

# Effect Of Jolly Phonics On Pupils' Academic Performance Of In English Language In Ilorin, Kwara State, Nigeria

SAADU, Usman Tunde<sup>1</sup>, OREAGBA Fatimoh<sup>2</sup>, YUSUF, Ganiyu Akanbi<sup>3</sup>

<sup>1</sup>Department of Early Childhood and Primary Education, Kwara State University, Malete  
Usman.saadu@kwasu.edu.ng ORCID:0000-0002-0503-3253

<sup>2</sup>Department of Early Childhood and Primary Education, Kwara State University, Malete  
thkeyispatience@gmail.com

<sup>3</sup>Department of Early Childhood and Primary Education, Kwara State University, Malete  
akanbiganiyu@gmail.com ORCID: 0000-0002-9580-7477

**Abstract:** *Despite the significance of this subject matter as a learning concept, students' poor academic performance in the English language continues. As a result, researchers looked into how Jolly Phonics affected students' academic performance in English in Ilorin, Kwara State. The pretest-posttest quasi-experimental research design was used for this study. English Language Proficiency Exam (EAT). The test was validated by English teachers. At 0.81, it is proven to be trustworthy. A covariance analysis was used to analyse the data that were gathered (ANCOVA). A significance threshold of 0.05 was used to test hypotheses. It showed that joyful Phonics has a substantial main influence on students' academic achievement in the English language ( $F(2; 75) = 14.516; P 0.05$ ). It was determined that Jolly Phonics could aid primary school students in learning more effectively than the traditional approach, particularly in English. It was suggested that teachers receive training on the most effective method for instructing students to use Jolly phonetics during English language sessions.*

**Keywords:** Jolly Phonics, English language proficiency, academic performance, gender, and type of school

## Introduction

The goal of teaching and learning activities in the classroom is to alter students' behaviour in a way that is desired. The degree of the students' performance on a learning task or subject determines this shift (Yusuf, 2019). Academically speaking, performance refers to how well a student demonstrated their intellectual capacity on a given test. Ayo (2000) said that student assessment through comprehensive, systematic, cumulative, diagnostic, formative, and summative evaluation of what they have learnt in many courses, including the English Language using Jolly Phonics, is the result of pupil performance.

The synthetic phonics programme known as Jolly Phonics was created by Jolly Learning Ltd. in the U.K. It methodically teaches reading and writing by associating letters with sounds, particularly in the English spelling system. The 42 letter sounds are ordered so that the most frequently occurring letters appear first, followed by digraphs, which require the combining of two letters, and then the remaining single-letter sounds, which happen less frequently but are still easy for students to spell and pronounce (Jolly, 2012)

Students are expected to advance through the letter sounds as they learn how to pronounce them correctly, write them (letter sound formation), combine them with reading new words (letter sound blending), and listen to them in comments to help with spelling (segmenting). These make up Jolly Phonics' component parts. The teaching of problematic words like "me," "who," and "like," which ordinarily do not follow the letter-sound linkage, comes next after learning letter sounds. For youngsters learning to read, Jolly Phonics created songs, action stories, and noises for each letter sound. These materials make learning to read fun and easy (Jolly, 2014)

A child-centered method of teaching the English language is Jolly Phonics. A synthetic multimodal technique is used. It teaches five essential reading and writing skills and features activities for all 42 English letter sounds. These five abilities include learning letter formation, blending, segmenting, and tricky words with irregular spellings, which children learn separately in this method. Learning the letter sounds, which include the alphabet sounds as well as digraphs (e.g., sh, ai), is another one of these five abilities (Jolly, 2014).

112 five-year-old kids participated in Stuart's (1999) study. There were 96 people who studied English as a second language. The participants were divided into the control group, which employed a whole-language strategy based on huge books, or the experimental group (Jolly Phonics intervention). All of the kids underwent pretests for phonological awareness, letter recognition, and oral and written language assessments prior to the 12-week intervention. They were all retested on these metrics a year after the intervention. It has been discovered that the Jolly Phonics programme made a significant contribution to kids' development of phonemic awareness, phonics knowledge, and their capacity to use it in reading and writing.

