Pakistan Languages and Humanities Review
www.plhr.org.pk

RESEARCH PAPER

Investigating Factors affecting on English Reading Performance of Urdu and Sindhi Higher Secondary School Learners in the Pakistani Context

[1]Zubair Ahmed Chachar*   [2]Abdul Jalil Qureshi   [3]Muhammad Akram Zai

1. Assistant Professor, Department of Curriculum & Instructions, Faculty of Education, University of Sindh, Hyderabad, Sindh, Pakistan
2. Ph.D. Scholar, Department of Public Administration, University of Sindh, Jamshoro, Sindh, Pakistan
3. Assistant Professor, Govt. Boys Higher Secondary School, Zeal Pak, Hyderabad, Sindh, Pakistan

*Corresponding Author	zubair.chachar@usindh.edu.pk

ABSTRACT

The current study investigated how Pakistani Urdu & Sindhi high school students' English reading performance was influenced by their family background, educational background, and prior language learning experiences. Additionally, this study also demonstrated how differences in home backgrounds, among Urdu and Sindhi high school students affected their English reading performance. The qualitative research methodology was modified for the exploratory study. The data was gathered through in-depth semi-structured interviews with a small number of participants. The data were evaluated from eight students: four from the Urdu group and four from the Sindhi group. The data was analyzed by using thematic analysis. The findings indicated that the development of reading performance is significantly influenced by home setting, educational background, and prior language learning experiences. High school learners do not have strong family background, a solid educational foundation, and good prior language learning experiences. Moreover, in comparison to Urdu & Sindhi learners.

Keywords:	Educational Background, English Reading Performance, Higher Secondary School Learners

Introduction

English is an international language and also an official language of Pakistan (Abbas et al, 2018). Moreover, English language is commonly used in civil administration and it is also a court language. Therefore, to fill the gap English has been taught as a medium of instruction in the public and private sector of Pakistan. According to Shamshad & Akhtar (2021) the institutes of Pakistan either public or private use English as a medium of instruction for delivering education from pre-primary to higher education. In this manner, the students will be able to compete themselves with the outer world.

It has been observed by the researcher that after five years of teaching the English language the students at higher secondary level lack in English reading performance. One day I experienced in a class reading test the students were unable to perform. It looks like the students' reading test was a burden for them. Additionally, the students find it problematic in English vocabulary and grammatical structures. It was really difficult for them to understand the meaning of the words and comprehend the grammatical structures. Many students do not know how to find out the answers from the passage. It was very difficult for them for dealing with the synonyms. It is an alarming situation. The English language skills of students from non-native countries like Pakistan should

be professional at the higher secondary level, especially in reading (Rajprasit et al, 2014). Secondly, it was also noticed that Urdu students are more competent than Sindhi students in Sindh Pakistan. Comparatively, Urdu students outperform Sindhi pupils in reading comprehension and general English language responses.

The probable cause could be related to home settings, educational experience, prior exposure to language acquisition, etc. Kivi & Namaziandost (2021) claim that socio-cultural viewpoint plays a great role in L2 learning performance. The students at higher secondary level came from different backgrounds. They are having different home backgrounds and educational backgrounds. Therefore the students at the higher secondary level may differ in terms of reading. This frame of reference also highlights the importance of home background, educational background, and past language learning experiences of the two largest lingual groups: Urdu & Sindhi of Sindh Pakistan. Hos (2010) also claims that inadequate learning backgrounds are often responsible for the poor reading performance of learners.

Additionally, the learning facilities, materials, and poor past experiences of students may lead to poor performance in the English language. McLaughlin & Talbert (2007) state that inexpert teachers are often responsible for the poor language performance of the learners. The students who come to higher secondary schools may have different learning experiences. The majority of students have poor language learning experience; therefore it will be difficult for them to cope with the higher standard learning English language.

These could be the possible reasons for the poor reading performance therefore the research aims to study whether the home background, educational background and language experiences in the past affect the English reading performance of higher secondary students and also find the difference in Urdu and Sindhi students' home background, educational background and language experiences in the past. There is very little research has been conducted in the viewpoint area. This research will not only fill the research gap but also find the difference between Urdu & Sindhi groups' home backgrounds, educational backgrounds, and language learning experiences in the past.

The education system of Pakistan is categorized into three streams: Private or Elite schools, Public or Government schools, and Madrassa (Ullah & Ali, 2022). The private schools are having heavy fee structures. The elite or middle-class population sends their children to private schools (Rahman, 2004). On the other hand, low-wage parents support the public sector and likely send their children to public sector schools. The students enrolled in higher secondary schools in the public sector belonged to different ethnic, religious, educated, and uneducated backgrounds. The admission procedure at higher secondary schools in the public sector in Sindh is not up to the mark. No admission has been taken. The candidate just has to submit the mark sheet of secondary school. The students' efficiency and language performance were not checked properly during the time of admission. Therefore the students were not up to the mark to compete in the outer world. The present study aims to collect results from public sector schools.

