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Effect Of Classroom Wall Design On Pupl's Literacy In Ilorin East Local Government Area Of Kwara State

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ABSTRACT

This study examined the effect of classroom wall design on pupils' literacy in Ilorin East Local Government Area of Kwara State. Eighty primary two pupil's in both private and public schools in Ilorin East Local Government Area of Kwara State were selected to participate in this study, the simple random sampling technique was used to select the sample. The research instrument titled Pupil's Literacy Achievement Test (PLAT)was used for data collection. The research instrument was validated and tested for reliability. The reliability index of PLAT was determined using Pearson Product moment correlation (PPMC) which yielded (0.74) level of significance. Inferential statistics of Analysis of Covariance (ANCOVA) were used. Based on the findings, it shows that classroom wall design had no significant effect on pupil's literacy, gender had no significant effect on pupil's literacy, school type had no significant effect on pupil's literacy, gender and school type had no significant effect on pupil's literacy, interaction of gender and school type had no significant effect on pupil's literacy, treatment and school type had no significant effect on pupil's literacy, classroom wall design, gender and school type had no significant effect on pupil's literacy in Ilorin East local government Area of Kwara State. It was concluded that learners should be encouraged to learn using classroom wall design, read the words on the wall design every day to improve their literacy.

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1. INTRODUCTION

Pupils' performance in literacy has been a serious problem which may be as a result of improper teaching and poor classroom designs. Pupils' classroom needs adequate wall designing to increase their literacy and provide a reach literacy environment (Carlo, et al., 2004; Barrett, et. al., 2015; Woolner, et al., 2007). Word wall present such opportunity to make a reach literacy environment. A word wall is an interactive, ongoing display (on a chart, bulletin board, or other exhibition medium) of words or parts of words, used to teach spelling, reading and writing strategies, letter-sound correspondence, and more (Jackson, J., 2018; Narkon, D. E., et al., 2011; Jackson, J., et al., 2017).

Likewise, Baumann, J. F., ey al., (2007), defined word wall to be an interactive tool for pupil's or other to use, and contains an array of words that can be used during writing or reading. Nushi, M., (2016) opined that word wall is a tool for teaching academic vocabulary," word walls can work in a variety of ways to support reading, writing, and talk in classrooms. Similarly, George, J. M., & Jones, G. R., (2000) also defined word wall as building upon the spiral theory of mastery-repetition reinforces previously learned contents, the word wall uses throughout the school year allows pupil's to recycle many words. According to Ismiyati (2020), word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or a whiteboard in a classroom, it direct pupils' attention to the words on the wall during lessons, in this way the pupil's saw the progress in developing their reviewed of vocabulary and have a reference point when working on other vocabulary building activities.

Similarly, Harmon (2009) defined word wall to be an interactive tool for pupil's or other to use, and contains an array of words that can be used during writing or reading.

Correspondingly, Jackson (2013) defined word wall to be collection of words that displayed high-utility words, these are words that were used often in an individual classroom, a typical word wall consists of words relates to theme, text, or unit of instruction; for example, the part of body, word wall may be categorical listings of words that have been taught in the classroom and displayed on the wall, pupils' can then refer to reviews these words during direct instruction or throughout the day.

similarly, Sartika (2017) opinned that word wall can be used to teach essential words to ensure basic skills, to create a reliable technique to achieve basic literacy, to provide support during literacy activities, for pupils' to develop a relationship with words. Janet suggested the following, word wall design helps pupils' to choose and write the word to match the definitions. Repeat the process encouraging students to review all the words as they select the answer, word picture, working in teams, students select one of the words from the word wall and illustrate it on the board. The opposing teams got a point for a correct guess and illustrate another word, guess the word pupils' guesses what the word meant, mind readers, the teacher thought of a word on the word wall and gave five clues to that word. By the fifth clue, pupils' should all know the word. If success clues confirm a pupil earlier guess, pupils' can just write the word again (Harmon, J. M., et al., 2009; Fatimah, 2020). Word wall design can be of great benefit to the pupils and could lead to some disadvantages as well (Sipayung, 2018; Jannah, 2022; Kaharuddin, 2020; Jackson, 2016).

