

INFLUENCE OF HOME TUTORING ON THE ACADEMIC PERFORMANCE OF PUPILS' ENGLISH LANGUAGE IN ILORIN WEST LOCAL GOVERNMENT AREA OF KWARA STATE

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Abstract

English language enables individual ability to communicate and interact with the world effectively. Poor academic performance of pupils in English language might be consented by the principles and practices used by the teachers. Hence, the researchers investigated influence of home tutoring on the academic performance of primary school pupils in English language in Ilorin West Local Government Area of Kwara State The descriptive survey research design was used. The population of the study comprised all primary five pupils, while all primary five pupils with a total of 4,230 in the local government become the target population of the study. Accidental sampling technique was used to select two hundred and ten pupils. Home Tutoring Rating Scale (HTRS) and Pupils' English language Academic Performance Test (PEAPT) were used to elicit information from the respondents. The instruments were validated by English teachers. Pearson's Product Moment Correlation Coefficient was used to establish the reliability at .78. Descriptive statistical tool was used to answer the research question, while inferential statistics of Linear Regression, and t-test were used to test for the formulated research hypotheses at 0.05 level of significance. It was found that, there was significant influence of home tutoring on pupils' academic performance in English language in Ilorin West Local Government Area of Kwara State ($F_{(1,208)} = 1050.568, P < 0.05$), there was no significant influence of home tutoring on pupils' academic performance in English language in Ilorin west Local Government Area of Kwara State based on gender ($t = 1.933; df = 208; P > 0.05$). It was concluded that, home tutoring facilitates and enhances children academic performance in all subject especially in English language. It was also recommended among other that, Parents and guardian should be encouraged to employ qualified persons as home lesson english teachers, or tutors to improve their children academic performance

Key Words: Academic performance, English language, home tutoring and Gender

Introduction

Academic performance is an outcome that indicates the extent to which a person has accomplished specific goals which were the focus of activities in instructional environments, specifically in school (Ricarda, Anja & Linda, 2017). Academic performance as attainment of learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post college performance. The most frequently measured aspects of academic experience fell under the features of academic performance, attainment of learning objectives, and acquisition of desired skills and competencies especially in English language (York, Gibson, & Rankin, 2015).

English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. However, it has been observed that some Nigerians demonstrate a very high level of proficiency and intelligibility in their spoken English while majority of them fall short of the required standard (Kengi,2012). English is an international language that has gained more space in the national education curriculum in Nigeria. Substantial number of families hire private tutors for their sons and daughters to improve their academic performance in English language (Dang 2007).



Pupils’ academic performance in English language has always been a major concern in educational sector as pupils’ performance in English language is not as impressive as expected (Fakeye 2011). In some of the recent performance report of pupils in common entrance in kwara state informs that pupils’ performance is relatively low especially in English language. According to Adesemowo (2015), poor academic performance has been observed in school subjects especially Mathematics and English Language among Primary school pupils. Aremu (2010) stresses that academic failure is not only frustrating to the pupils and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics. Poor academic performance is a performance that is adjudged by the examinee and some other significant as falling below an expected standard (Aremu & Soka, 2013) .

Table 1: Percentage of pupil’s performance in English language in Kwara State 2021/2022 session

		Frequency	Percent
performance	Fail	52197	63.53 %
	Pass	29960	36.47%
	Total	82157	100.0

Source: (Ministry of education, 2022)

The table above indicate the academic performance of pupils in English language in Ilorin West Local Government Area of Kwara State 2021/2022 common entrance, it reveals that 63.53% of the pupils that sat for the exam failed and 36.47% of the pupils the sat for the exam passed.

In order to help the pupils, improve their academic performance parents or guardians employ home tutor for the pupils. Many children proceed from their schools, some without a break, to some form of private supplementary tutoring. Some at home and some do not even leave their school compounds. Instead, they receive private supplementary tutoring within the same institution and perhaps even in the same classroom and from the same teachers. Many children also receive tutoring at homes on non-school days, that is, at weekends, during vacations and on public holidays (Zhang & Bray, 2019).

Home tutoring is referred to as private tutoring depending on the setting in which is taking place. Home tutoring can also be seen as mechanism through which pupils extend their learning and gain additional human capital, which benefits not only themselves but also wider societies of which they are part (Dawson, 2010). Home tutoring is defined as fee-based tutoring that provides supplementary instruction to children in academic subjects they study in the mainstream education system. It enhances pupils learning and strengthen subject comprehension, boast confidence and build important learning skills. Home tutoring provides pupils with individualized attention that they do not get in a crowded classroom. Home tutoring could be considered an out-of-school academic enterprise to enhance pupils’ learning.

