Effect of Know-Want-Learn Strategy on pupils' Academic Performance in Literacy in Irepodun Local Government Area of Kwara state

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Abstract: The foundational skills of literacy are not taught effectively in the twenty-first century. Literacy proficiency is becoming more in demand, and the poor performance of students in the 2020 and 2021 common entry exams was evidence of this. As a result, the study examined how the Know-Want-Learn strategy affected students' academic performance in literacy. There were purposes for this study and in realizing this, three hypotheses were also formulated and tested for this study. This study adopted pretest, posttest control group quasi – experimental design. The population of the study comprised all public and private primary school in Irepodun Local Government Area of Kwara State. Purposive sampling technique was used to select four primary schools of which 110 pupils of intact classes of primary two pupils were used for the study. Pupil's Literacy Academic Performance Test (PLAPT) was used to elicit information from the respondents. The instrument was subjected to face and content validity. Reliability co-efficient was also obtained. Descriptive statistics of frequency count and percentage and inferential statistics of (ANCOVA) was used for analysis. Result showed that there was significant main effects of treatment on Pupils' Literacy Academic Performance with. ($F_{(1; 105)} = 23.265, P < 0.05$), there was no significant main effect of gender on pupils academic performance in literacy with ($F_{(1; 105)} = .005; P > 0.05$) and there was no significant effect of school type on pupils academic performance in literacy ($F_{(1; 105)} = 2.782; P > 0.05$). It was concluded that Know-Want-Learn strategy was effective in teaching at primary level of education. It was recommended that teachers in the targeted Area should adopt the use of Know-Want-Learn strategy as part of strategies to be used in teaching literacy.

Keywords: Know-Want-Learn, Teaching, Literacy, Academic performance, Pupils

Introduction

Poor academic performance in literacy is one of the main issues young learners in primary schools in Nigeria face because so many young children are unable to learn using literacy as a tool for learning in the 21st century, when there is an increased demand for students who are proficient in writing language. In specific terms, only 33% of children between age 6 to 14 years are proficient in literacy, this means that 33% of children in Nigeria primary schools are literate. Report have it that, 40% of Pupils in 2020/2021 common entrance examination scored 50 marks and above while 60% score below 50 marks in literacy questions. Record also have it that 105 million of young children in Nigeria are out of schools and these are children that may never acquire Literacy in school. This widespread of poor academic performance in Literacy is attached to so many variables, such as parents' socio-economic status, Teacher's qualifications and experience, teachers' personality and Teaching strategies.

Literacy is defined as the development of abilities necessary for learning to communicate effectively at the elementary level of education, including listening, reading, writing, and speaking. Literacy connotes acquisition of skills such as listening skill, reading skill, writing and speaking and the ability to understand rudiments of letters which are to be learnt properly at the preschool and at the basic level of education. Thanh (2018) opined that Literacy goes beyond the ability to read and write, it also includes the skills to connect, explain and clearly differentiate complex issues. In twenty first century, however, children who have good early literacy skills are known to have quality education. Learning literacy skills early with adequate support of family helps children to be exposed to high percentage of words compared to pupils who do not have such opportunities while developing, and children who have no such opportunity on time to communicate and develop the skills adversely influenced their literacy performance in school (Samantha, 2015). Literacy encompasses skills such as reading, writing, speaking and listening, and these skills are to be learnt properly at preschool and basic level.

United Nation Educational, Scientific and Catural Organization (2017) described Literacy as the ability to identify, understand, interpret, create printed and non-printed materials associated with varying contents. It also stressed that Literacy involves a continuous learning that enables individual to achieve their goals, to develop their knowledge and potentials that will make such individual to be useful to himself and to the community at large. Literacy skills can as well be defined as skill such as ability to use computer, basic numeracy, and sound, moving images and geographical elements in digital based interaction. The Council of English Teachers and the International Reading Association added visual representation to the list of competencies that constitute Literacy (Eno, Uduak, Alice & Isioma, 2014). Oyitso and Olomukoro (2010) submitted that Literacy is an indispensable means of effectiveness, in social and economic institution that improves human development and also a way of raising one standard of living

to a better status. Literacy helps an individual to contribute positively and to implement right judgment among people and it also addresses the need of everyone (Adedokun, 2013)

Literacy is so crucial as means of instruction in Nigeria schools from Upper primary to higher institutions. The knowledge of content of school subject is transferred to learners through Literacy medium, or how proficient a learner is, will predict school academic performance, and at the same time how he or she can cope with the language of instruction thus, there is a significant influence of literacy proficiency on learner's academic performance. Exposing learners to Literacy improves early language development and it is a good attempt at invest in children's reading and writing skills in order to prevent social and behavioral problems. The level of learner's academic performance in school subject will be determined by the learner's level of proficiency in literacy skills, since literacy is the language of instruction learner's success and proficiency in the language of the instruction will also determine his or her academic performance.