Literature Review

Reading performance allows learners to equip with initial knowledge, which is very useful for their future growth (Graham et al, 2017; Chachar, Ullah, & Ujjan, 2023). Reading enables the students to perform well in their academic activities. Araujo & Costa (2015) noted that students must acquire basic reading skills in their elementary & higher

secondary section. An adequate reading proficiency is required in higher secondary level. It is helpful in the development of academic activities.

The Impact of Home Background on Reading Performances

A better family environment is beneficial for their children's academic results and affects their reading ability (Chen et al, 2019). The family's socio-cultural background is very beneficial for the development of reading performance for the students (Ma, 2017; Najeeb Ullah, 2019). Additionally, family status, money parents' education also plays a vital role in children's literacy and performance (Creemers & Kariakides, 2010).

Moreover, learners having good socio-cultural and economic backgrounds acquire strong cognitive abilities and perform well in reading performance and achieve excellent scores in academic activities (Jerrim & Miklewright, 2014). Caro et al (2013) argue that strong home background has an encouraging impression on students' reading performance. The parents' educational and occupational position can reflect the home background in general (Erola et al, 2006) and influence the students' reading performance (Van Bergen et al., 2016). Likewise, the highly-educated mother boosts her children for a better reading process as compared with the low-educational mother (Magnuson, 2007). Additionally, Van Berger et al (2017) state that another excellent predictor of a person's home history is the amount of books they have access. Therefore, the students having a good number of books are considered to be having good reading performance than the students having less number of books (Mullis et al, 2012). Caro et al (2013; Ullah & Almani,2022) note that those families having home backgrounds and cultural morals can able to build better literacy environments for their children. Thus the home background is responsible for early literacy activities and ultimately reading performance. Daily interactions with the parents lead the students toward the development of their reading skills (Brown et al, 2000). Multiple types of research have proved that there is a strong relationship between parents' participation, dedication, background of students' early literacy development, and reading performance.

The Impact of Educational background on Reading Performance

The students learn academic and reading skills at school (Gormley et al, 2005). The learners spend plenty of time learning reading skills at school after home. So it is useful to study the impact of educational background themes on reading performance. The educational background includes school type (Machen et al, 2013; Ullah, Das, & Ghunio, 2022), quality teaching (Myrberg, 2007) school library, and teaching environment (Creemers & Kyriakides, 2010). Leithwood et al (2010) noted that quality teachers are considered the best resource for the school and also have a strong influence over students' academic learning and reading skills. Well-trained and educated teacher plays a vital role in the student's reading and academic skills (Greenwald et al, 1996). Additionally, superior teaching abilities and subject-matter expertise in instructors result in excellent teaching performance, which in turn affects students' reading performance. Additionally, the teachers' pedagogical skills are a significant key feature of students' reading performance (Paro & Pianta 2004). Thus quality teaching and knowledge lead the students to perform better in reading performance.

The Impact of Past Language Learning Experience on Reading Performance

The past learning experience has great importance in educational settings (Alves, 2008). Self-confidence is considered one of the key features in Past learning experiences. Because better self-confidence depicts a good past learning experience. Language

learning is relatable to past learning experiences (Fujiwara, 2012). Student's behavior and thinking are correlated with different past language learning experiences (Nakayama & Hiromori, 2012). The students having positive learning experiences possess better reading proficiency than the students having negative learning experiences (Clark, 2000). Thus, the learners get a good environment at school as well as at home. It directs the positive language learning experiences in the past.

Multiple types of research have been conducted on factors affecting reading performance. Anderson et al (1988) surveyed children's reading achievement concerning the children's out-of-school activities and the factors involved in motivation. The data were collected from 155 children from the 5th standard. The research questionnaire was used as a tool. According to the findings, the children read extensively outside of class, had a good attitude about it, and performed well on reading tests. Moreover, it was also found that the teachers' & parents' motivation for out-of-school reading plays a vital role in the development of reading performance.

Similarly, Pretorius & Ribbens (2005) compared Grade 7 and Grade 8 students in terms of reading performance and practices of South African children from advantaged & disadvantaged schools and also the reasons involve behind poor performance. The results suggested that grade 8 students were slow readers than grade 7 students. Most grade 8 children lacked access to a library either at school or at home. Moreover, they did not get any inspiration from parents and teachers for reading. In contrast: Grade 7 students have a well-maintained library at school and also have more than 40 books at home for reading. They get motivation from teachers and parents also for reading.

In the Pakistani context, Hussain & Qasim (2005) researched differences in learning literacy & English reading achievement among urban and rural areas of Sindh Pakistan. Likewise, Zarif et al (2014) found record dropouts from a school of 5th & 6th-grade students in the year 2010-2011 at district Thatta of Sindh Pakistan. Moreover, many studies found that urban students have more facilities, homes, and educational backgrounds than rural students, therefore rural students lack proficiency (Naqvi, 1999). Khalique (2006) found that teachers also lack the ability for teaching the English language and English is also been treated as an unfamiliar language in a non-English medium institution in Pakistani settings.