The relative effects of Jolly Phonics on improving primary students' reading abilities were examined by Ekpo et al. in 2007. The study in Nigeria's Akwa Ibom State senatorial district included 138 students in elementary one from 5 schools in 3. Each school had two classes chosen as the experimental and control groups. The experimental groups improved on the Burt Reading Test from 3-29 months of reading age after receiving the Jolly phonics curriculum. The outcomes showed that Jolly Phonics (J.P.) significantly improved kids' reading abilities. In the Cross River State capital of Calabar, Attah and Ita (2017) looked at how gender affected senior secondary school pupils' academic success in the English language. Six hundred and sixty students in Senior Secondary School Two (SSS II) from 22 public secondary schools—15 in Calabar Municipality and seven (7) in Calabar South Local Government Area, Cross River State—make up the study sample. The investigation revealed that among senior secondary school pupils in the Calabar metropolitan, gender does not significantly affect academic performance in the English Language.

The focus of Oyibe and Nnamani's (2016) study was the gender and academic performance of secondary school Social Studies pupils. Three thousand four hundred seventy-nine (3,479) secondary school pupils from the Abakaliki urban region in Ebonyi State were included in the study. The results of the study showed that male and female students had different mean accomplishment scores.

Academic performance of students and school type are frequently related. Newhouse and Beegle (2005) assessed the impact of school type on junior secondary school students' academic performance using data from Indonesia. The three full rounds of the Indonesia Family Life Survey served as the study's major source of data (IFLSI, IFLS2, and IFLS3). The findings demonstrated that, controlling for other factors, children who attended public junior secondary schools finished with higher test scores than those who attended private schools.

Ozer (2011) conducted study on students' Bender Gestalt performance exam results in both public and private settings. Students from private schools outperformed those from public schools in terms of academic performance. The majority of these discoveries, meanwhile, came from Western nations, thus there are limits to how much of them can be applied to an African context. In Akwa Ibom State, Okon & Achibong (2015) investigated the disparity in pupils' academic achievement between private and public schools. 940 respondents in total were chosen from private and public schools. Student performance in social studies was shown to be higher in private secondary schools than in public ones.

### **Description of the Issue**

Once a document satisfies reading requirements, students in basic one should be able to pronounce it. Today, academic performance in the English language is steadily dropping despite the significance of this subject matter as a core learning idea. Children are unable to combine sounds to create words, let alone read text clearly. Given that the English Language serves as a basis for understanding new concepts, this circumstance unavoidably causes students' performance in other disciplines to further drop. It is highly likely that students won't pass their exams if this situation isn't addressed. Parents placing too much pressure on their children who perform poorly in the English language may cause schools to lose their appeal. When students fail to get the necessary grades, teachers' stress levels may increase. As a result of a persistent reduction in English Language proficiency, the academic environment for all stakeholders becomes toxic rather than welcoming. Based on the aforementioned context, researchers looked into how Jolly Phonics affected students' academic achievement in English in Ilorin, Kwara State.

### **Research Theories**

To direct the investigation, the following research hypotheses were developed:

H01: In Ilorin, Kwara State, students' academic achievement in the English language is unaffected by Jolly Phonics.

H02: In Ilorin, Kwara State, there is no discernible main effect of gender on students' academic achievement in the English language.

H03: In Ilorin, Kwara State, there is no discernible major effect of school type on students' academic achievement in the English Language.

H04: In Ilorin, Kwara State, there is no discernible gender-jolly phonics interaction effect on students' academic achievement in the English language.

H05: In Ilorin, Kwara State, there is no discernible interaction between Jolly Phonics and students' academic performance in English.

H06: In Ilorin, Kwara State, students' academic achievement in the English language has no discernible interaction between gender and school type.

H07: In Ilorin, Kwara State, there is no statistically significant interaction between Jolly Phonics, gender, and school type on students' academic achievement in the English Language.

**Methodology**

The pretest-posttest quasi-experimental research design was used for this study. Using a stratified random sample technique, two public and two private schools were chosen. Scores from the pretest and posttest were obtained using the English Language Achievement Test (EAT). Before and after the Jolly Phonics, the instrument was utilised as a pretest and a posttest. Depending on the subjects chosen from the curriculum that the students were exposed to, it was distributed to the experimental and control groups. The English language instructors from the chosen schools and a few lecturers from the Early Childhood and Primary Education Department verified the instrument. Within two weeks, the test-retest procedure was used to establish the items therein. As a result, the dependability coefficient of the instruments was set at .81 using the Pearson Product Moment Correlation (PPMC). The researcher and the research assistants conducted the happy Phonics for six weeks. Prior to the start of the merry Phonics, the students' chosen subjects were used to design the pretest. Following this, participants in the experimental group were instructed in the chosen subjects using Jolly Phonics, while the control group was made using a standard procedure. The tests were given again to the two groups after the teaching and learning activities. Analysis of Covariance was used to analyse the collected data (ANCOVA). Every hypothesis was tested at a significance level of 0.05.

