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EFFECT OF WORD-WALL ON PUPILS' ACADEMIC PERFORMANCE IN ENGLISH STUDIES IN ATIBA LOCAL GOVERNMENT AREA, OYO STATE

BY

Olumuyiwa Ayobami AJAYI, *Ph.D*
Department, Early Childhood and Primary Education,
Kwara State University Malete
olumuyiwa.ajayi@kwasu.edu.ng
08064188731
Taiwo Oladunni GBENGA-AKANMU
Institute of Education
Obafemi Awolowo University, Ile-Ife
taoakanmu@yahoo.com
08038170477
Akeem OmowumiRAHEEM
Department of Early Childhood, Care and Education,
Emmanuel Alayande College of Education, Oyo
raheemomowumi19@gmail.com
08162514806

Abstract

To ameliorate poor performance in English studies at primary school level, the study examined the effect of word-wall on pupils' academic performance in English studies in Atiba Local Government Area, Oyo State.This study adopted pretest-posttest control group quasi-experimental design. The population of this study were all pupils in public and private primary schools in Atiba Local Government Area of Oyo State while the target population of this study were all primary five pupils in both 75 public primary schools and 69 private primary schools. Sample size for the study were 6 primary five classes with total number of one hundred and twelve (112). Four schools (two public and two private) were selected using a simple random sample procedure. Instruments used for the study were Instructional Guide for Word-wall Strategy (IGWS) and English Studies Performance Test (ESPT). The instruments were validated by three English studies teachers and two Early Childhood professionals. Items therein were subjected to reliability using the test-retest method. PPMC was used to establish the reliability coefficient at 0.79. Data gathered were analyzed using Analysis of Covariance (ANCOVA) at 0.05 level of significance. It was found among others that

there was significant main effect of word-wall on pupils' academic performance ($F_{(1; 106)} = 16.122$, $P < 0.05$). It was concluded that word-wall can enhance better teaching and learning. It was suggested that teachers should be enlightened on the effectiveness of word-wall on pupils' academic performance through organized seminars and workshop.

Keyword: Word-Wall, Academic performance, English studies, School-type

Introduction

The maximization of pupils' academic performance as a criterion for assessing the effectiveness of their teaching and learning tactics is one of the most crucial objectives of any educational institution. Parents, teachers, early childhood educators, psychologists, and members of the public are all very concerned about how to raise academic performance across the board. Thus, academic performance is an intriguingly significant topic and the primary standard by which all pedagogical and pedological initiatives are evaluated in terms of their success or failure (Elanzi, 2005). The teachers need to become conversant with their application of culturally responsive pedagogy and have the opportunity to learn and improve English as second Language (ESL) and making sure their curriculum materials and teaching materials are relevant (Fleckenstein, Leucht, Pant & Koller 2016). All three educational levels in the nation—elementary, secondary, and tertiary—experience low learners' performance in English studies. For as long as anyone can remember, Nigerian learners have drawn criticism for their subpar academic performance, notably in English Studies, at all grade levels (Jenibiaje,2009).

The ability to communicate effectively makes the study of English a mandatory subject. It is the most widely used language for academic study around the globe. Learners need English because it helps them think more broadly, builds their emotional intelligence, and opens doors to better employment and living conditions. The fact that English is the only means of communication in many nations contributes to its continued expansion as an international language. The literary and media industries also rely heavily on the English language for book publication; the vast majority of readers are

fluent in the language, so authors find it easiest to express their thoughts and feelings in English. Regardless, learners' English studies performance remain dismal across the board in elementary schools (Josefina & Sandeep, 2022).

Poor learners' English studies performance is judged by examiners to be below the expected standard, as stated by Ajayi (2022). Primary school pupils' lacklustre in English Studies performance has also been documented. This is because pupils lack the capacity to learn, unlearn, and re-learn, and because parents' efforts to encourage their children to read at home fall short of the task of helping their children become independent learners who can successfully navigate the world beyond what they have been taught and exposed to in school (Yusuf, 2019). This is not to discount the fact that the teacher is a crucial factor in learners' success in class, as their education relies on the teacher's ability to impart knowledge through the effective application of pedagogical methods and materials. Learning relies heavily on the teacher's ability to effectively instruct using an appropriate strategy, such as a word wall, in order to produce results like knowledge, skills, and attitude change.

A word-wall is a permanent, well-organized display of relevant vocabulary words that serves as a visual reference for pupils throughout a unit or term. Both educators and pupils frequently employ these terms in the course of many classroom activities. Although word-walls are useful in many contexts, Ary (2010) argued that they are especially helpful in facilitating the instruction of keywords and subject-specific terminology. Word-wall may also improve vocabulary to help learners read and write independently, give language learners a visual framework to deliberate and encourage pupils to make associations between words and ideas. Word-wall can easily be incorporate into pupils' daily routine. Gradually as they are introduced, keywords and terminologies related to the lesson or unit of study can be added. Words added to a word-wall should be relevant to the content being covered and laid out in a way that is easy for learners to use. Word-walls typically feature an alphabetical arrangement of printed words on card stock that are then pinned or taped to a wall or board. It is recommended

that educators get imaginative and creative when making word-walls for their classrooms in order to arouse pupils' interests and improve instruction.