Aina and Olanipekun (2014) revealed that competency in literacy is the most important factor of learning excellence and performance especially in this part of the world and that reading skill in foreign language is practically determined by the learner's proficiency in the language. Learner's level of performance in school subject will be determined by the learner's level of proficiency in literacy skills. Since English language is the language of instruction therefore, learner's success or proficiency in the language of the instruction will also determine his or her academic performance school subjects. In spite of the role of literacy in all human spheres of life as well as in learners academic performance, evidences abound that learners still experience problems in the attempt to learn literacy skills in our schools and this is also apparent in the woeful performance of learners in school examination, even their inability to compete favorably with their peers on many occasions (Samantha, 2015).

Robby (2010) highlighted some challenges literacy pose on pupils at the early years; these include the fear of Mistakes; which is one of the main problems that determine how well pupils develop reading and writing skills. Children at the early years also have challenges of decoding which means inability to distinguish phonemes also on many occasions slow oral pronunciation, problem of sounds recognition, inappropriate use of tenses and reading without proper expression (Klinger, 2011). Idiaka (2017) posited that often children experience difficulties in reading when faced with seemingly difficult and ambiguous language. It causes distraction that prevents learners from gaining meaningfully from what they read and such other problems includes comprehension, retention and reading.

The Know-Want-Learn method is another factor that this study finds to be problematic. There are several learner-centered teaching techniques that could be effective for students insofar as they actively participate in the teaching and learning process. The word Know-Want-Learnt is a part of metacognitive strategy which could also mean "what do I know? What do I want to know and what have I learnt". This strategy activates learners' prior knowledge and make it a starting point to the new information and knowledge that learner wants to acquire. It increases the learners' self-confidence and learner's ability to plan and monitor his/her work (Alsoudi, 2017). Know-Want-Learn strategy stimulates learners thinking by reinforcing questioning, independent thinking and setting objectives which lead them to positively achieve their goal.

The strategies consist of 3 stages, what I know? What I want to know? and what I have learnt? The objectives of Know-Want-Learn strategy as determined by Ogle is to involve pupils in active reading process by asking questions and thinking about the concepts that was discovered via reading. Evaluation: Learners start to evaluate what they knew and understood (Atieh, 2009).While implementing Know-Want-Learn strategy, the teacher's main role is to motivate learners, encourage learners to determine what needs to be known, identify the previous knowledge that is needed for the new knowledge to emerge, encourage learners to learn cooperatively with others and to be self – reliant in classroom discussion (Atieh 2009).

Therefore, the role of the teacher in Know-Want-Learn is to determine the previous knowledge that motivate them to think about the new ideas by asking questions, classify the ideas about the new knowledge cooperatively with each other and groups will be led into discussion, correct mistakes about the new information as required (Khafaji, 2011). The Know-Want-Learn approach strengthens students' grasp of textbook themes, and after reading, it broadens their knowledge and assists students in organizing and arranging the knowledge they have gained (Alsoudi, 2017). Siribunnam and Tayrauk–kam (2009) stated that Know-Want-Learn strategy commonly concentrates on analytical reading through encouraging pupils in classrooms to put their thinking skills into use. The teacher will use the Know-Want-Learn strategy, which involves creative discussion about the lesson's subject, followed by the use of papers, charts, and a class board to record students' information about what they already know (K), what they want to learn (W), and finally what they have learned (L).

There are several factors that influence students' academic achievement in literacy, including anxiety, dysfunctional families, the type of school, and gender (Ergikhuemen, 2015). A description of the notion of gender will be interesting to contribute to the background knowledge of this investigation. The term "gender" simply refers to the natural differences between men and women, which may influence the function a person plays in society. Gender differences among many factors impact pupil's academic performance because gender gap reflects in many areas among learners, areas like interest; attitude, beliefs and motivation go along way to determine the failure and success among pupils (Zeynali, 2012). In addition, school type may also have influence on pupils' academic performance, Public schools are institution set up by federal, State and Local Government while private schools are set up by group of individuals or a single individual. Literature have it that school characteristics such as type, facilities and location have a considerable influence on pupil's Academic performance in literacy. In this regard, the researchers examined the effect of Know-want-Learn strategy on pupils' academic in Literacy.

Statement of the Problem

It has not been encouraging to see students' poor literacy achievement, particularly in recent years. Because literacy is a core subject in the primary school curriculum, poor academic performance of students has been attributed to deficiencies and inappropriate use of instructional strategies implemented by the subject's teachers. This has been a source of concern for all stakeholders in education. When young children compete, it is clear from their poor literacy academic achievement that they have trouble speaking orally. Additionally, a research found that 33% of Nigerians in the primary school group can read or write. According to reports, in the study area's literacy questions, 40% of students who took the 2020–2021 Common Entrance Examination got 50 or higher, while 60% received less than 50. Additionally, Nigeria had the lowest literacy rate in the entire Sub-Sahara, at 62.2%, according to a recent assessment. As a result, the researcher looked into how the Know-Want-Learn strategy affected students' academic performance in literacy in the Irepodun Local Government Area of Kwara State.

