



EFFECTS OF JOLLY PHONICS ON BASIC II PUPILS' INTEREST AND ACHIEVEMENT IN READING COMPREHENSION IN PUBLIC SCHOOLS IN MAKURDI, BENUE STATE

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Abstract

This article reports a study that investigated the effect of Jolly Phonics on pupils' interest and achievement in reading comprehension in Makurdi Local Government Area of Benue State, Nigeria. Jolly Phonics is a synthetic phonics programme that teaches letter sounds and blending through multisensory techniques, making the learning process interactive and engaging for young learners. Two research questions guided the study, while two hypotheses were formulated and tested at 0.05 level of significance. The study adopted a quasi-experimental design with a pre-test-post-test control group approach. This design allowed for the comparison of the effects of the Jolly Phonics program (experimental group) consisting of 32 pupils and traditional teaching methods (control group) consisting of 30 pupils' interest and achievement in reading. The sample was selected from a population of 6,421 Basic II pupils across 38 public schools in Makurdi Local Government Area of Benue State for 2024/2025 academic session. Data were elicited through the use of Reading Achievement Test (RAT) and Pupils' Interest in Reading Questionnaire (PIRQ) designed by the researchers and validated by subject experts. The results indicated a significant improvement in pupils' interest and reading abilities observed in areas of phonemic awareness, decoding, and fluency, among those exposed to the Jolly Phonics method. The study found that as a result of the Jolly Phonics programme, pupils demonstrated greater interest in reading activities, leading to increased classroom participation and confidence in oral reading tasks. These findings suggest that Jolly Phonics is an effective instructional method for enhancing both reading performance and interest in learning, suggesting that it is a better method of reading and literacy instruction at the basic education level that teachers could leverage for improved reading outcomes in schools. On the basis of this outcome, it is therefore, recommended that Jolly Phonics should be adopted as a state-wide method of instruction in public schools in Benue State, and teachers should undergo professional development training in the use of the method to improve reading instruction in schools.

Keywords: Jolly Phonics, interest, achievement, reading comprehension

DOI: <https://doi.org/10.60787/nijolee.vol2no3.80> (<https://doi.org/10.60787/nijolee.vol2no3.80>)

Introduction

Reading is recognised globally as one of the most common means of helping people to learn new things and aggregate their subject knowledge. Reading is the channel for receiving, processing and interpreting print information for different uses. In the 21st century, information comes in more complex and diverse forms—as photographs, graphs, charts, diagrams, paintings, maps, icons, symbols, and animations underscoring the need for people to develop competence in reading. Today's massive information flow demands that reading instruction in schools should be systematic, all-inclusive and focus on helping learners develop strategies to detect biased information and malicious content like fake news and phishing emails and be able to distinguish between fact and opinion (OECD, 2021).

Pupils in schools deserve to be given a strong foundation in reading as a condition to succeed in school. Besides, they must be able to learn to read before transiting to read to learn. Children learn to read by first showing the ability to decode printed information. Decoding refers to the ability to translate a word in print to its pronunciation (Willms, 2022). Willms (2022) argues that the entire process of learning to read must recognize three phases namely (a) becoming a reader in the form of developing phonological awareness described as the appreciation of the sound structure of spoken words and the ability to hear, identify, and manipulate these sounds; (b) becoming a skilled reader, which requires learning a set of established conventions for writing a language, including the spelling of words and their punctuation; and (c) becoming an expert reader, which requires learning to construct meaning by interacting with a text using various strategies and integrating it with prior knowledge. It is to be emphasized that teachers must select different instructional approaches for teaching learning to read as different from teaching reading to learn.

Phonics instruction serves as one of the most advocated approaches for beginning reading instruction globally. The consensus among leading researchers for adopting a phonics-based approach has been documented over twenty years

ago (Willms, 2022). Research (Sandefur, Alvares de Azevedo, Ju, & Le, 2023) tends to recommend that reading instruction should emphasize three key areas such as phonemic awareness (breaking words into distinct sounds), synthetic phonics (connecting letters to sounds and blending them together), and guided oral reading. Phonics instruction is particularly appropriate in laying a foundation for word reading and spelling and it is helpful in making students decode words fluently (Department of Education, 2022). Merino (2017) found that integrating phonics in early grade reading helps children grasp the sounds of a language more naturally and it could prove very useful in environments where learners learn multiple languages. Since phonics instruction encourages the simultaneous use of actions, sounds, and visuals it could help children to learn more effectively. Afifah (2022) corroborates that phonics instruction focuses on pronunciation (an area that is often overlooked) and this tends to be beneficial to language learning since effective pronunciation is crucial for communication.