The review of the literature suggests that students' home background, educational background, and Past language experiences influence reading performance. Sindhi students mostly have a rural background therefore they would be having poor homes, educational backgrounds, and poor past learning experiences (Zarif et al, 2014). There might be gaps between Urdu and Sindhi students in home background, educational background, and past language learning experiences. This paper discusses the factors that affect reading performance but also discovers the differences in the backgrounds of two linguistic communities speaking Urdu and Sindhi in the Pakistani context.
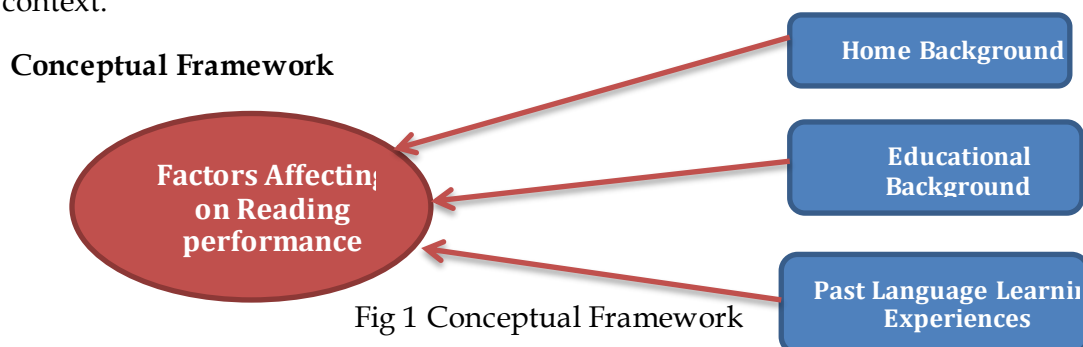
Conceptual Framework

Fig 1 Conceptual Framework

Conceptual framework shows the status and manipulation of variables (Robson, 2013). In this study, through thematic analysis the factors are divided in to three themes: Home background, Educational Background and Past Language Learning Experiences.

Material and Methods

A qualitative research method is widely used in exploring trends, stories and patterns. The data is collected majorly through interpretation directly from participants. Qualitative research method collects non-numerical data. It is basically based on ideas, thoughts, perception and statements.

Research approach/method/tool

The research approach adapted from the previous multiple studies. Qualitative approach is more verbal than the numerical (Dornyei, 2007). Fewer samples are utilized in the qualitative technique, which also produces rich, detailed data. (Collis & Hussey, 2003). The qualitative approach interprets with humans and collects information which is useful for the data collection. Bryman & Bell (2011) argue that social and physical issues can easily be identified through the qualitative approach. Dornyei (2007) suggests that qualitative data collection from the large size can create problem rather than the collection from than the smaller size. In this case of the study to find the factors affecting on reading performance qualitative approach is feasible. This approach would not help in identifying the factors affecting on reading performance but also find the variation between two lingual groups home, educational background and past language learning experiences in Pakistani context.

Population and Sampling

Population encompasses the group of people with common culture, civilization, language, belief, tradition, values and thinking (Creswell, 2012). The population in this study is from the students of higher secondary level. Some students came from rural side. The interview questions were designed to understand the factors affecting reading performance and provide deep insight to the broader perspectives. Therefore the interview was framed to collect information about a) home background b) educational background c) past language learning experiences. Finally the output data allowed integration with the findings of qualitative findings to find the answers of the research questions. The study was carried out from the eight participants study from different public sector higher secondary schools in Sindh Pakistan: Urdu (n=4) and Sindhi (n=4). The participants were selected through the stratified random sampling. This sampling method is useful because it equally divides the sample in terms of their educational background and reading test performance. This is the main objective of the main study. Every respondent were informed about the ethics of the present study and also facilitated through their questions regarding their interviews. Each interview was recorded with the sound recorder and the length of the interview was fifteen to twenty minutes.

Research instrument

Interviews	To find the factors that involved in the poor reading performance overall. And also explore the variation of experience between Urdu & Sindhi students which are responsible for poor reading performance at higher	Semi- structured 8 participants 4 from Urdu group 4 from Sindhi group	

secondary level. The results provide
the deeper understanding of the
phenomenon.

Semi- structured interview was considered an appropriate procedure for data collection to gain the deeper insight of the research questions. Moreover, semi-structured interviews are commonly used to gain the respondents' personal, social experiences and cultural situation (Flick, 2001). To explore the factors behind the poor reading performance interviews are best fit to find the answers of the research questions. Akabuike & Asika (2012) conducted interviews to find the reading habits & reading performances. Mckool (2007) conducted interviews to learn more about the impact of variables including the home and educational environments. Ceja (2004) discovered the role of parents' encouragement through the semi-structured interviews. The interview questions were intended to find the answers towards access to the books, reading material, home library, and school library, motivation from teachers and parents. Moreover the participants were asked about the parents' education home background, educational background and past language learning experiences. Thus to find the factors affect the reading performance interviews are considered as appropriate research tool.