Jackson (2014) stated the advantages and disadvantages of using word wall technique in teaching literacy, Word walls provide pupils' with easy access to words they need to know during activities. Other advantages a word wall serves a variety of purposes, provides a visual for students that help them to remember word, serves as an important tool for helping pupils' learn to reactivates, foster pupils' independence, Promotes reading and writing. The disadvantages of using word wall technique as follows: require time to develop, require equipment to reproduce, there were sometimes viewed as busy work. To overcome the

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disadvantages above the teacher will prepare the material and word wall well, give explanation how to make it clearly, and manage the class effectively. Classroom wall desihn can help improve literacy.

According to Vlieghe (2015), Literacy has traditionally been thought of as reading and writing. Although these are essential components of literacy, today our understanding of literacy encompasses much more. Shanahan (1997) defined literacy as the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living. Language is explained as a socially and culturally constructed system of communication.

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (United Nations Educational, Scientific and Cultural Organization (UNESCO). Literacy development is a vital part of your child's overall development**.** It's the foundation for doing well at school, socializing with others, problem-solving, making decisions, developing independence, managing money and working (Sukhram, & Hsu., 2012; Cassell, 2004).

Çakıroğlu, A. (2018) stated the Importance of Literacy to individual and community well-being: From an individual perspective, one needs adequate literacy skills to participate and function happily within and contribute to one's communities. For newcomers to Canada, adequate English language skills are essential to forming friendships, without which they are susceptible to isolation, loneliness and anxiety. Persons with adequate literacy skills maintain better health through their ability to understand and interpret health information. They are better able to communicate clearly with their medical caregivers, learn and adopt preventive health practices and detect problems so that they can be treated earlier, or make appropriate choices amongst health care options. They are also better able to communicate with their children's teachers and to help their children with school work. From a collective perspective, a literate community is a dynamic community; a community that exchanges ideas, engages in dialogue is more innovative and productive.

Statement of problem

Proper classroom design is important to pupils in preschool because it can actually boost learning for students, provides lively sense to the pupils', increase participation in learning. For an early age, exposure to different classroom wall design can increase their reading skill, spelling skill, confidence, positive self-esteem and pupils' performance in literacy. Creative skill of educators and inability of the school management to employ teacher that have creative and innovative skill in the school, inadequate provision of materials to use in designing the classroom by the school coordinator. This may be why some classroom does not have proper classroom word wall design. The study, therefore sought to investigate if classroom word wall design will improve pupils' literacy in Ilorin E out the effect of classroom wall design on pupils' literacy in Ilorin East Local Government of Kwara state.

Purpose of the Study

The general purpose of this study is to find out the effect of classroom wall design on pupils' literacy in Ilorin East Local Government of Kwara State. Specifically, the study intends to: find out.

1. The effect of classroom wall design on pupils' literacy in Ilorin east local government area of Kwara state

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2. The effect of school type on pupils' literacy in Ilorin East Local Government of Kwara state
3. The effect of gender on pupils' literacy in Ilorin East Local Government of Kwara state
4. The effect of classroom wall design and school type on pupils' literacy in Ilorin East Local Government of Kwara state
5. The effect of classroom wall design and gender on pupils' literacy in Ilorin East Local Government of Kwara state
6. The effect of school type and gender on pupils' literacy in Ilorin East Local Government of Kwara state
7. The effect of classroom wall design, school type and gender on pupils' literacy in Ilorin East Local Government of Kwara state.

Research hypotheses

The following research hypotheses were formulated to guide this study:

Ho1: There is no significant effect of classroom wall design on pupils' literacy in Ilorin east local government area of Kwara state.

Ho2: There is no significant effect of school type on pupils' literacy in Ilorin east local government area of Kwara state.

Ho3: There is no significant effect of gender on pupils' literacy in Ilorin east local government area of Kwara state.

Ho4: There is no significant effect of classroom wall design and school type on pupils' literacy in Ilorin east local government area of Kwara state.

Ho5: There is no significant effect of classroom wall design and gender on pupils' literacy in Ilorin east local government area of Kwara state.