Jolly Phonics is a much sought-after method. It is a systematic and synthetic reading programme that focuses on the sounds and letter combinations to decode words and develop fluency in reading. Jolly Learning Limited (2020) maintains that Jolly Phonics is a development and systematic reading awareness strategy for teaching beginning reading skills such as the ability to be familiar with letter names of the English alphabet, letter sounds, blending and decoding unfamiliar words for effective and independent reading.

Teaching reading comprehension using Jolly Phonics involves before, during and after reading activities and the program teaches letter sounds and blends them to form words, aiming to improve reading proficiency among young learners (Nafgerin & Abu-Bakar, 2023). Before reading, the teacher exposes pupils to a short Jolly story on a sound. Pupils are asked to identify words in the story with the sound. The teacher then shows pupils flashcard containing the shape of the sound. Teacher articulates the sound and guides pupils to do the same. Teacher then guides pupils through the formation of the sound. Pupils can write the sound in the air, on another pupil's

back or on the desk (Jolly Learning Ltd, 2020).

During reading, the teacher guides pupils to blend sounds into words. Pupils can be taught simple words through arm blending, use of flashcards and song. Pupils who gain these phonemic awareness can decode new words and read independently (Eze, 2019). Pupils who can blend words on their own and decode new words would have interest in reading and do well in reading comprehension tasks.

After reading, pupils are given brain teaser tasks on sounding and writing. The teacher then exposes pupils to the Jolly Phonics song and give them homework to consolidate their knowledge on the sound taught (Eze, 2019; Jolly Learning Ltd, 2020). Jolly Phonics song could be a worthwhile activity for developing pupils' interest and achievement in reading comprehension.

Interest is a psychological concept. Dewey (1913) views interest as a psychological state that arises when an individual's needs, desires and abilities are alight with the learning task. This can shape one's cognitive development. This is because Dewey emphasises the significance of learner's engagement and motivation in learning process aimed at enhancing interest. This suggests that hands-on-activity strategies such as Jolly Phonics could be worthwhile in improving pupils' interest and achievement in reading comprehension. Research (Al-Otaibi, 2019; Akaa Udu, Chen, Odula & Adi, 2019) suggests that pupils' interest can be improved through connection to prior experience, clear goals and purpose setting and opportunities for active participation. These reflect the traits of constructivism (Vygotsky, 1978). The role of a teacher in a reading comprehension lesson for developing pupils' interest is to create support environment that promotes literacy, autonomy, social interaction and experiential learning (Dewey, 1913; Vygotsky, 1978). Pupils who have the desires to read would do well in reading comprehension lessons and tasks.

Academic achievement refers to pupils' learning outcome, success, grades, scores or accomplishment. Bloom (1976) notes that academic achievement is the extent to which learners attain educational goals, knowledge, skills and values. It is the degree to which pupils

demonstrate mastery of educational objectives. It encompasses cognitive affective and psychomotor skills. It is cognitive because it uses test or examination to measure pupils' knowledge on an educational content. Pupils' desires and readiness to participate in a test defines the affective trait of academic achievement. The psychomotor trait of academic achievement is expressed through the use of hands and eyes to give feedbacks.

The Problem

Despite being a crucial survival skill in the present age, many Nigerian citizens especially children and youths have a problem with reading. Classroom observations show that pupils struggle with basic skills such as phonemic awareness, decoding, and fluency, which are necessary for reading success. The general picture is even more pathetic. According to UNICEF (2023), only as low as 27 per cent of children aged 7 to 14 have foundational reading skills and 25 per cent of children aged 7 to 14 have foundational numeracy skills. Reading in both Nigerian languages (Federal Ministry of Education, FME, 2021) and English language poses a challenge to both the young and old. Whereas in the nation's public primary schools, reading instruction is targeted at developing the basic skills such as phonemic awareness, alphabet principle, oral reading fluency and comprehension, school outcomes show that these objectives are hardly met due to poor reading culture, poor attitude to reading (Udu, 2021), lack of adequate teaching resources and textbooks in Nigerian languages, poor transition from their mother tongue (L1) to English (L2) policy (UNICEF, 2022), and deficiency in the methods that are used in teaching languages (FME, 2021). Traditional methods of reading instruction used in most public schools only encourage rote memorisation and loud reading. They generally lack engagement, fun and development of independent print awareness in pupils (Afolayan, 2017). If not tackled, this could lead to worse reading achievement among pupils on the one hand and lower pupils' interest. Besides, despite the successes recorded with reading instruction using Jolly Phonics, no study known to the researchers has on purpose

investigated the effects of using Jolly Phonics method in fostering pupils' interest and achievement in reading in Makurdi. It is in an attempt to fill this gap that this study set out to investigate the effect of using Jolly Phonics on pupils' interest and achievement in Makurdi, Benue State.