Damayanthi (2018) carried out a study on the effect of Class Room Level Factors and Home Tutoring. This study directed to observe the impact of home tutoring on pupils’ academic performance in Sri Lanka. Data was collected from a stratified systematic random sample of 600 children were in Year 7 – 11 and their parents through a questionnaire survey. It was found that home tutoring has positive effect on pupils’ academic performance while net impact of home tutoring on pupil’s academic performance is reduced in magnitude when parental education, economic status and especially the effect self-leaning hours is concerned. Hence, the study concludes that rather than focusing on home tutoring, efforts to improve self-learning strategies that enhance socio-cultural connectedness and human focus can lead to achieve wider goals of education.

Heinrich, and Nisar, (2013) found that learners who received home tutoring had a better reading performance, less frequent grade repetition and a better academic performance in general, Amir (2018) also conducted a study on the influence of home tutoring on the SSC level learners. Home/ private tutoring in English Language Learning is a common picture among the SSC level pupils. The findings from the survey show that most of the SSC level pupils receive home tutoring support; and they have a keen attitude towards English Language Learning provided by home tutors rather than schoolteachers. Home tutoring has both positive and negative aspects. Parents as well as learners should understand the importance of home tutoring and at the same time, they ought to be conscious of problematic aspects of home tutoring as well.

Some studies indicated no relationship between their performance and whether or not pupils had been homely tutored. Omerogullari et al., (2020) did not find any positive effects of private tutoring on academic achievement, either on grades or on test achievement. Non-tutored pupils outperformed tutored pupils both before and after several months of tutoring. Home tutoring significantly augmented the academic performance of learners, a very large literature has documented the effects of home tutoring on children's educational outcomes. According to Liu (2012), home tutoring has significant positive impact on pupils' academic performance. Further, a study by Aturupane et al., (2013) concluded that home tutoring has a significantly large impact on academic performance of pupils. Moreover, Thongphat (2012) found that home tutoring has significantly positive impact on Mathematics and English language academic achievement of pupils.

Karthigeyan and Nirmala (2012) assessed the gender differences in academic achievement of 10th class pupils in English in Salem and Sankari educational districts of Tamil Nadu. The findings revealed that in all the five years academic achievement of the pupils in English is average, Furthermore, the analysis based on different demographic variables revealed that the girls had a higher mean score compared to the boys in their academic achievement in English. In both the educational districts (Sankari and Salem) girls showed higher academic performance in language than boys.

Attah And Ita (2017) who examined the influence of gender on academic achievement in English Language among senior secondary school pupils in Calabar metropolis, Cross River State. The researchers adopted survey design for the study. The result of the analysis showed that gender has no significant influence on academic performance in English Language among senior secondary school pupils in Calabar metropolis. In contrast to this background this researcher investigated the influence of home tutoring on academic performance of pupils in English language in Ilorin west Local Government Area, Kwara State

Statement of the problem

English language is one of the core subjects in our curriculum as it is meant to be the second language pupils need to acquire after the language of the immediate environment. Stake holders in education have injected different resources in school curriculum particularly on English language by developing lesson plan for the schools to follow and training the teachers on the method and activities to put in place for the pupils so as to successfully achieve the learning objectives and to ensure the second language acquisition of pupils is successful. In this age of globalisation, everyone needs to understand English language to communicate with the world, for this reason English language had been made a compulsory subject in our school curriculum in Nigeria. Despite that, Poor performance in English language was also evident in 2021/2022 common entrance examination, where 63.53% of the total pupils that sat for the exam failed and 36.47 % of the total pupils that sat for the exam passed. Therefore, the researcher, investigated the influence of home tutoring on the academic performance of primary school pupils in English language in Ilorin West Local Government Area of Kwara State.

Research questions

The following research questions guided this study:

To what extent is the influence of home tutoring on academic performance of pupils in Ilorin West Local Government Area, Kwara State?