The use of word-walls in the classroom has been shown to increase learners' engagement in reading and writing by giving learners instant access to vocabulary they may need during lessons. Rahman (2015) research examined the impact of the word-wall method on eighth graders' vocabulary retention and expansion. Data analysis revealed that the word-wall technique aided eighth graders in their pursuit of vocabulary mastery. Word-wall is a visual aid for learners to review previously learned vocabulary and academic terms. One way to awaken pupils' interest and boost their motivation to review previously learned vocabulary is to use word-wall as a tool designed specifically for this purpose.

Sulyman and Babalola (2023) investigated how classroom wall designs affected pupils' literacy in Kwara State's Ilorin East Local Government Area. It was discovered that classroom wall design, gender and school type as well as treatment and school type, had no discernible impact on pupils' literacy. Yusuf and Adigun (2010) investigated the impact of school type and gender on learners' academic performance in Ekiti State secondary schools. The findings of the study demonstrated the poor academic achievement of learners. It was also shown that variables including school type and gender had little bearing on learners' academic achievement. In Akwa Ibom State, Onekutu (2002) examined the disparity in academic achievement between learners attending public and private secondary schools. This study supported earlier findings that learners in private secondary schools fared better in Social Studies than their counterparts in public schools.

Statement of the Problem

One of the required disciplines is English studies, which is crucial to our daily life because it facilitates communication. All around the world, it is the major language used for studying any subject. For pupils, learning English is essential because it broadens their horizons, cultivates their emotional intelligence, and enhances their quality of life

by opening doors to employment. At this level of education, poor achievement in English studies may be the result of teachers' deficiencies and incorrect use of classroom procedures. This has drawn the attention of all parties involved in education, especially since English studies is a significant academic discipline. As a result, researchers looked at how word-walls affected pupils' academic performance in Atiba Local Government Area, Oyo State.

Research Hypotheses

$H_0$1: There is no significant main effect of word-wall on pupils' academic performance in English studies in Atiba Local Government Area

$H_0$2: There is no significant main effect of school type on pupils' academic performance in English studies in Atiba Local Government Area

H_o3: There is no significant interaction effect of word-wall and school type on pupils' academic performance in English studies in Atiba Local Government Area.

Methodology

The pretest-posttest control group quasi-experimental research design was used for this investigation. The population of this study were all pupils in public and private primary schools in Atiba Local Government Area of Oyo State while the target population of this study were all primary five pupils in both 75 public primary schools and 69 private primary schools. Sample size for the study were 6 primary five classes with total number of one hundred and twelve (112) from the intact class to avoid disruption of class. Four schools (two public and two private) were selected using a simple random sample procedure. Instruments used for the study were Instructional Guide for Word-wall Strategy (IGWS) and English Studies Performance Test (ESPT). Scores from the pretest and posttest were obtained using the English Studies Performance Test (ESPT). This test was utilized as a pretest prior to the treatment and a posttest following the treatment. Based on the subjects that were taught, it was distributed to both the experimental and control groups. Three English studies instructors and two Early

childhood professionals were selected from the department of Early Childhood and Primary Education for validity of the instrument. Test-retest approach was used to establish the items therein for validity. As a result, the correlation coefficient of the instruments was determined to be 0.79 using the Pearson Product Moment Correlation (PPMC). The researcher and the research assistants administered the treatment for a total of 6 weeks. The method used was to administer the pretest created using the themes selected by the pupils prior to the start of treatment. The experimental group was then instructed on the chosen subjects using the word-wall method, whereas the control group was instructed in the traditional manner. The tests were given again to the two groups after the teaching and learning activities. Analysis of Covariance was used to analyze the data (ANCOVA). Every hypothesis was tested at a significance level of 0.05.

Results

$H_0$1: There is no significant main effect of word-wall on pupils' academic performance in Atiba Local Government Area, Oyo State

Table 1: Showing the summary of Analysis of Co-variance (ANCOVA) on significant main effect of Word-wall on pupils' academic performance in Atiba Local Government Area, Oyo State.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	12269.438[a]	6	1533.680	3.718	.001
Intercept	10924.193	1	10924.193	26.480	.000
Pretest	115.594	1	115.594	.280	.598
Word Wall	6651.179	1	6651.179	16.122	.000
School type	684.827	1	684.827	1.660	.200
Word Wall * School type	536.693	1	536.693	1.301	.257
Error	43730.562	106	412.552		
Total	403875.000	112			
Corrected Total	56000.000	111			

Table 1 showed word-wall's main effect on pupils' academic performance in English studies in Atiba Local Government Area, Oyo State. In Atiba Local Government Area, Oyo State, there was a strong primary effect of word-walls on pupils' academic performance in English studies ($F(1; 106) = 16.122$, $P < 0.05$). Given the outcome and the fact that the significant value (.000) is less than 0.05, the hypothesis is consequently rejected. This suggests that word-walls in Atiba Local Government Area, Oyo State, had a significant effect on pupils' academic performance in English studies.