Purpose of the Study

The purpose of this study was to investigate the effect of Jolly Phonics on pupils' interest and achievement in reading in Makurdi area of Benue State. The study sought to determine whether the implementation of Jolly Phonics enhances reading skills, fosters greater interest in reading among young learners, and improves their overall reading achievement compared to traditional reading methods. It is hoped that the findings will help inform reading teachers, parents, students, and policymakers about the effectiveness of Jolly Phonics in early literacy education.

Research Questions

The study was guided by the following research questions:

1. What is the difference in the mean interest ratings of pupils taught reading comprehension using Jolly Phonics and those taught using the conventional strategy?
2. What is the difference between the mean achievement scores of pupils taught reading comprehension using Jolly Phonics and those taught using the conventional strategy?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in the mean interest ratings of pupils taught reading comprehension using Jolly Phonics and those taught using the conventional strategy.
2. There is no significant difference between the mean achievement scores of pupils taught reading comprehension using Jolly Phonics and those taught using the conventional strategy.

Literature Review

Many studies in different educational and socio-

linguistics contexts tend to portray Jolly Phonics as an effective beginning reading instruction method. A study by Shawaqfah (2024) revealed that Jolly Phonics has significant effect on pupils' literacy development. Ariati, Padmadewi and Suarnajaya (2018), Farokhbakht and Nejadansari (2015) and Kellie (2013) reported the positive effect of Jolly Phonics and synthetic multisensory phonics in enhancing pupils' literacy achievement. Nasrawi and Al-Jamal (2017) also found the positive effect of jolly phonics on Jordanian pupils' reading achievement. Jolly Phonics is a fun oriented strategy that actively involves pupils in the content of what they learn. This has effect on pupils' learning outcome. Zaidi, Naeem and Naheed (2016) reported that students who were taught Jolly Phonics course attained higher reading level than students who were taught using the regular course based whole word approach. In an earlier study, Phajane (2014) found that using phonics method provides children with more opportunities to increase their reading speed, accuracy and ability to apply the knowledge gained in their reading and writing.

In a 12-week study, Munawar, Kalsoom and Nader (2021) examined the effect of Jolly Phonics on reading skills in young learners, specifically focusing on grade two students at a government school in Pakistan. Two groups, experimental and control each consisting of 30 students were constituted following the quasi-experimental design. The analysis suggested that even though both groups improved significantly, the Jolly Phonics group outperformed the control group, validating the hypothesis that the Jolly Phonics method significantly enhances reading skills. The authors recommended that Jolly Phonics techniques should be applied more widely at the elementary level to enhance students' reading skills and suggest further studies at the secondary school level in different contexts.

After noticing preschoolers' inability to master basic English literacy skills such as reading and writing, Nafgerin and Abu Bakar, (2023) determined the use of Jolly Phonics method in improving English reading and writing skills among preschool students in Malaysia. The findings indicated that Jolly Phonics could be a

viable alternative teaching method in preschool settings across Malaysia and potentially in other ESL (English as a Second Language) contexts. This again suggested that phonics-based learning is suitable in addressing early literacy challenges, especially in non-English speaking environments, where traditional methods may not be as effective.

In Nigeria, research in different regions of Nigerian has demonstrated that the Jolly Phonics teaching method significantly enhances pupils' reading achievements. A study by Ajayi (2024) revealed that pupils taught using Jolly Phonics outperformed those taught with conventional methods, both in reading achievement and attitude towards reading. The study utilized a quasi-experimental design involving 324 Basic 1 pupils across three schools, employing instruments like the Achievement Test in Reading (ATR) and the Pupils' Attitude to Reading Questionnaire (PARQ). Findings indicated that Jolly Phonics had a significant positive effect on pupils' reading skills and attitudes.

A study by Okon (2024) reported a similar findings In a study on the impact of Jolly Phonics on primary one pupils' reading abilities involving 168 pupils from five schools in Akwa Ibon State, the analyzed result showed that the experimental group, which received Jolly Phonics instruction, demonstrated significant improvements in reading age, with gains ranging from 3 to 29 months more than the control group. The study therefore, concluded that Jolly Phonics effectively enhanced pupils' reading skills.