**Research Hypothesis One:** There is no significant main effect of Jolly Phonics on the pupils' academic performance in the English Language in Ilorin West Local Government Area of Kwara State.

**Table 1:** Summary of Analysis of Covariance showing the main effect of Jolly Phonics on pupils' academic performance in the English Language in Ilorin West Local Government Area of Kwara State.

Source	Type III Sum of Squares	Def	Mean Square	F	Sig.
Corrected Model	4671.649 <sup>a</sup>	12	389.304	3.442	.000
Intercept	6061.545	1	6061.545	53.597	.000
Pretest	108.842	1	108.842	.962	.330
Jolly phonics	3283.467	2	1641.733	14.516	.000
Gender	3.752	1	3.752	.033	.856
School type	170.189	1	170.189	1.505	.224
Jolly phonics * Gender	283.439	2	141.720	1.253	.292
Jolly phonics * School type	265.247	2	132.624	1.173	.315
Gender * School type	18.642	1	18.642	.165	.686
Jolly phonics * Gender * School type	370.131	2	185.065	1.636	.202
Error	8482.169	75	113.096		
Total	340114.000	88			
Corrected Total	13153.818	87			

Table 1 data show the main effect of jolly Phonics on the pupils' academic performance in the English Language in Ilorin West Local Government Area of Kwara State. There was a significant main effect of jolly Phonics on the English language pupils' academic performance ( $F_{(2; 75)} = 14.516$ ;  $P < 0.05$ ). Therefore, the hypothesis is rejected in light of the result since the significant value is less than 0.05. It implies that jolly Phonics significantly affected English Language pupils' academic performance in the Ilorin West Local Government Area of Kwara State.

**Table 2:** Summary of Bonferroni's Post Hoc pairwise Comparison of the scores within the three Groups

Jolly Phonics	Mean Score	Experimental	Control Group

Jolly Phonics Mobile Application	66.61	*
Conventional Method	48.57	*

The significant main effect seen in table 1 is caused by the significant difference between the Jolly Phonics mobile application and the Conventional technique, according to table 2 data. It suggests that students who used joyful Phonics outperformed students who used the traditional approach.

**Research Theorem 2:** In the Ilorin West Local Government Area of Kwara State, there is no substantial primary influence of gender on the students' academic achievement in the English Language.

Table 1 also showed how the gender of the students in the Ilorin West Local Government Area of Kwara State affected their academic achievement in the English language. In Ilorin West Local Government Area of Kwara State, there was no discernible gender difference in the academic performance of English Language students ( $F(1; 75) = .033$ ;  $P > 0.05$ ). In light of the outcome, the hypothesis was not ruled out because the significant value (.856) is more than 0.05. It suggests that in the Ilorin West Local Government Area of Kwara State, gender had no appreciable impact on the academic performance of English Language students.

**Third research hypothesis:** In Ilorin West Local Government Area of Kwara State, school type does not significantly affect students' academic achievement in the English Language.

The primary impact of school type on students' academic achievement in the English Language in Ilorin West Local Government Area of Kwara State was also shown in Table 1. The academic performance of the English Language students was not significantly impacted by the school type ( $F(1; 75) = 1.505$ ;  $P > 0.05$ ). In light of the outcome, the hypothesis was not ruled out because the significant value (.224) is more than 0.05. It implies that the academic performance of English Language students in the Ilorin West Local Government Area of Kwara State was not significantly impacted by the type of institution.

**Research Theorem 4:** In the Ilorin West Local Government Area of Kwara State, there is no gender-significant interaction effect of Jolly Phonics on the academic performance of English Language students.

In the Ilorin West Local Government Area of Kwara State, Table 1 also showed the interaction effect of Jolly Phonics and gender on the students' academic achievement in the English Language. In the Ilorin West Local Government Area of Kwara State, there was no statistically significant interaction impact between Jolly Phonics and gender on the academic performance of English Language students ( $F(2; 75) = 1.253$ ;  $P > 0.05$ ). In light of the outcome, the hypothesis was not ruled out because the significant value (.292) is more than 0.05. It means that in the Ilorin West Local Government Area of Kwara State, the interplay of Jolly Phonics and gender had no appreciable impact on students' academic performance in the English Language.

**Fifth research hypothesis:** In Ilorin West Local Government Area of Kwara State, there is no significant interaction effect between Jolly Phonics and school type on the students' academic achievement in the English Language.