Results a Discussion

Qualitative data must be analyzed systematically to find meaningful conclusions (Attride-Stirling, 2001). Therefore in terms of getting a deeper meaning of the phenomenon it is compulsory that the interviews are organized methodological direction. Braun & Clarke (2006) argue that since thematic analysis is theoretically created for thoroughly analyzing, classifying, and interpreting themes within the data, it is a method of qualitative analysis. The thematic procedure does not require approaches like Grounded theory etc. Thematic Analysis is feasible to discover the hidden factors that may influence the problem. Moreover, it is used for analyzing data from the investigator's point of view. The positive outcome of the Thematic Analysis is used for transparency, accessibility, and more importantly interpreting the interview data, which is a compulsory need for the qualitative data. Additionally, Thematic Analysis uses codes, classification, and different patterns to explain the deeper and more accurate meaning of the interviews. This produces a logical chain of reasonable chain of indications (Creswall, 2009; Braun & Clarke, 2006). Hence Thematic Analysis is commercially used in qualitative research.

The present study follows the Braun & Clarke (2006) six steps guide for Thematic Analysis because it is extensively used by other researchers in the educational field. Braun & Clarke (2006) argue that the Thematic Analysis identifies the themes at two levels: Semantic Level and Latent Level. Semantic Level follows the surface level of meaning from the participants' experiences. On the other hand, Latent Levels are used for interpreting ideas, expectations and based on theories and literature. Hence the present study follows the Semantic Level of Thematic Analysis to get a clear understanding of the phenomenon. Below are the emerging themes after following the six-step model of Thematic Analysis.

1. Home Literacy Environment

2. Educational Background

3. English Language learning in the Past.
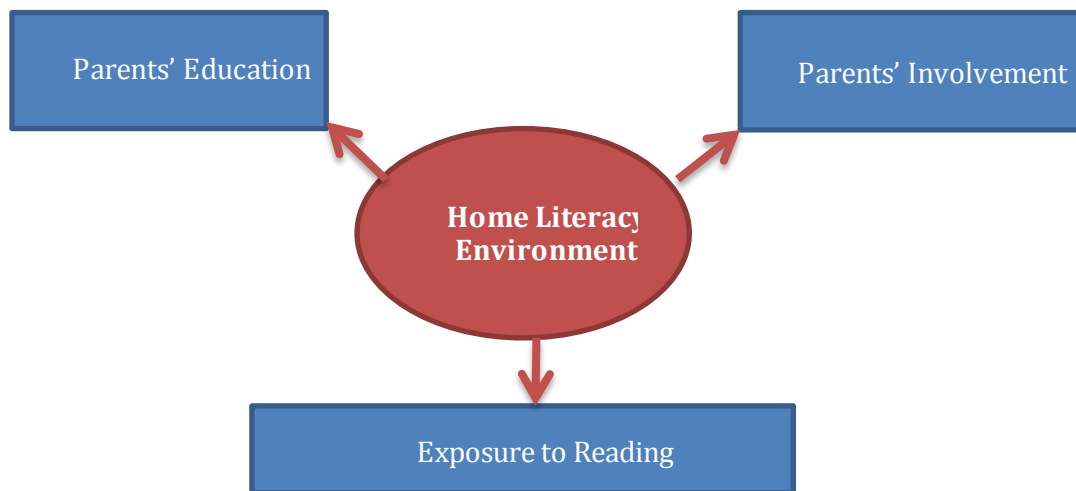
Home Literacy Environment

Figure 2 Home Background is divided into three sub-themes

Home Literacy is concerned with the three sub-themes Parents' Education, Parents' Involvement, Exposure to reading, and involvement. These factors are related to the Home Literacy Environment. Below are the sub-themes discussed in detail.

Parents' education has a strong impact on Home Literacy Background. Five out of Eight participants (U-1, U-2, U-3, S-1, S-2) stated that there both parents are well-educated and also have good jobs. Therefore, they are getting a good environment at home. One spoke the narration that "I am happy that my father is a govt. office clerk so there I am in a better financial position. He bears all my educational expenses and also gives me good pocket money". (U-2 highlighted that). This shows that the learner only has to focus on their studies, and this may be the reason for getting good grades. Additionally, more participants (S-1, S-2) also have good support. S-2 emphasized that "My father and my mother both are educated my father is a master in Islamiat and works as govt. primary school teacher. My mother is Masters in English. She used to check our school work, prepares test, and also get feedback from us about daily school activities. My mothers' dream is to make me a doctor". This shows that good educational parents are focused on their children's education and also provide guidance for their future careers. On the other hand, the remaining participants' (U-4, S-3, S-4) parents' lack of education leads the students towards poor performance in the educational field. Hence one S-3 highlighted that "My father is a driver at a private firm. How he can help us in getting a good education. He is not educated well. Even when he is ill so I have to go to work instead of him because the company will cut the wage which we couldn't afford". This implies that poor parents' education leads to unfaithful behavior toward the children's education which leads to poor grades, and poor reading performance.