Purpose of the Study

Specifically, the purposes are to:
a. examine the main effect of Know-want-Learn on pupils' academic performance in Literacy
b. investigate the main effect of gender on pupils' academic performance in Literacy
c. assess the main effect of school type on pupils' academic performance in Literacy

Hypotheses

Ho1: There is no significant main of Know-Want-Learn strategy on pupils' academic
performance in Literacy
Ho2: There is no significant main effect of gender on pupils' academic performance in Literacy
Ho3: There is no significant effect of school type on pupils' academic performance in Literacy

Methodology

This study adopted pretest, posttest, control group quasi experimental research design. Population comprise all primary two pupils. A factorial of 2X2X2 design was adopted to test the null hypotheses for this study. The first two levels were two experimental groups (Know-Want-Learn Strategy and the control group). The second factorial level is based on gender that is male (M) and female (F), while the third factorial level is the school type (public and private). This design allowed for the experimental groups to receive treatment (Know-Want-Learn Strategy) while the control groups received placebo and they were taught using the conventional teaching method. However, both the experimental and control groups received the pre-test and the post-test.

The study's population were all primary two pupils in both 89 public primary schools with a total of 7,891 pupils and 101 private schools with total of 7,238 pupils in Irepodun Local Government Area, Kwara state, (Kwara State School Census Report, 2019/2020). Intact classes were used to avoid disruption of class.

Purposive sampling technique was used to select four mixed primary schools (two public schools and two private schools. Two experimental groups (One public school and One private school) and two control groups (One private school and One public school) were selected purposely for the study.

Pupils' Literacy Academic Performance Test (PLAPT) was used to elicit information from the respondents. Instructional Guide for Know-Want-Learn strategy was used as treatment for Treatment groups (One Private and One Public school). Instruments were subjected to face and content validity by one literacy teacher and three experts in Early Childhood and Primary Education. To ascertain the reliability of the three instruments, test re-test method was used. Thereafter, Pearson Product Moment Correlation coefficient was used to determine the reliability index ($r=0.76$). Frequency counts and percentage were used for respondents' demographic information, while the hypotheses were tested at 0.05 level of significance with analysis of covariance (ANCOVA).

Results

Demographic profile of the respondents was presented using frequency counts and percentages. Inferential statistics of Analysis of Covariance (ANCOVA) was adopted to analyze the research hypotheses generated at 0.05 alpha level of significance.

SECTION A: Demographic Characteristics

Table 1 Gender Distribution

Gender	Frequency	Percentage
Male	30	27.7%
Female	80	72.3%

Total	110	100

Table 1 shows the distribution of respondents based on gender. Thirty (30) respondents representing 27.7% were male while eighty (80) of the respondents were female representing 72.3%. From the analysis above, it was obvious that female respondents were found to be more in number than male respondents.

Table 2 Distribution of Respondents by Treatment

Groups	Frequency	Percentage
Experimental	70	63.6%
Control	40	36.4%
Total	**110**	**100**

Table 2 shows the distribution of respondents based on treatment. Seventy (70) respondents representing 63.6% were in experimental group while forty (40) of the respondents were in control group representing 36.4%. From the analysis above, it was observed that respondents from experimental group were found to be more in number than respondents from control group

SECTION B: Testing the Hypotheses

Ho1:   There is no significant main effect of treatment on the academic performance of pupils in Literacy

Table 3: summary of Analysis of Covariance (ANCOVA) showing the Main Effect of Treatment in Pupils Academic performance in Literacy

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	348.205	6	348.205	4.640	.000
Intercept	1381.762	1	1381.762	20.038	.000
Pretest	1.728	1*	1.728	.095	.502
Main Effect Treatment	181.467	1*	181.467	23.265*	. 000*
Gender	5.874	1*	5.874	.005*	.563*
Schooltype	17.185	1*	17.185	2.782*	.071*
Error	241.781	105*	202.971		
Total	18419.00	110			
Corrected Total	589.986	109			

a. R Squared = .543 (Adjusted R Squared = .521)

Table 3 shows the effect of treatment on pupils' academic performance in Literacy. There was significant main effect of treatment on pupils' academic performance in Literacy in Kwara state (F $_{(1; 105)}$ = 23.265, P < 0.05). The hypothesis is therefore rejected since the significant value (.000) is less than 0.05. This implies that treatment had significant effect on pupils' academic performance in Literacy.