Research hypotheses

The following research hypotheses were tested at 0.05 level of significance in this study

H₀₁: There is no significant influence of home tutoring on pupils’ academic performance in English language in Ilorin West Local Government Area, Kwara State

H₀₂: There is no significant influence of home tutoring on pupils’ academic performance in English language in Ilorin West Local Government Area, Kwara State based on gender

Methodology

The descriptive survey research design was used. The population of the study comprised all primary five pupils in Ilorin West Local Government Area of Kwara State, while all primary five pupils with a total of 4,230 in the local government become the target population of the study. Simple random sampling technique was used to select 210 pupils. Home Tutoring Rating Scale (HTRS) and Pupils’ English language Academic Performance Test (PEAPT) were used to elicit the information from the respondents. The instruments were validated by the English teachers. Twenty copies of the final draft were trial-tested two times on the randomly selected pupils outside the sample schools within two weeks intervals. Thereafter, the Pearson’s Product Moment Correlation Coefficient was used to establish the reliability at .78. In addition, Descriptive statistical was used to answer research question, while inferential statistics of Linear Regression, and t-test were used to test for the research hypotheses formulated at a 0.05 level of significance

Results

Research Question: To what extent is the influence of home tutoring on academic performance of pupils in Ilorin West Local Government Area, Kwara State?

Table 1: Showing the frequency counts, mean and percentages of home tutoring on academic performance of pupils in Ilorin West Local Government Area, Kwara State

S/N	HOME TUTORING	ALWAYS	SOMETIMES	NEVER	MEAN
1	I attend extra lesson at home after school period	94(44.8)	61(29.0)	55(26.2)	2.19
2	The lesson provided by private tutor enhance learning of English language	87(41.4)	74(35.2)	49(23.3)	2.18
3	private tutor gives enough effort to teach me English than my class teacher at school.	86(41.0)	64(30.5)	60(28.6)	2.12
4	I get chance to ask about my difficulties in English from the private tutor.	83(39.5)	56(26.7)	71(33.8)	2.06
5	I do have good grades in English Language because of home tutoring.	82(39.0)	59(28.1)	69(32.9)	2.06
6	Private tutoring helps me to obtain good grades in English in the exam.	60(28.6)	70(33.3)	80(38.1)	1.90
7	I need any extra help for getting good marks in the	53(25.2)	72(34.3)	85(40.5)	1.85



	exam				
8	My performance in English improved after receiving home tutoring.	55(26.2)	89(42.4)	66(31.4)	1.95
9	I don't like to attend home tutoring arranged for me at home	54(25.7)	93(44.3)	63(30.0)	1.96
10	I find it difficult to understand what the home tutor teaches me	52(24.8)	103(49.0)	55(26.2)	1.99
	Weighted Mean				2.03

Decision rule: N=00-1.49, S=1.50-2.49, =2.50-3.00

Note: The figures in parentheses are in percentages

Table 1 shows the respondents' responses on the influence of home tutoring on academic performance of pupils in English Language in Ilorin West Local Government Area, Kwara State. It was indicated that all the items were sometimes influenced: I attend extra lesson at home after school period (Mean=2.19), The lesson provided by private tutor enhance learning of English language (Mean=2.18), private tutor gives enough effort to teach me English than my class teacher at school. (Mean=2.12), I get chance to ask about my difficulties in English from the private tutor. (Mean=2.06), I do have good grades in English Language because of home tutoring (Mean=2.06), Private tutoring helps me to obtain good grades in English in the exam. (Mean=1.90), I need any extra help for getting good marks in the exam (Mean=1.85), My performance in English improved after receiving home tutoring. (Mean=1.95), I don't like to attend home tutoring arranged for me at home (Mean=1.96), and I find it difficult to understand what the home tutor teaches me (Mean=1.99). In the light of the result, home tutoring has influence on academic performance of pupils in English Language in Ilorin Local Government Area, Kwara State. The weighted mean (**2.03**) which is a numeric indicator that home tutoring sometimes influenced academic performance of pupils in English Language in Ilorin Local Government Area, Kwara State

Test of Hypotheses

The following hypotheses were tested at a 0.05 level of significance

H₀₁: There is no significant influence of home tutoring on pupils' academic performance in English language in Ilorin West Local Government Area, Kwara State

Table 2: Showing the summary of Regression Analysis on significant influence of home tutoring on pupils' academic performance in English language

Variable	Mean	SD	N	R	R Square	Adjusted R Square	F	Sig.
Home tutoring	20.04	8.703	210	.914	.835	.834	1050.568	.000
Academic Performance	18.40	7.950						

