

# Impact of Phonic Approach on Cognitive Development of Senior Secondary School Students towards Reading in Oyo East Local Government Area of Oyo State, Nigeria.

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Submitted: 25-03-2022

Revised: 31-03-2022

Accepted: 03-04-2022

## ABSTRACT

Poor academy performance of secondary school students had partly, has been tried to inability to read. Descriptive survey research design was used. The study population comprised, English Language teachers in Oyo- East Local Government Area of Oyo State, Nigeria. The sample size of the study was One hundred (100) respondents, selected through a simple random sampling technique. The research instrument used was self-development by the researchers titled, "Ratins scale on impact of phonic approach on cognitive development of Senior Secondary School Students in Oyo East Local Government area of Oyo State, Nigeria". It was fashioned on four liken ratins scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). Two research questions were raised, while one researched hypothesis was formulated for the study. The research instrument was validated by two experts in test and measurement while it reliability was determined through test retest method at two weeks interval. Based on the findings of the study, conclusions were made that phonic approached method could stimulate students towards reading aiding student to decode sound symbols. Also that the recognition of words by students could be enhanced through phonic approach. Based on the conclusions recommendations were made that English Language teachers should be making use of phonic

approach while, teachers reading skills. Also, seminars and workshops should be organized to update and upgrade English Language in the use of phonic approach to teach reading skills.

**Keyword:** Impact, Phonic approach, Reading, Cognitive development

## I. BACKGROUND TO THE STUDY

Reading has been identified as one of the major challenges that are militating initiation against students performance, academically. Reading challenges have make learning to be very difficult for students. This inability of student to read has remain a hot topical issue among the stakeholders in educational sector. This challenge has forced many students to quit schooling. One continuing to wonder about a miracle that can make students to achieve progress without being able to read.

The concept of reading is can not be easily tracked down to a single definition on explanation, meaning that, it is a victim of pluralism. Saudhu and Blakeley (2021), explain reading as a interaction between a reader and a piece of text. Further, it was also explained as a cognitive process that involves decoding sound symbols to arrive at meanings. What this means is that reading takes place when one is able to decode the graphic representation of sound symbol. It is an active process to constructing meaning of words. Reading is simply a mental process. Erinsakin (2016),

defines it as an interaction on communication between a writer(s) reader(s). It was further stated that one is reading when one looks at sound symbols and understandings its linguistics contents.

Reading ability has been contended by scholars as very germane to academic performance of students. Students who can read independently have great readings comprehension, verbal fluently and general knowledge than those who can't read. The tendency for them to achieve better academic performance is very wish than their peers who can't perform the cognitive task. Oriogu, Subair, Esoucmue and Ogbuiyi (2017) state that reading is vital in the life of every student and also government to academic performance of students. Imbibing reading habits will help students to become libelous learners. They further contented that readings is very fundamental to effective learning. It is a practice and process of comprehension and acquiring knowledge for personal growth and development. It is an essential process that aids concepts, thoughts and knowledge in one's chosen field of study. A student who can't read, can't pass. It is a prerequisite of effective study habit which has a good impact on students' academic performance. "It is a hallmark" of success, not just in the academic environments but a means to live-long learning (Karim and Hassan, 2007)<sup>5</sup>.

In recent times, poor academic performance in internal and external examinations has been attributed to inability of student's to read. There is no magic that can make students that can not read to pass. Nissien (2007) notes that poor reading skill is a major problem among Nigerian students. A study that was conducted by Henry (2004) shows 40 percent of students could not read even after leaving school. Further, the story revealed that about 30 Million students in Nigeria have poor reading skills.

Reading is not just as not printed matter, but about the ability to interpret anything that is intended to convey a message to is to enable communication takes place. (Ifedili, 2009). It is the realization that inability to read is a threat and barrier to academic success that had informed several strategies to overcome this challenge, which phonic approach is one of such. Phonics is a method of teaching people to read by correlating sounds with symbols in an alphabetic writing system (Aderinoye, 1997). From the existence studies, several strategies or approaches by the challenges of reading which phonic approaches one had been carried out?

Observable many of the studies had been self-reported by the researchers, with little or none on empirical studies on impact of phonic approach on cognitive development, especially among the Senior Secondary School students. It was this observed gap, that motivated the researches to carry out the study.