Parental Involvement has a great impact on the children's education. Many pieces of research have proved that students whose parents do check and balance their education, as a result, get good achievement in academic records. In the same manner, the three participants' (S-1, U-2, U-3) parents are very serious about their children's studies. S-1 emphasized that "My parents are very serious about my studies, especially my mother. She often used to visit the school and meet the principal and class teacher. She used to discuss my studies." Moreover, U-2 said that" My mother used to check my diary, daily work at school, and also discuss daily school activities". These participants

have highlighted that their parents take an interest in school academic activities. This may lead to a positive influence on the student's literacy and education. In contrast, U-1, S-2 parents do not take an interest in daily academic activities. S-2 said that "My parents did not come to any parents-teacher meeting. They are having a difficult job. They do not have time and a having a busy schedule for a whole day. Even if I am having any trouble in education so I have to consult only with my teachers because my parents get tired of having a busy schedule." Most parents are having busy schedules or have a difficult job so they blindly rely on school administration or teachers' ability. As a result, children are not able to perform well which leads to poor academic records. Parental involvement is not only helpful in improving academic records but also beneficial in the development of language performance.

Exposure to reading has also a great involvement in the home literacy environment. This sub-theme is related to the reading material at home or visits to the library. Three participants (U-2, U-3, S-1) often used the library. One of them noted that "In my house, there is a library in which there are 45 to 50 books. My mother has a hobby of reading books and maintains a library. I take interest in reading those books." (U-3). These respondents are having access to the books. Their parents read the books and also motivate their children to read books. On the other side respondent (U-1, U-4, S-2, S-3, S-4) do not get motivation to read books. S-4 stressed that "...............I do not have library books. We are having 5 to 10 books in our home which are related to our course......." This unavailability of books at home has a strong influence on poor reading performance as well as all levels of education.
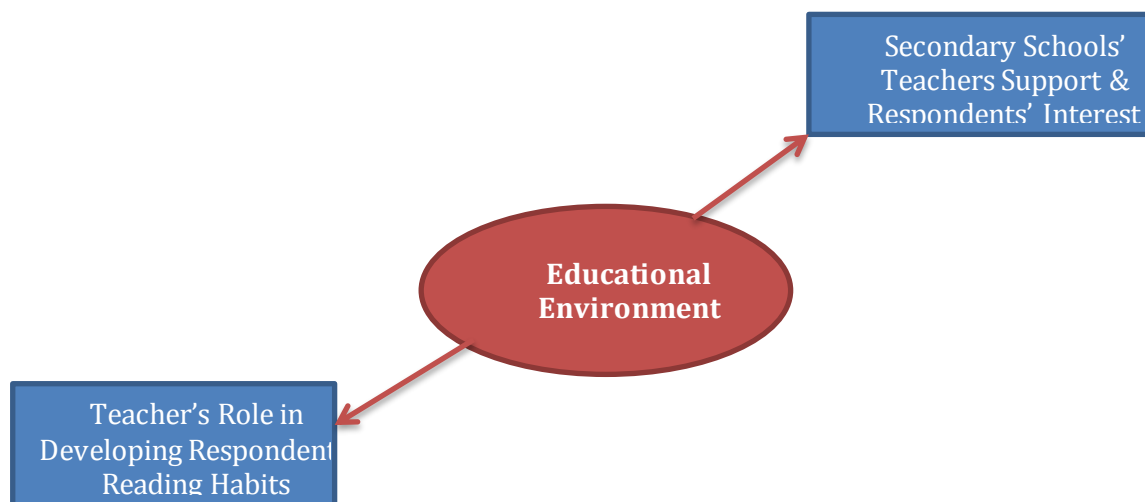
Educational Background

Figure: 3 Education Background and its sub-themes.

As it has been displayed in the above figure that educational background is categorized into two basic sub-themes. 1. Secondary Schools' Teacher's Support & Respondents' Interest 2. Teachers' Role in Developing Respondents' Reading Habits. To understand the relation between educational background and reading proficiency the sub-themes are categorized below.

Secondary Schools' Teachers' Support and Respondents' Interest are the sub-theme of the Educational Environment. Hence the Participants are from the higher secondary standard therefore the learners may have different secondary schools'

learning and educational background. Either they came from the public or private sector background. The private sector in the Pakistani context provides great facilities for reading to learners. As the secondary school teachers supported the respondents (U-1, U-2, U-3, S-1, S-2). U-2 said that my school was situated in a very large area. There were three libraries. Thrice a week there was a unit of the library. I was not bound to read a particular book. I was allowed to take any book at home for reading. My teacher used different activities which motivated us to read books". These participants were having a good learning environment. Their teachers were supportive and encouraged them to read more and more books. Therefore, they are having good reading skills and performance. In contrast: the other respondents (U-4, S-3, S-4) came from public sector schools. S-4 emphasized that "My school was in an old building and there were limited benches for sitting. Mostly students sit on the floor. There was no library at my school nor did any teacher motivate us for reading." To conclude the difference can easily notify. The Public sector organizations lack basic learning facilities such as libraries. Moreover, the teachers did not support any students for reading. In contrast, private sectors get a comfortable environment for reading and also get teachers' interest in motivation for reading.