Table 4: Summary of Bonferroni's Poc Hoc Pairwise Comparison of the scores within the two groups

Treatment	Mean Difference	Experimental	Control Group
Know-want-learn strategy	75.027	*	
Conventional Method	57.396		*

Table 4 showed that the considerable difference between the Know-Want-Learn strategy and conventional method is the cause of the significant main effect disclosed by Table 3. While the standard approach is known as the control group, the know-want-learn strategy refers to the experimental group. This suggests that those exposed to the Know-Want-Learn strategy (75.03) outperformed those exposed to the standard method significantly (57.40).

Research Hypothesis Two: There is no significant effect of gender on pupils' academic performance in Literacy in Kwara State

Table 3 also displays the effect of gender on pupils' academic success in literacy in Kwara State. There was no gender difference in the academic achievement of students in Kwara State in literacy (F (1; 105)=.005; P > 0.05). The hypothesis is consequently not disproved because the significant value (.563) is larger than 0.05. This shows that in Kwara State, gender may have little to no bearing on kids' academic progress in reading.

Research Hypothesis Three: There is no significant effect of school type on pupils' academic performance in Literacy in Kwara State.

The impact of school type on students' academic achievement in literacy in Kwara State was also shown in Table 3. In Kwara State, there was no discernible impact of school type on students' academic achievement in literacy (F(1; 105) = 2.782; P > 0.05). In light of the outcome, the hypothesis is therefore not ruled out because the significant value (.071) is higher than 0.05. This suggests that the type of school has little to no effect on pupils' academic success in literacy in Kwara State.

Discussion of Findings

The results of this study demonstrated a substantial primary effect of treatment on students' academic literacy performance. This may be due to the students' exposure to instructional strategies that allow for equal and active engagement from each student in the subject area's teaching and learning processes. This concord with the study of Abate and Tefera (2015) who reported that there was a significant difference in the performance of pupils who were exposed to Know-want-Learn as teaching strategy to those that were not and this significant performance in Literacy in the study area might also be as result of the fact that the strategy made pupils to solve problems themselves by showcasing quick retention of what is learnt in the classroom. Another factor that brings about success in this treatment might be that, Know-Want-Learn strategy provided vitual representation that helps easier retention of knowledge acquired in Literacy and not only that each learner make a copy of what discussed in the conclusion stage for easier remembering of the concepts learned which will enhance future academic performance.

The results of this study also revealed that gender had no main influence on students' academic achievement in literacy in the Irepodun Local Government Area of Kwara State. This suggests that gender as a variable in this study has no significant impact on students' academic performance in literacy in Irepodun Local Government Area of Kwara State. It's possible that this is the case because all learners are given equal opportunities during the treatment period and all learners are learning at the same level, which does not allow for differences in mean scores. This was supported by Ganiyu (2016) who postulated that there was no significant main effect of gender on pupils'academic performance in Literacy. This finding was corroborated by Okoye (2008) who submitted that gender have no significant effect on pupils' academic performance but rather personality is the determinant on pupils' academic performance. This contradicted the findings of Adigun et al (2015) who concluded that gender has a tremendous effect on pupils' academic performance in Schools. However, this finding contradicted the findings of Ajayi (2017) that reported that female pupils performed significantly different than their male counterpart. Dania (2014) agreed that there was no significant difference in the academic performance of both male and female.

Another outcome of this study showed that in the Irepodun Local Government Area of Kwara State, there was no significant main influence of school type on students' academic achievement in literacy. This result was in line with that of Alimi, Eniola, and Alabi (2012), who found that students' academic performance was not significantly impacted by the type of school they attended.

Conclusion

The Know-Want-Learn approach was successful in teaching reading. This suggests that this strategy might be used to teach literacy to increase academic performance at the primary school level. It also shows that it improved students' academic literacy performance regardless of gender or type of school they attended

Recommendations

1. Since Know-Want-Learn strategy was effective in teaching literacy in primary school, teachers and administrators in both private and public schools should adopt the use of Know-Want-Learn strategy for its effectiveness
2. Teachers should enhance their professional development through seminars, workshop, conferences and other training programme that support utilization of
3. The teachers should make sure that there will be no gender discriminations in schools in order to motivate all pupils during teaching and learning process.

4. The school authorities should provide age appropriate learning environment to enhance appropriate teaching strategy for literacy.

5. Government should provide adequate funding and equipment/materials to public schools so as to encourage utilization of Know-Want-Learn strategies to improve teaching and learning process.

6. Parent-Teacher Associations, Non-Governmental Organizations and Volunteers should provide self-directed and corrected concrete material or objects to the schools and in order to encourage teachers or childhood educators to utilize them accordingly.

7. Policy makers and curriculum planners should budget enough fund for the education sector to encourage teachers.

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