## II. STATEMENT OF THE STUDY

Students' inability to carry out mental or cognitive process had been identified as one of the major problems affecting their learning rate and better academic performance. Reading has also been identified as a key weapon to excel in academic activities. The reading rate among Nigerian students at all level is very, discouraging, and heartbreaking. This challenge permeates across all levels of education in Nigeria, especially, among the Secondary School students. It was against this background this study carried out on impact or phonics approach on cognitive development of Senior Secondary School Students towards reading in Oyo East Local Government Area of Oyo state, Nigeria.

### RESEARCH QUESTIONS

Two research questions were raised to guide the conduct of the study.

1. Can phonic approach stimulate students' interest towards reactions?
2. Can phonic approach aid students' to decode sound symbols?

### RESEARCH HYPOTHESIS

One research hypothesis was formulated to guide the conduct of the study.

HO1: There is no significant relationship between phonics approach and recognition area.

### PURPOSE OF THE STUDY

A broad purpose of the study was on impact of phonic approach on cognitive development of Senior Secondary School Students towards reading in Oyo East Local Government Area of Oyo State, Nigeria. The specific purposes were to:

1. ascertain the impact of Phonic approach on Students, interest toward Reading;
2. determine the influence of Phonic approach on Student ability to decode sound symbols; and
3. established whether there was a positive or negative relationship between Phonic approach and words recognition by Students.

### SIGNIFICANCE OF THE STUDY

The finding of the study will be significant in the following ways to stake holders in education; Firstly, the finding of the study will assist the curriculum planners and developers to know the place-values of phonic approach on students' ability to read.

Also the results of the study would provide a base line data to English Language teachers on the importance of Adoption Phonic approach to improve reading habit of students.

Lastly, the study would add to the existing Literature within the confine of the study, this serves as a good source of reference to researcher in future. It will be made accessible to public through Open Education Resources (OER).

### III. METHODOLOGY

Descriptive survey research design was used for the study. The study population comprised English Language teachers of Senior Secondary School in Oyo East Local Government Area of Oyo State, Nigeria. The sample size was One hundred (100) respondents, selected through, a simple random sampling technique. Ten English Language teachers were selected from Ten Public Secondary Schools in the study area. The research instrument that was used to collect data was self-developed by the researches titled, Rating scale on impact of phonic approach on cognitive development of Senior Secondary School Students toward reading in Oyo East Local Government Area of Oyo state, Nigeria; fashioned on four likert rating scale Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD).

The research instrument was validated by two experts in Test and Measurement, while its reliability was done through, test- retest method and 0.66 coefficient reliability was obtained. Data generated on research question was analyzed, using descriptive statistics (frequency counts, simple percentages and mean) while inferential statistics (Spearman ranking correlation coefficient) was used to analyze data generated on the research hypothesis.

### IV. CONCEPTUAL FRAMEWORK Phonics Approach to Teaching and Reading Skills.

Reading challenges have been partly identify by scholars as factor responsible for poor and impressive performance of students in their academic. Attempt to overcome this unsavory trend had precipitated the adoption of several reading strategy, which phonics approach Aderinloye (1997), states that it is method or approval of teaching the beginners on reading by association

sound and their symbols. Phonic is an approach to teaching reading and some aspect of writing by developing learners the phonically awareness. Phonics emphasized the skill of decoding new words by studying them out and combining's or blending the sound spelling patterns. Phonics focus on individual components of words and their associated sounds; that combine to form the whole word in other words, the parts-to-whole processing of text. Phonic approach is this, a way of teaching readers that a positive acquisition of letter sound correspondences and their use in reading and spelling.

Bald (2007), stress that phonic is the systematic teaching of sounds conveyed by letters and groups of groups of letters and millennium teaching student children to combine and blaid these to decide on write words. Bald (2007), further notes that phonic approach encourages learners to decide written letters by sounds based on the grapheme. It also allows student to learn the regular pattern of words including; the rules of letters pronunciation. Thus, result into easier readers.

"Phonics is the understanding that there is a practicable relationship between phonetics (the sound of spoken languages) and graphemes (the letter and spellings that present those sounds in written languages)" {sarwono, 2013}

From the above, phonics is an important strategies on approach that can help individual learners to overcome the challenges of readings.