In Kwara State, a study by Adedeji and Yusuf (2022) after examining the effect of Jolly Phonics on pupils' academic performance in English language found that the experimental group taught using Jolly Phonics had a significant positive impact on students' academic achievement in English, highlighting its effectiveness as a teaching strategy.

The study by Agbum and Asue (2019) revealed that synthetic phonics greatly improved the pupils' achievement in reading and writing. It was further revealed that pupils exposed to synthetic phonics instruction using the mother tongue (Tiv) and English Language significantly outperformed their counterparts taught using

English Language.

Udu and Attah (2019) showed that phonics and whole word methods could be used to teach beginning reading, but the phonics method led to better pupils' reading outcome than the whole word method. Agbinya, Muodumogu and Ukume (2020) affirm that there is a significant difference in the mean reading performance of pupils' taught using phonics method and those taught using the conventional strategy in favour of phonics method. Umezinwa and Udogu (2018) also found that the pupils taught reading and spelling using multisensory phonics approach performed significantly better than those taught using the traditional method.

On interest, research has shown that interest is a psychological factor that has positive and significant influence on students' learning outcome in reading comprehension. Akaa, Udu, Odula, Chen and Adi (2019) reported that the effect of Think-Pair-Share (T-P-S) on students' interest in content area reading. Al-Otaibi (2019) found that phonics instruction significantly improved reading motivation and interest among grade I students. This implies that phonics instruction is a worthwhile strategy that needs further investigations.

Research Method

The study adopted a quasi-experimental design with a pre-test-post-test control group approach. This design allowed for the comparison of the effects of the Jolly Phonics program (experimental group) and traditional teaching methods (control group) on pupils' interest and achievement in reading. Both groups were pre-tested before intervention and then post-tested to observe the changes in their reading skills and interest over the intervention period.

Population of the Study

The population for this study during the 2024/2025 academic session consisted of 6,421 Basic II pupils in Makurdi Metropolis of Benue State. Public schools were selected to reflect the socio-economic and gender mix .

Sample and Sampling Technique

A sample of 64 pupils was selected from four

primary schools using a purposive sampling technique. The schools were then randomly assigned into two groups: the experimental group (taught using Jolly Phonics) consisting of 32 and the control group (taught using traditional phonics) consisting of 30 pupils.

Instruments for Data Collection

- 1. Reading Achievement Test (RAT):** A RAT was developed by the researchers based on the curriculum of the pupils' class. The aim was to test their reading abilities in areas such as letter recognition, word decoding, and comprehension. It consisted of 20 multiple choice questions with list of options lettered A-D drawn based on given reading passages. Each correct answer scored 1 mark. The RAT was administered as pre-test and post-test to check improvement in reading achievement.
- 2. Pupils' Interest in Reading Questionnaire (PIRQ):** A structured questionnaire was developed and validated by experts to elicit data on the interest of pupils in reading. It included items on reading enjoyment, frequency of reading, and attitudes toward reading activities. The 4-point modified likert scale of Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2) and Strongly Disagree (SD = 1) was adopted.
- 3. Use of Lesson Plans:** Lesson plans on phonics method were prepared and taught to the experimental groups focusing on word recognition, decoding, and comprehension. The control group received reading instruction following the traditional method.

Validity and Reliability of Instruments:

The content validity of the instruments will be established by experts in literacy education, who will review the items to ensure they measure what they intend to measure. To ensure reliability, a

pilot test of the instruments will be conducted with a similar group of pupils not participating in the main study. The Cronbach's Alpha coefficient was calculated to determine the internal consistency of the PIRQ yielding a reliability of 0.93 using Cronbach Alpha and RAT yielded a reliability co-efficient of 0.89 using Kuder-Richardson (K-R₂₁).

Procedure for Data Collection:

- 1. Pre-test:** Before the intervention, both the experimental and control groups will be given the Reading Achievement Test (RAT) and the Pupils' Interest in Reading Questionnaire (PIRQ). This will establish a baseline for reading achievement and interest in both groups.
- 2. Intervention:** The experimental group were taught using the Jolly Phonics method over a period of 4 weeks, with three 40-minute sessions per week. The control group continued with the traditional reading instruction method over the same period.
- 3. Post-test:** At the end of the 4-week period, both groups were subjected to the RAT and PIRQ again to assess any changes in their reading achievement and interest in reading.