Teachers' Role plays a vital role in developing respondents' reading habits. This theme was selected to get the participants' responses for the teachers' role. Five participants (U-1, U-2, U-3, S-1, S-2) are supported by teachers. U-1 emphasized that "My instructors were really interested in students' reading and writing. They used to give the daily task of reading or writing and checking daily. My performance was evaluated and sent to my parents on their WhatsApp". The review of the participants shows us that the teachers are very serious about the student's reading and writing. They not only involve themselves but also tried to engage parents in student's performance. On the other side, the teachers did not take any part in students reading performance nor tried to improve. S-4 highlighted that "My teacher did take part in reading activities. They came and start writing on the board and explaining something related to the topic. They did not take any part in reading nor motivate us to take part". This suggests that the teachers did not support young learners in reading. This leads to poor reading performance.

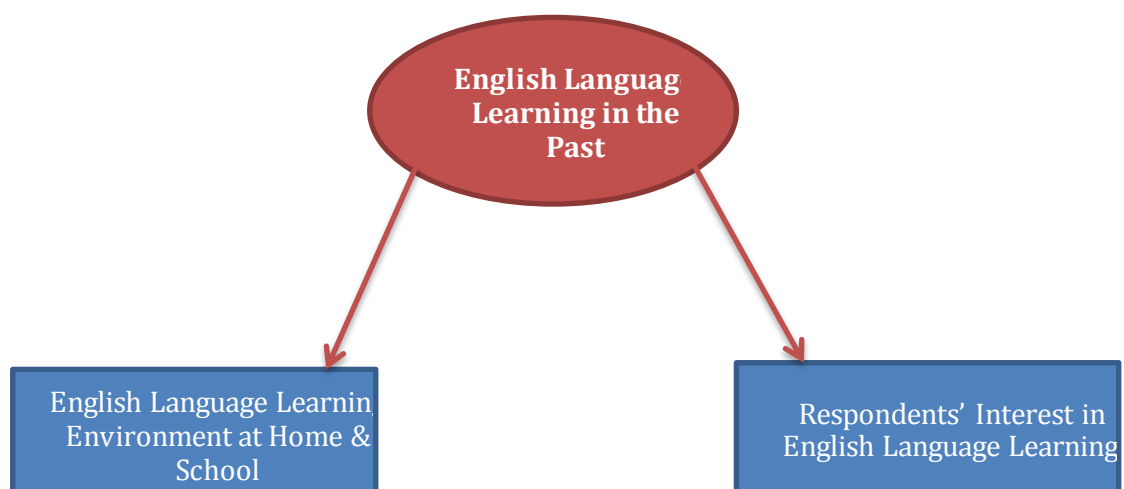**English Language learning in the Past.**

Figure 4: English Language Learning Experiences in the Past and its sub-themes.

English Language Learning in the Past has a great impact on reading proficiency. This is considered the key theme of the current study. As shown in the figure the main is subdivided into two sub-themes. This may help in understanding the detailed phenomenon of higher secondary schools in Sindh Pakistan.

English Language Learning Environment at Home & School plays a vital role in the development of reading proficiency. Three participants (U-2, U-3, S-1) have a good learning environment. U-2 noted "I have a library at my home. When I was younger, my parents encouraged me to read books. In secondary school, I do not feel many problems in understanding or performing the task of English Language given by the teacher." The response of the participants showed that these learners had a good environment for reading at home. This is also supported by the school teachers. In contrast: the respondents (U-4, S-3, S-4) did not get a better learning environment. U-4 emphasized "There was no library at my school and home. The teachers used to teach grammar only in English. He used the L1 language in communication and does not speak in English." The outcome of these participants explained that the teachers used old traditional procedures for the English language. This discourages the formation of reading habits and eventually results in reading comprehension failure. This sub-theme displayed how a good language learning environment at home and school is helpful in the development of reading proficiency.

Respondents' Interest suggests the reading, speaking, common usage, and more importantly their liking of English. Five respondents (U-1, U-2, U-3, S-1, S-2) have an interest in learning English. "I have an interest in reading from the primary classes. I used to read books about magical and mystical stories. With time, my interest developed more. Now I read novels in my leisure time." (U-1 emphasized that). On the opposite S-4 said" I was not having an interest in reading books at the primary level but with respect to time I started taking an interest in books but the problem is that I did not understand the deep-level language written in the books. So my all efforts went in vain." The findings of the sub-theme suggest that the students in the majority are having supportive arguments towards respondents' interest. But on the other side, the participants showed interest but due to poor language proficiency they couldn't make themselves up to the mark.

Comparison of Urdu & Sindhi Students' Background

In order to find the answer of research question it is really useful to draw the outcome of the study on the table. Moreover, the comparison can easily be done and also easily understandable. The main themes & sub-themes are listed in column in below table. The ranking order is explained in a traffic light colors: green= high, yellow= medium, red= low. The ranking order yellow= medium indicates the learners' fathers' education is less than mother, they are having less than 10 books at home, medium reading at home or school. The green color indicates good parental education, involvement and great motivation for reading either from school or home. The red color denotes less parent's education, involvement and motivation to read at home or school.

