for Language on Children's Literacy Development. The objectives of the study are to determine (i) the extent to which parents' education correlates to their achievement orientation and (ii) the influence of press for language on public primary school pupils' literacy development in Maiduguri. Two hypotheses were formulated to guide the study. Correlational Research Design was employed for this study. Population of the study comprised 5038 pupils of eight selected public schools. Five Hundred and three pupils were sampled using simple random sampling technique. Self-developed questionnaire (PLCLD) was used to collect data. The data collected were analysed using multiple regression. The findings revealed that parents' education strongly correlates to their achievement orientation and there is significant relationship between press for language in the household and children's literacy development. Therefore, it is recommended that school management should sensitize parents on creating optimum environment for child's literacy development through Parent-Teacher-conference.

### Keywords:

Press for Language,  
Achievement  
Orientation and  
Literacy  
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Corresponding Author:  
Fathi Ahmad Abulfathi

### **Background to the Study**

The kind of environment where children grow determine the quality of education children receive as well as the extent to which children perform in schools. Although there are many home related variables that affect learning, but the most important variables that impinge directly on child`s language learning are the achievement orientation, the press for language and the aspiration that parents create at home. The state of the household is a crucial factor since the parents are the first agent of socialization that child comes in contact with in his/her life (Ajila & Olutola, 2007). This is because the household in the context of child affects his interaction and reaction to life situation. Although the school is responsible for the experiences child accumulates during school period, yet, the individual experiences at home play a tremendous role in building the personality of the child as well as what he/she is (Olayemi, 2014). The achievement orientation is the specific behavior and attitudes in the home that influence how an individual interprets and reacts to tasks, resulting in different patterns of cognition, affect and behavior (Hattie and Timperley, 2007).

The salient factor that is believed to be influential in the development of achievement orientations in the children is the kind of press child receives at home. The press only affects behaviors, beliefs, emotions and outcomes immediately after it is imparted, but has also been shown to have long term consequences in child`s cognitive and social life. Specifically, it affects how child deals with future difficulties and his willingness to apply effort to challenges that may come their way. Press for achievement, press for intellectuality and press for independence child gets mostly passed through parents` verbal praise, continued involvement in child`s academic related matters are often being administered as a way to reinforce the performance or behavior of child. Social influences, particularly parents and peers, affect the achievement orientation of students. During early and middle childhood, the achievement beliefs, attitudes and expectations of a child's parents carries significant weight in determining his or her achievement orientation. Parents influence achievement orientation because children adopt academic goals and beliefs consistent with the dominant home as first socialization agent (Hattie and Timperley, 2007).

Achievement orientation has been extensively studied in cross-cultural research. Ordinarily, the focus has been on differences in the level of achievement motivation and not so much on the content and meaning of this motive. For instance, Ford, Wright, Grantham & Harris (1998) surveyed academically diverse Black students in single-parent (mother only) and two-parent families regarding their perceptions of their parents' achievement ideologies, their own achievement ideologies, their attitudes toward school, and their perceptions of their school learning environments. They also examined the students' achievement statuses and achievement levels. The findings revealed no significant differences in the achievement statuses, achievement levels, and achievement orientations/ideologies of students in the two-parent family structures.

### **Statement of the Problem**

The increasingly declining rate of literacy among public school students is a worrisome development and future threat to the industrial development of the nation. Many factors believed to have contributed to this trends; from teaching methods, to school environment, to leadership style in school. Attentions were not spared for home related variables such as parents` press for language, participation in child`s academic activities at home and psychological environment in the household. Therefore, there is a pressing need to determine the extent to which household`s press for language influences child`s literacy development in public primary schools.

### **Objectives of the Study**

The main objective of this study is to determine the influence of household`s press for language and children`s literacy development. The specific objectives are to determine:

1. The extent to which parents` education correlates to their achievement orientation on English as second language
2. Influence of Household press for language on public primary schools pupils` reading ability in English

### **Hypotheses**

**Ho<sub>1</sub>:** There is no significant relationship between parent`s education and press for language in the household

**Ho<sub>2</sub>:** There is no significant relationship between household press for language and reading ability among public primary school pupils.

### **Significance of the Study**

The findings of the study are of great significant to teachers, parents and researchers. The findings serve as an eye-opener for teachers to dive deep into the factors affecting literacy development so as to come up with appropriate measure to address difficulty in reading among learners. It also helps parents understand the impact of their attitudes, belief and participation in child`s academic activities at home thereby giving them insightful thought on how to create optimum environment for their children. Researchers also benefit from the findings of this study, as it serves as reference material when reviewing literature or conducting researches.

### **Scope of the Study**

The study deals with influence of household`s press for language on children`s literacy development. It focused on parents` achievement orientation, press for language, participation in child`s academic activities in relation to child`s literacy development. The study involved public primary school pupils in eight selected schools in Maiduguri Metropolis, Borno State, Nigeria. The study determined literacy of pupils in class three (3) and four (4).

## Methodology

Correlational research design was used for the study. The population for this study comprised 5038 pupils in eight selected public primary schools in the study area. Five Hundred and three (503) pupils were sampled from class 3 and 4. The instrument employed to collect data was self-developed questionnaire titled “Press for Language and Child’s Literacy Development (PLCLD). The data collected were analyzed using Multiple Regression.

## Results

The study examined influence of household press for language on children’s literacy development. To test the null hypotheses Multiple Regression was used at the significant level 0.05.

**Table 1:** Regression Analysis on Parents` Education and Achievement Orientation

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
.427 <sup>a</sup>	.182	.178	5.684	.182	44.169	1	198	.000

Table 1 presented regression analysis on parents` education and achievement orientation in the household. The table showed that parents` education accounted for 18% of the total variance in achievement orientation in the household (R<sup>2</sup> .182 and p value 0.01). This means that 18% of the variation in achievement orientation in the household is determined and predicted by the parents` level of education. This percentage is however significant at the <0.05 level of significance. Thus, the null hypothesis was rejected.

**Table 2:** Regression Analysis on Household Press for Language and Children`s Literacy Development

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
.664 <sup>a</sup>	.441	.436	4.41905	.441	80.617	4	408	.000

Table 2 presented regression analysis on household press for language and children`s literacy. The table showed that R square 0.441 with adjusted R square 0.436 which entails that the predictors (regression functions) are 43% consistent and therefore high at determining the dependent variable at the significance 0.001 which was less than (p<0.05). The result, therefore, indicated significant relationship between household press for language and the child`s literacy development at the significant level of <0.05. Thus, the null hypothesis was rejected at the p<0.05 level of significance.

## **Conclusion**

Based on the findings of this study, it was concluded that parents' education has significant correlation to the kind of press child receives at home. The household where one of the parents or both are educated, children tend to learn to read at early age. This is, perhaps, because of the activities that educated parents create for their children at home to support their schooling programmes. Similarly, the child that comes from household where child gets greater amount of verbal praise or material rewards for reading little piece of text tend to have children with good reading ability.

## **Recommendations**

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

1. School management should organize parent-teacher conference to sensitize parents on how to create optimum environment that ensures literacy development among children.
2. Parents should participate fully in home-academic activities such as homework, assignment, bedtime stories etc.

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