Ho6: There is no significant effect of school type and gender on pupils' literacy in Ilorin east local government area of Kwara state.

Ho7: There is no significant effect of classroom wall design, school type and gender on pupils' literacy in Ilorin east local government area of Kwara state.

3. METHODS

The study adopted pre-test, post-test, control group quasi-experimental research design. It was a non-equivalent, control group design that required non-random assignment of pupils' into groups. Quasi- experimental research design was considered appropriate because, primary two classes were used to avoid disruption of normal class lesson. The factorial design of 2x2x2 was adopted to test the null hypotheses for this study. The first two factorial levels are experimental and control groups, the second factorial design level is school location, while the last factorial level is school type which are private and public schools.

The researcher adopted simple random sampling technique to select the schools that was used for the experimental and control group respectively, two schools were picked for the experimental group and another two schools were picked for the control group. Purposefully, intact classes of primary two pupils was sampled from the four primary schools selected for the study.

The instruments that were used for this study are Instructional Package for Literacy which was titled (IPCD) which was developed by the researcher on the topics "Vocabulary" and "present continuous tense". Some ideas for the Pupils' Literacy Achievement Test (PLAT) was derived from the literacy scheme of work for primary two, and it consists of fifteen (15) questions on the lesson plan showing the use of classroom wall design.

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To analyze the data, the descriptive statistics (frequency count, mean and percentage) and inferential statistics (ANCOVA) was adopted. The decision was taken at 0.05 level of significance.

4. RESULTS AND DISCUSSION

Results

Result from the study were presented in Table 1 to 3 below

SECTION A: Demographic Characteristics

Table 1: Gender

Gender	Frequency	Percentage
Male	34	42.5%
Female	46	57.5%
Total	**80**	**100**

Table 1 shows the distribution of participants based on gender. 34 of the respondents representing 42.5% were male while 46 of the participants were female representing 57.5%. From the analysis above, it was obvious that female participants were found to be more in number than female participants.

Table 2: Distribution of Participants Based on School Type

School Type	Frequency	Percentage
Private	40	50.0%
Public	40	50.0%
Total	**80**	**100**

Table 2 shows the distribution of participants based on school type. 40 of the participants representing 50.0% were private while 40 of the participants were in Public representing 50.0%. From the analysis above, it was observed that participants who are from private school are the same with public school.

SECTION B: Testing of the Hypotheses

Ho1: There is no significant effect of classroom wall design on pupils literacy in Ilorin East Local Government Area, Kwara State.

Table 3: Summary of Analysis of Covariance (ANCOVA) showing the Main Effect of Treatment on Pupils Academic performance in Basic Science and Technology

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1047.190[a]	8	130.899	3.161	.004
Intercept	6434.328	1	6434.328	155.398	.000
Pre_Test	17.925	1	17.925	.433	.513
Treatment	1.583	1	1.583	.038	.846
School_Type	73.311	1	73.311	1.771	.188

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Gender	16.291	1	16.291	.393	.533
Treatment * School_type	446.941	1	446.941	10.794	.002
Treatment * Gender	51.016	1	51.016	1.232	.271
School_type * Gender	11.297	1	11.297	.273	.603
Treatment * School_type * Gender	81.411	1	81.411	1.966	.163
Error	2939.798	71	41.406		
Total	31701.000	80			
Corrected Total	3986.988	79			
a. R Squared = .263 (Adjusted R Squared = .180)					

Data in table 3 shows the effect of classroom wall design on pupils literacy in Ilorin East Local Government Area, Kwara State. There was no significant main effect of classroom wall design on pupils literacy in Ilorin East Local Government Area, Kwara State ($F_{(1; 79)} = .038$, $P< 0.05$). The hypothesis is therefore not rejected in light of the result since the significant value (.846) is greater than 0.05. This implies that classroom wall design had no significant effect on pupils' literacy in Ilorin East Local Government Area, Kwara State**.**