Table 1
Comparison of Urdu & Sindhi students' Background

Home Literacy Environment	U-1	U-2	U-3	U-4	S-1	S-2	S-3	S-4
Parents' Education	green	green	green	red	green	green	red	red
Parental Involvement	red	green	green	yellow	green	red	yellow	yellow
Exposure to Reading	red	green	green	red	green	red	red	red
Educational Background								
Secondary Schools Teachers' Support	green	green	green	red	green	green	red	red
Teachers' Role in Reading Habits	green	green	green	yellow	green	green	yellow	red

English Language Learning Experiences in the Past						
English Learning Experiences at Home & School						
Respondents' Interest						

Urdu and Sindhi Groups' Home Literacy Environment

The table directs that Urdu students have better parents' education than Sindhi students. Mothers and fathers of Urdu students support more and also showed involvement in the learning and also motivate them for language proficiency. Parents also take an interest in the daily academic work of their children and motivate them to read. In contrast, Sindhi parents motivate less to their children for learning therefore Sindhi students lack English Language proficiency than Urdu Students. This suggests that Home Literacy Environment is useful in the development of language proficiency.

Urdu and Sindhi Groups' Educational Background

In conclusion of table Urdu students are having better educational backgrounds. Their secondary teachers supported and motivated them well so that is why they are competing well in higher secondary level. But on the other side, Sindhi students also get good educational backgrounds but are not good as Urdu students. Their secondary teachers taught the basic of the language but in higher secondary advanced level is required. So in that case, Sindhi students can't compete with Urdu students. To conclude, educational background has a great impact on language proficiency.

Urdu and Sindhi Groups' English Language Learning in the Past

Sindhi students are having good English language learning experiences in the Past. They learned the English Language with a limited amount of books at home and school. So in that case they are having limited knowledge of the English language. In opposite, Urdu students have a wide range of variety of books available at home and schools. Also, their parents supported them well. As a result, Urdu students have had better English language experience in the past. Therefore, the results direct that English language learning in the past lead strong impression on English language proficiency.

Summary of the Interviews Findings

Thematic Analysis has concluded deeper insight of the research questions. It has been expected that the below finding provides the clear understanding of the factors affecting reading performance.

Interview Findings: 1

The interview results concluded that majority of students did not have good home, educational background and past language learning experiences. U- 3, S-3, S-4 participants did not have good support from parents and teachers (See Table 1). Moreover, students overall reading performance are low and their factors also supporting the statement. In table 1 it has been clearly spotted that home background, educational background and past language learning experiences of students were not good overall. Only three out of five respondents like U-2, U-3, S-1 having educated parents, library at home, get motivation from parents and teacher, and having well past language learning experience. Secondary schools' teacher support and their motivation for developing reading habits is the key feature of educational background. The students overall did not have better learning opportunities in the past or lack in educational and

home background. It has been concluded that factors: home background, educational background and past language learning experience have a great impact over reading performance. Thus the higher secondary students of Sindh Pakistan lack in home background, educational background and past language learning experiences direct towards the poor reading performance.

Interview Finding: 2

The results revealed that parents' education and parents' involvement and exposure to reading plays a vital role in getting results in class reading performance. In comparison it has been found that Urdu students are rich in home literacy background (see table 1). Sindhi students lack in parents' education, parents' involvement. Moreover they did not get any motivation from parents to the exposure of reading. The difference in home literacy background may be due to different social and cultural variations. Urdu students responded favorably when compared to Sindhi students in terms of their family backgrounds, educational backgrounds, and past language learning experiences (See table 1). Urdu parents and teachers gave good support to them.

Conclusion

In light of the main findings of this study, the interview findings suggest that home literacy background, educational background and English language learning in the past has a strong influence over reading habits and ultimately reading performance. The overall home background, educational background and past language learning experience of Urdu & Sindhi students are not good. Moreover it has been found that Urdu students' parents are more educated and supportive and having positive attitude towards their children. They provide library, motivate them to learn more and more to their children. Urdu students' educational background is better. They were sent to the good institutes in the past, which were having good library and teacher's support. Past English language learning experience of Urdu students is good. In contrast: the parents of Sindhi students were less educated than Urdu students. They showed less involvement and motivate less to their children for improvement and reading. Sindhi students' educational background was also less privileged and they mostly came from public sector organization. To conclude the overall home, educational background and past language learning experience are not good. Additionally Urdu students are having good home background, educational background and English learning experiences in the past than Sindhi students.

Secondly Thematic Analysis has proved that home background, educational background and English language learning background in the past are responsible for the reading proficiency. The Urdu students have better home background, educational background and English language learning experience in the past than Sindhi students. As a result, Urdu students have good language proficiency than Sindhi students.

Practical implication

The finding of this study is very beneficial for policy makers and implementers in different ways. They would know the current status of reading proficiency of Urdu & Sindhi students' groups and also the factors affecting at higher secondary level of Sindh Pakistan. This can be use the finding of this study to fill the gaps. They would also identify the role of parents, home background, educational background in the development of the reading proficiency to get maximize output. The curriculum and books could also be modified in the light of the findings of this study. The appointment

can be made and training of teachers can be conducted considering the role of teacher education institution highlighted in this study.

Recommendations

1. It is recommended that parents should involve themselves in the students' learning activities. This will be the positive attitude towards children which motivate them to improve the English language learning

2. The parents must maintain the library at home and inspire their children to read more and develop reading habits among them.