Data Analysis

The data collected mainly via achievement test and questionnaire were analyzed using both descriptive and inferential statistics: Descriptive Statistics (Mean, Standard Deviation) were used to summarize the pre-test and post-test scores for both reading achievement and interest. Inferential Statistics. Specifically, Analysis of Covariance (ANCOVA) was employed to control for any initial differences in pre-test scores and to further analyze the effect of the Jolly Phonics intervention on post-test outcomes and pegged at 0.05 significance level.

Results

Research Question One

What is the difference in the mean interest ratings of pupils taught reading comprehension using Jolly Phonics and those taught using the conventional strategy?

Table 1: Mean Difference for Pupils' Interest Ratings Taught Reading Using Jolly Phonics and Conventional Strategy.

Strategy	N	Pre-test		Post-test		Mean Gain
		Mean	Std	Mean	Std	
Jolly Phonics	32	4.26	1.01	8.26	1.87	4.00
Conventional	30	4.30	1.02	5.27	2.00	0.97
Total/Mean Difference	62	0.04		2.99		3.03

Pupils taught reading comprehension using Jolly Phonics have higher significant mean interest ratings than the conventional strategy. The mean difference of 3.03 was in favour of Jolly Phonics.

Research Question Two

What is the difference between the mean achievement scores of pupils taught reading comprehension using Jolly Phonics and those taught using the conventional strategy?

Table 2: Mean Difference for Pupils' Achievement Scores Taught Reading Using Jolly Phonics and Conventional Strategy.

Strategy	N	Pre-test		Post-test		Mean Gain
		Mean	Std	Mean	Std	
Jolly Phonics	32	6.20	2.00	11.02	3.01	4.82
Conventional	30	6.00	1.89	7.26	2.32	1.26
Total/Mean Difference	62	0.20		3.76		3.56

Pupils taught reading comprehension using Jolly Phonics have higher and significant mean achievement scores than pupils taught using the conventional strategy. The mean difference of 3.56 was in favour of Jolly Phonics.

Hypothesis One

There is no significant differences in the mean interest ratings of pupils taught reading comprehension using Jolly Phonics and those taught using the conventional strategy.

Table 3: ANCOVA for the Effects of Jolly Phonics and Conventional Strategy on Pupils' Interest Ratings in Reading Comprehension

Source	Types III Sum of Square	Df	Mean Square	F	p
Corrected Model	11.120	2	5.560	1.318	.000
Intercept	451.888	1	451.888	107.150	.000
Pre-test	10.893	1	10.893	2.583	.001
Strategy	.038	1	.038	.009	.000
Error	392.213	59	4.217		
Total	23966.000	62			
Corrected Total	403.333	61			

Table 3 shows $F = 0.009$, $df = 2$ and $P = 0.00$. Since P is less than the alpha level ($P = 0.00 < 0.05$), the null hypothesis is rejected. This means that there is a significant difference in the

mean interest ratings of pupils taught reading comprehension using Jolly Phonics and those taught using the conventional strategy.

Hypothesis Two:

There is no significant differences between the mean achievement scores of pupils taught reading comprehension using Jolly Phonics and those taught using the conventional strategy.

Table 4: ANCOVA for the Effect of Jolly Phonics and Conventional Strategy on Pupils' Mean Achievement Scores in Reading Comprehension

Source	Types III Sum of Square	Df	Mean Square	F	p
Corrected Model	8821.79	2	4410.89	158.09	0.00
Intercept	6122.30	1	6122.30	219.43	0.00
Pre-test	1521.96	1	1521.96	54.54	0.00
Strategy	5208.48	1	5208.48	186.67	0.00
Error	3989.82	59	27.00		
Total	1113441.00	62			
Corrected Total	12811.62	61			

Table 4 shows $F = 186.67$, $df = 2$ and $P = 0.00$. Since P is less than the alpha level ($P = 0.00 < 0.05$), the null hypothesis is rejected. This means that there is a significant difference between the mean achievement scores of pupils taught reading comprehension using Jolly Phonics and those taught using the conventional strategy.