Discussion of findings

The study investigated the effect of classroom wall design on pupil's literacy in Ilorin East local Government Area of Kwara State. It was observed from the study that; Classroom wall design had no significant effect on pupils' literacy in Ilorin East Local Government Area, Kwara State. This is against the study conducted by Harmon, et al., (2009) conducted a study on Interactive Word Walls: More Than Just Reading the Writing on the Walls, which reviewed that classroom wall design has significant effect on pupil's literacy. Similarly, Safitri (2022) carried out a study on the effects of using interactive word walls to teach vocabulary to middle school students, the result of the study showed that classroom wall design has significant effect on pupil's literacy. Fatimah (2020) carried out a study om improving students vocabulary achievement through word wall strategy, result of the study showed that classroom wall design has significant effect on pupil's literacy. This is similar to the study conducted by Matt, D. G. F., Banseng, S., Gerry, D., & Handrianto, C. (2022) conducted a study on Interactive Word Walls: More Than Just Reading the Writing on the Walls. The result of the study revealed that word wall has significant effect on pupil's literacy.

The study revealed that Gender had no significant effect on pupils' literacy in Ilorin East Local Government Area, Kwara State. This is in line with the study carried out by Lestari, (2022) titled gender differential in academic performance a case study of Lekhnath Metropolitan city. The result of the study showed that gender of respondent is not significantly associated with student's performance. This is against the study carried out by Bezzina, (2010) which investigated the gender differences in mathematics performance and in self-regulated learning in Malta. Result showed that girls performed significantly better than boys ($r = 0.2$) and this difference is mainly owing to the weaker performance of low-achieving boys. This is in line with the study carried out by Ubando and Melissa (2016), on gender differences in relationship satisfaction, emotional expressivity on social skills. The result of the study revealed that there is significant difference between male and female. This

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is similar to the study conducted by Ghadirinezhdyan (2010) on Gender differences in social skills, problem behaviors and academic competence of Iranian Kindergarten children. The result of the study showed that females scored higher than males on social skills.

School type had no significant effect on pupils' literacy in Ilorin East Local Government Area, Kwara State. This goes along with the study conducted by Adeola (2019) which aimed to investigate the effect of think-pair share strategy on pupils' academic performance in mathematics in Ekiti local Government area of Kwara state, result showed that there is no significance effect of school type on pupils' academic performance. This is also similar to the study conducted by Baafi, (2020) the study examined and compared the effect of the school physical environment on academic achievement of senior high school students in Ghana. The findings of the study confirmed that the students in senior high schools with a pleasant physical environment perform better than those where the learning environment is not conducive. The researchers, on the basis of the empirical evidence, established that adequate school facilities provide a positive educational climate suitable for student learning.

This is also similar to the study carried out by Ugwu (2019) on effect of think pair-share strategy on pupils' academic performance in social studies in Moro Local Government Area of Kwara state. The study shows that there is no significance effect of school type on pupils' academic performance in Social Studies in Moro LGA. Kwara State. Based on the findings of the study, it can be concluded that the use of think pair-share can improve academic performance of pupils' in social studies in primary schools in Moro LGA. Kwara State. It was recommended that think pair-share should be incorporated into the teaching of social studies at the primary school level since it stimulates pupils' to effectively learn and retain the concepts presented to them. Teachers should ensure that they plan their lessons with equal learning chances for male and female pupils' in Moro Local Government Area of Kwara State. Also, MacIntyre (2001) carried out a study on school play outdoor play materials as correlates of pupils' social skills acquisition in Oyun Local Government Area of Kwara State. the result of the findings states that there is no significance difference in the level of social skills acquisition of pupils' based on school type. It was therefore, recommended that, both private and public schools should have access to outdoor play materials.

5. CONCLUSION

From the findings of the study, effect of classroom wall design on pupil's literacy in Ilorin East local Government area of Kwara State. it is revealed that classroom wall design does not have effect on pupil's literacy in Ilorin East local Government area of Kwara State.

6. RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Primary school pupils should be exposed to classroom wall design in other for them to increase their literacy. They should be encouraged to learn using classroom wall design, read the words on the wall design every day to improve their literacy
2. Teachers in primary school should make use of classroom wall design more often while teaching
3. Government and private primary schools owners should hire teachers that have more knowledge classroom wall design and how to incorporate it while teaching
4. Teachers should treat male and female pupils equally so to increase their academic performance.

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