Table 2: Summary of Bonferroni's Post Hoc pairwise Comparison of the scores within the two groups

Treatment	Mean Score	Experimental 2	Control Group
Word-Wall	63.704	*	
Conventional Method	46.693		*

Table 2 shows that the significant main effect shown in Table 1 is due to the significant distinction between the Conventional Group and the Word-wall. Word-wall allude to experimental group 2 and the control group, which uses the standard procedure. This suggests that pupils who were taught using word-wall outperformed pupils who were taught using traditional method.

$H_0$2: There is no significant main effect of school type on pupils' academic performance in English studies in Atiba Local Government Area, Oyo State

In the Atiba Local Government Area of Oyo State, table 1 illustrates the considerable main effect of school type on pupils' academic performance in English studies. In Atiba Local Government Area, Oyo State, there was no significant main effect of school type on pupils' academic performance ($F(1; 106) = 1.660$, $P > 0.05$). In light of the outcome, the hypothesis is therefore not rejected because the significant value (.200) is higher than

0.05. This suggests that the academic performance of pupils in Atiba Local Government Area, Oyo State, was not significantly impacted by the type of school.

$H_0$3: There is no significant interaction effect of word-wall and school type on pupils' academic performance in English studies in Atiba Local Government Area, Oyo State.

In Atiba Local Government Area, Oyo State, Table 1 illustrates the interaction effect of word-wall and school type on pupils' academic performance. In Atiba Local Government Area, Oyo State, there was no significant interaction effect of word-wall and school type on pupils' academic performance (F (1; 106) =.1.301, P >0.05). In view of the outcome, the hypothesis is therefore not rejected because the significant value (.257) is higher than 0.05. This suggests that the word-wall and school type in Atiba Local Government Area, Oyo State, had no discernible effect on pupils' academic performance in English studies.

Discussion of findings

In Atiba Local Government Area, Oyo State, there was a main effect of word-walls on pupils' academic performance, according to one of the study's findings (F (1; 106) = 16.122, P < 0.05). This was done in conjunction with Rahman (2015) submission, which examined the impact of word-wall approach on vocabulary mastery in primary school pupils. Data analysis revealed that adopting the word-wall strategy had an impact on eighth grade students' vocabulary mastery.

On the other hand, Sulyman and Babalola (2022) looked at the impact of classroom wall design on learners' literacy in Kwara State's Ilorin East Local Government Area. In the Ilorin East local government area of Kwara State, there are 80 learners in primary two, split between private and public schools. It was discovered that classroom wall design, gender, and school type, as well as treatment and school type, had no discernible impact on learners' literacy.

In Atiba Local Government Area, Oyo State, there was no significant main effect

of school type on students' academic achievement (F (1; 106) = 1.660, P > 0.05). The outcome was consistent with Yusuf and Adigun's (2010) findings, who looked into how location, sex, and school type affected pupils' academic performance in secondary schools in Ekiti State. Furthermore, it was demonstrated that factors such as school type, sex, and location had little bearing on kids' academic achievement. This outcome contradicts Onekutu's (2002) contribution, which examined the disparity in academic achievement between pupils attending secondary public and private schools in Akwa Ibom State. The results of this study demonstrated that pupils in private secondary schools outperformed those in public schools in the subject of social studies.

Conclusion

It is clear from the explanation above that word-walls can improve performance over traditional teaching and learning techniques. The findings of this study allow us to draw the conclusion that, in Atiba Local Government Area, Oyo State, school type did not significantly affect pupils' academic performance. This suggests that performance is not determined by stereotypes of gender or of the type of school attended; rather, it depends on the approach taken, the teacher's communication skills, and the degree of pupils' engagement in the learning process. In Atiba Local Government Area, Oyo State, there was no significant interaction effect of word-wall and school type on pupils academic performance in English studies.

Recommendations

In the light of this conclusion, the following recommendations were made:

1. Seminars and workshops should be organized to inform teachers about the impact of word walls on pupils' academic performance.

2. Word-wall should be included in the English studies curriculum as one of the cutting-

edge teaching strategies, especially in primary schools, by curriculum developers including the Federal and State Ministries of Education, school owners, and NERDC.

3. Since it has been determined that school type is not a significant factor in affecting pupils' academic performance, it is not appropriate to base learners' success on the type of school they attend.

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