In Ilorin West Local Government Area of Kwara State, Table 1 also showed the interaction effect of Jolly Phonics and school type on the students' academic achievement in the English Language. In the Ilorin West Local Government Area of Kwara State, there was no statistically significant interaction impact of Jolly Phonics and school type on the students' academic performance in the English Language ( $F(2; 75) = 1.173$ ;  $P > 0.05$ ). In light of the outcome, the hypothesis was not ruled out because the significant value (.315) had a value higher than 0.05. This suggests that the use of Jolly Phonics in conjunction with the kind of school has no appreciable impact on students' academic achievement in English in the Ilorin West Local Government Area of Kwara State.

**Sixth research hypothesis:** In Ilorin West Local Government Area of Kwara State, there is no significant interaction effect of gender and school type on the academic achievement of students in the English Language.

In the local government area of Ilorin West Kwara State, Table 1 also emphasised the interaction effect of gender and school type on the educational outcomes of English-language students. In the Ilorin West Local Government Area of Kwara State, there was no statistically significant interaction between gender and school type that affected students' academic performance in English Language ( $F(1; 75) = .165$ ;  $P > 0.05$ ). As a result, the assumption was not disproved in light of the significant value's result (.686) above 0.05. It suggests that in the Ilorin West Local Government Area of Kwara State, the interplay of gender and school type had no appreciable impact on students' academic performance in the English Language.

**Seventh research hypothesis:** In Ilorin West Local Government Area of Kwara State, there is no significant interaction effect of jolly phonics, gender, or school type on the students' academic achievement in the English Language.

The interaction effect of cheerful phonics, gender, and school type on the academic achievement of English Language students in Ilorin West Local Government Area of Kwara State was also shown in Table 1. In the Ilorin West Local Government Area of Kwara State, there was no statistically significant interaction effect of jolly phonics, gender, or school type on the students' academic achievement in the English Language ( $F(2; 75) = 1.636; P > 0.05$ ). Therefore, given the result of the significant value (.202) over 0.05, the hypothesis is not rejected. It suggests that the interaction of Jolly Phonics, gender, and school type in Ilorin West Local Government Area of Kwara State has no appreciable impact on the academic performance of English Language students.

### Discussion of findings.

In Ilorin West Local Government Area of Kwara State, one of the study's findings showed that there was a significant main effect of Joyful Phonics on the students' academic achievement in the English Language ( $F(2; 75) = 14.516; P < 0.05$ ). That was consistent with Stuart's speech (1999). Their research showed that the Jolly Phonics programme had a significant contribution to kids' development of phonemic awareness, phonics knowledge, and capacity to use it in reading and writing. The conclusion was also consistent with Ekpo et al(2007) 's claim that Jolly Phonics (J.P.) significantly enhanced children's reading abilities based on the study's findings.

Another finding from this study showed that, in Ilorin West Local Government Area of Kwara State, there was no discernible effect of gender on academic performance of English Language learners ( $F(1; 75) = 0.033; P > 0.05$ ). However, this was in Utah and Ita's favour (2017). Their research revealed that among upper secondary pupils in the Calabar metropolitan area, gender had little bearing on how well they performed in English-language classes. This suggests that a teacher's approach and capacity to instruct successfully are the only factors that can affect student achievement, regardless of gender.

In the Ilorin West Local Government Area of Kwara State, there was no significant main effect of school type on the students' academic achievement in the English Language ( $F(1; 75) = 1.505; P > 0.05$ ). It follows that a student's academic success cannot be influenced by the sort of school they attend. This was in contrast to the finding made by Ozer (2011), whose research revealed that pupils who attend private schools did noticeably better than those who attend public schools. The results can only be somewhat generalised to the African setting because the majority of them were from Western nations. Students who attended public junior high schools performed better on end-of-course exams than those who attended private schools, according to research by Newhouse and Beegle from 2005. Additionally, Okon and Achibong (2015) discovered that private secondary school students performed higher in the social sciences than their public school counterparts.

### Conclusion

Regardless of their gender, type of school, or background, it is claimed that joyful Phonics can help primary school students learn the English language in particular more effectively than the traditional way of teaching and learning

### Recommendations

Among the recommendations were the following:

1. Because smartphones are essential for using Jolly Phonics in English language classes and for teaching and learning Jolly Phonics, educators should be encouraged to buy them.
2. The most effective method for educating pupils using Jolly Phonics during English sessions should be taught to teachers.
3. Jolly Phonics should be used in English language instruction, according to the National Educational Research and Development Council (NERDC), proprietors, and ministries of education.

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