Table 2 shows the regression Analysis on the on significant influence of home tutoring on pupils' academic performance in English language in Ilorin West Local Government Area of Kwara State. The result indicated that there was positive influence between home tutoring and English academic performance in Ilorin west Local Government Area of Kwara State (R = .914) while the R-Square is .835 which means that the independent variable (home tutoring) explained 83.5% variation of the dependent variable (English academic performance). This indicates a good fit of the regression equation. Thus, this is a reflection that there was significant influence of home tutoring on pupils' academic performance in English language in Ilorin West Local Government Area of Kwara State (F (1,208) = 1050.568, P < 0.05). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05. This implies that there is significant influence of home tutoring on

pupils’ academic performance in English language in Ilorin West Local Government Area of Kwara State

H₀₂: There is no significant influence of home tutoring on pupils’ academic performance in English language in Ilorin West Local Government Area, Kwara State based on gender

Table 3: Summary of independent sample t-test showing significant influence of home tutoring on pupils’ academic performance in English language based on gender

Gender	n	Mean	Std. Deviation	T	df	Sig.	Remark
Male	90	21.26	8.139	1.933	208	.055	Not Significant
Female	120	19.13	7.722				

Table 4 shows the significant influence of home tutoring on pupils’ academic performance in English language based on gender. There was no significant influence of home tutoring on pupils’ academic performance in English language in Ilorin west Local Government Area of Kwara State based on gender ($t = 1.933$; $df = 208$; $P > 0.05$). Therefore, in the light of the result, the hypothesis is not rejected, hence there was no significant influence of home tutoring on pupils’ academic performance in English language based on gender since the significant level (.055) is greater than 0.05 in Ilorin West Local Government Area, Kwara State

Discussion of Findings

One of the results originated from this study revealed that,home tutoring has influence on academic performance of pupils in English Language in Ilorin Local Government Area, Kwara State(mean=2.03). This was in line with the submission of Amir (2018) who conducted a study on the influence of home tutoring on the SSC level learners. The result of the study found that home tutoring has positive influence on academic performance of pupils in English language. In contrary, Su-Jung, (2013) who conducted a study on the Relationship between private tutoring and Academic Achievement. An Application of a Multivariate Latent Growth Model - The study examined how changes in time invested in private tutoring and academic achievement influenced each other through a multivariate latent growth model by using the data from the first to the third year presented in the KYPS. It was found among others that the time invested in private tutoring and academic achievement exerted a negative influence on each other according to the passage of time.

Another result reveal that there was significant influence of home tutoring on pupils’ academic performance in English language in Ilorin West Local Government Area of Kwara State ($F_{(1,208)} = 1050.568$, $P < 0.05$). This was in agreement with the submission of Liu (2012) who submitted that home tutoring has significant positive impact on pupils’ academic performance. Aturupane et, al., (2013) concluded that home tutoring has a significantly large impact on academic performance of pupils. Moreover, Thongphat (2012) also found that home tutoring has significantly positive impact on Mathematics and English language academic achievement of pupils.

There was no significant significant influence of home tutoring on pupils’ academic performance in English language in Ilorin west Local Government Area of Kwara State based on gender ($t = 1.933$; $df = 208$; $P > 0.05$). This was in agreement with the view of Attah And Ita (2017) who examined the influence of gender on academic achievement in English Language among senior secondary school pupils in Calabar metropolis, Cross River State. The result of the analysis showed that gender has no significantly influence on academic performance in English Language among senior secondary school pupils in Calabar metropolis. It was not in support of Karthigeyan and Nirmala (2012) who assessed the gender differences in academic achievement of 10th class pupils in



English in Salem and Sankari educational districts of Tamil Nadu. The findings of the study revealed that in all the five years academic achievement of the pupils in English is average, further the analysis based on different demographic variables revealed that the girls had a higher mean score compared to the boys in their academic achievement in English. In both the educational districts (Sankari and Salem) girls showed higher academic performance in language than boys.

Conclusion

Based on the findings, It can be concluded that home tutoring can positively influence the academic performance of pupils in English Language irrespective of gender difference. It is evident that home tutoring can help pupils who are struggling to keep up by improving their performance in all subjects especially in English language.

Recommendations

It was recommended based on the findings of this study that:

1. Parents /guardian should be encouraged to employ qualified person as home lesson teacher or tutor for their children to improve their children academic performance
2. Pupils' academic performance should not be determined based on their gender because the factor has been discovered not to be vital factors that hinder pupils' academic performance. It depends on the principles and practices employ by the teachers during teaching and learning

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