multi-sensory nature of Jolly Phonics method, it is believed that it is responsible for the increased interest in reading. It is multi-sensory in the sense that it allows teachers using it to combine visual, auditory, and kinesthetic elements simultaneously. Cain (2016) had noted that a major challenge for the beginner reader is to learn to read the printed word. But Jolly Phonics allows pupils to see letters, hear sounds, and use gestures or actions to connect with phonemes. This makes learning enjoyable and engaging. Merino (2017) also found that integrating phonics in early grade reading helps children grasp the sounds of a language more naturally and it could prove very useful in environments where learners learn multiple languages. Afifah (2022) corroborates that this method encourages the simultaneous use of actions, sounds, and visuals thereby making children to develop more interest in reading. The finding also validates the report of Al-Otaibi (2019) that phonics instruction significantly improved reading motivation and interest among

Discussion

The discussion of findings conformed to the two research questions and two hypotheses that guided the study. The finding based on research question one and hypothesis one revealed that there is a significant difference in the mean interest ratings of pupils taught reading using Jolly Phonics and those taught using the conventional strategy. The mean difference was in favour of the group taught with Jolly Phonics. This means that pupils taught reading comprehension using Jolly Phonics have higher interest in reading than their counterparts taught using the conventional strategy. Looking of the

grade I students. This implies that activity-based learning such as Jolly Phonics are worthwhile. This is validated by Kellie (2013), Farokhbakht and Nejadansari (2015), Nasrawi and Al-Jamal (2017), Ariati, Padomadewi and Suarnajaya (2018) and Umezinwa and Udogu (2018) who found that synthetic multisensory phonics and jolly phonics are effective approaches for enhancing children English literacy such as reading and spelling skills. Students who are guided to read and spell using Jolly Phonics are likely to develop strong interest towards literacy activities.

The result of the finding based on research question two and hypothesis two showed that there is a significant difference between the mean achievement scores of pupils taught reading comprehension using Jolly Phonics and those taught using the conventional strategy. The mean difference was in favour of the Jolly Phonics. This means that pupils taught reading comprehension using Jolly Phonics had higher achievement in reading than those exposed to the conventional strategy. The difference may be informed by the systematic nature of Jolly Phonics that allows teachers to guide pupils to read independently and functionally using stories, songs, flashcards and blending skills. The Jolly Phonics approach also allows the copious use of hand-held materials like flashcards and worksheets. These tactile materials make learning interactive and collaborative. Teachers also breakdown learning into achievable steps for easy learning and active participation. This makes the classroom a lively atmosphere for effective learning.

The finding is in consonance with Shawaqfeh (2014) who reported that Jolly Phonics has a significant effect on pupils' literacy development. The findings also corroborate studies by Munawar, Kalsoom and Nader (2021), Nafgerin and Abu Bakar, (2023), Ajayi (2024), and Okon (2024) who separately report the positive effects of the method on reading achievement. The report of the study is not far from the finding of Agbum and Asue (2019) synthetic phonics greatly improved the pupils' achievement in reading and writing. The finding affirms the reports of Phyane (2014), Zaidi,

Naeem and Naheed (2016), Udu and Attah (2019) and Agbinya, Muodumogu and Ukume (2020). Phajane (2014) found that using phonic method provided children with more opportunities to increase their reading speed, accuracy and ability to apply the knowledge gained in their reading and writing. The study by Zaidi, Naeem and Naheed (2016) revealed that students who were taught Jolly Phonics course attained higher reading level than students who were taught using the regular course based whole word approach. The result agrees with Udu and Attah (2019) and Agbinya, Muodumogu and Ukume (2020) that there is a significant difference in the mean reading performance of pupils' taught using phonics method, the conventional strategy and whole word method with the difference in favour of phonics method. This shows the consistent and effective nature of Jolly Phonics and phonics in enhancing pupils reading performance.

Conclusion

Based on the findings, it was concluded that Jolly Phonics is an effective and practical method of fostering pupils' interest and academic achievement in reading comprehension. Jolly Phonics method helps builds confidence in the pupils to participate actively in learning and to also collaborate in activities that require tangible use of materials like worksheets and flashcards. It is felt that once a child's reading performance improves, this could have profound influence on other subject areas too.

Recommendations

Based on the findings, the following recommendations were made that:

1. Government through its Ministries and agencies should make the teaching of beginning reading through the use of Jolly Phonics mandatory in public schools as this is believed will not only promote a uniform approach to learning, but make learning more enjoyable for pupils.
2. Government should prioritise the professional development of teachers to make them become conversant with modern teaching approaches and trends in the various subject areas. This will increase teacher

effectiveness and better academic outcomes.

3. Greater parental involvement in literacy practices is recommended. This can be in the form of reading storybooks to children, engaging in storytelling, singing of alphabet songs to children at home. In this way, children will gain additional experience and develop good oral language foundation for literacy instruction to thrive.

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