3. The parents' education also necessary for the improvement of children. So parents must educate themselves.

4. The teacher responsibility is to motivate the learners in reading.

5. The teacher should design activities which motivate the learners for library

6. The teacher can play a vital role in the development of learners' reading habits and ultimately the reading performance will also be improved.

References

Abbas, F., Pervaiz, A., & Arshad, F. (2018*). The competing status of Urdu and English after declaration of Urdu as official language in Pakistan. Journal of Research (Urdu), 34*(1), 142-158.

Araújo, L., & Costa, P. (2015). *Home book reading and reading achievement in EU countries: The progress in international reading literacy study 2011 (PIRLS). Educational Research and Evaluation, 21*(5-6), 422-438.

Chachar, Z. A., Ullah, N., & Ujjan, S. B. (2023). *Enhancing Access and Quality of Secondary Education in Balochistan: Identifying Challenges and Implementing Effective Solutions. Annals of Human and Social Sciences, 4*(3), 12-20.

Creemers, B. P., & Kyriakides, L. (2010). *Explaining stability and changes in school effectiveness by looking at changes in the functioning of school factors. School Effectiveness and School Improvement, 21*(4), 409-427.

Erola, J., Jalonen, S., & Lehti, H. (2016). *Parental education, class and income over early life course and children's achievement. Research in Social Stratification and Mobility, 44*, 33-43.

Gormley, W. T., & Gayer, T. (2005). *Promoting school readiness in Oklahoma: An evaluation of Tulsa's pre-k program. Journal of Human resources, 40*(3), 533-558.

Harris, K. R., Graham, S., Aitken, A. A., Barkel, A., Houston, J., & Ray, A. (2017). *Teaching spelling, writing, and reading for writing: Powerful evidence-based practices. Teaching Exceptional Children, 49*(4), 262-272.

Hos, R. (2016). *Caring is not enough: Teachers' enactment of ethical care for adolescent students with limited or interrupted formal education (SLIFE) in a newcomer classroom. Education and Urban Society, 48*(5), 479-503.

Jamali Kivi, P., Namaziandost, E., Fakhri Alamdari, E., Ryafikovna Saenko, N., Inga-Arias, M., Fuster-Guillén, D., ... & Nasirin, C. (2021*). The comparative effects of teacher versus peer-scaffolding on EFL learners' incidental vocabulary learning and reading comprehension: A socio-cultural perspective. Journal of psycholinguistic research, 50*, 1031-1047.

Jerrim, J., & Micklewright, J. (2014). *Socio-economic gradients in children's cognitive skills: Are cross-country comparisons robust to who reports family background? European Sociological Review, 30*(6), 766-781.

Leithwood, Kenneth, S. Anderson, Blair Mascall, and Tiiu Strauss. (2010). *School leaders' influences on student learning: The four paths. The principles of educational leadership and management 2*, 13-30.

Ma, Q. (2017). *A multi-case study of university students' language-learning experience mediated by mobile technologies: A socio-cultural perspective. Computer assisted language learning, 30*(3-4), 183-203.

Magnuson, K. (2007). *Maternal education and children's academic achievement during middle childhood. Developmental psychology, 43*(6), 1497.

McLaughlin, M. W., & Talbert, J. E. (2007). *Building professional learning communities in high schools: Challenges and promising practices.* Professional learning communities: Divergence, depth, and dilemmas

Najeeb Ullah. (2019). *Relationship between Parental Education and Their Children Academic Achievement at secondary School Level. The Sindh University Journal of Education, 48*(1), 1-9.

Rahman, M. (2004). *Aiding the reader: The use of metalinguistic devices in scientific discourse. Nottingham Linguistic Circular, 18*, 29-48.

Rajprasit, K., Pratoomrat, P., Wang, T., Kulsiri, S., & Hemchua, S. (2014). *Use of the English language prior to and during employment: Experiences and needs of Thai novice engineers. Global Journal of Engineering Education, 16*(1), 27-33.

Rivers, J., Mullis, A. K., Fortner, L. A., & Mullis, R. L. (2012). *Relationships between parenting styles and the academic performance of adolescents. Journal of Family Social Work, 15*(3), 202-216.

Shamshad, M., & Arshad, F. (2021). *Deciphering the Riddle of Education in Pakistan: A Case of Public Sector Elementary Schools. Journal of Educational Research, 24*(1), 140.

Ullah, N., Das, A., & Ghunio, A. (2022). *Causes of Students' Dropout in Public Secondary Schools of Balochistan, Pakistan. Annals of Human and Social Sciences, 3*(3), 47–46.

Ullah, N., & Almani, A. S. (2022). *Factors Affecting Students' Academic Performance: A Case Study of Secondary Schools of Makran Division Balochistan, Pakistan. Webology, 19*(2), 2749

Ullah, H., & Ali, J. (2022). *Impact of COVID-19 pandemic on the schooling of public and private school students in Pakistan. Education 3-13, 50*(8), 1085-1094.

van Bergen, E., van Zuijen, T., Bishop, D., & de Jong, P. F. (2017). *Why are home literacy environment and children's reading skills associated? What parental skills reveal. Reading Research Quarterly, 52*(2), 147-160.