1. Phonics teaches sound-spelling relationship which helps students to decode or sound out words, correctly. Ability to decode is a vital factor in learning, reading skills.
2. It helps students to map out sounds into spellings.
3. Phonics approach enhances students to recognize word
4. Phonic improves spelling ability, because it emphasizes spelling pattern.

In using phonics approach, teachers should begin with an explicit explanation of the sound-spelling being taught all with guided opportunities for students to blend on sound out words using the new sound-spelling. Through this process students will be able to identify and use different sounds that distinguish one word from another. Effectives Phonics approach is therefore important because it improves letter-sound knowledge which is the foundation needed to build up reading and writing skills.

### TYPES OF PHONICS APPROACH

Aderinoye (1997), identifies the following as types of Phonics approach;

1. **Analogy Phonics:** This is teaching students unfamiliar words by analogy to known words e.g. recognition that the rime segment of an unfamiliar words is identical to that of unfamiliar word and then blandly the known rime with the new word outset, slim as reading “brick” by recognizing that –ick is contained the known word, “kick”.
2. **Analytic Phonics:** this is teaching students to analyze letter-sound relations in previously

learning words to avoid pronunciation sound in isolation.

3. **Synthetic Phonics:** this is teaching students explicating to convert letters into sounds (Phones) and then blend the sound to form recognition words.
4. **Eclectic Approach:** This is using the different phonics approach to teach students how to read.

In conclusion, phonics approach has been proved and supported by some studies as a pro-active way to solve students reading challenges.

## V. PRESENTATION OF FINDINGS AND DISCUSSION OF RESULTS

### PRESENTATION OF FINDINGS

**Research Question One:** Can phonics approach stimulate Students interests towards reading?

**Table 1: Showing frequently counts and simple percentage (%) and Mean (x) on can Phonics approach – Stimulate Students interests towards reading?**

S/N	ITEMS	SD	D	A	SA	MEAN	DECISION
1.	Teaching of alphabets using phonic approach can develop my curiosity to read	10(10)	6(6)	22(22)	62(62)	3.36	Accepted
2.	Teaching of alphabets without phonic approve can not encourage me to read	59(59)	25(25)	12(12)	4(4)	1.61	Rejected
3.	I couldn't read because I couldn't understand sound symbols	6(6)	12(12)	24(24)	58(58)	3.34	Accepted
4.	If I could recognize sounds symbols of alphabets I wouldn't be able to read.	57(57)	26(26)	9(9)	8(8)	1.67	Rejected
5.	I lost interest in reading simply because of teaching reading skill without adopting phonic method	12(12)	8(8)	14(14)	66(66)	3.34	Accepted
6.	Whenever phonic approach was used to teaches reading skill, I was not always motivated to learn reading skills	62(62)	23(23)	9(9)	6(6)	1.59	Rejected
	<b>TOTAL</b>	<b>206</b> <b>34.3%</b>	<b>100</b> <b>16.6%</b>	<b>90</b> <b>15%</b>	<b>204</b> <b>34%</b>	<b>2.5</b>	<b>Accepted</b>

**Table 1:** Shows the findings on research one. On item (1), response obtained were 62(62); 22(22), 6(6) and 10(10) for Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. On item (2), response obtained in vacated the following; 4(4), 12(12), 25(25) and 59(59) for Strongly Agreed, Agreed, Disagreed and Strongly Disagreed respectively. On item (3), 58(58), 24(24), 12(12) and 6(6) response were obtained from Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. On item (4) the following response were obtained; 8 (8), 9(9), 26(26) and 57(57) for Strongly Agreed, Agreed, Disagreed and Strongly Disagreed as responses. On item (5) response obtained were; 66(66), 14(14), 8(8) and

12(12) were obtained from Strongly Agreed, Agreed, Disagreed and Strongly Disagreed respectively

Finally, on item (6), the following response were obtained; 6(6), 9(9), 23(23) and 62(62) for Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. Generally speaking, the result indicates that the average rating scale of four ( $x = 2.5$ ) is not lesser nor greater than mean of average of rating scale of four ( $x = 2.5$ ). This indicates that the adoption of phonic approach could stimulate students' interest toward reading.

**Research Question Two:** Can phonic approach aids students to decode sound symbols?

**Table 2: Showing Frequently Counts, Simple Percentages and Mean on can Phonic approach Aid Students to Decode Sound Symbols?**

S/N	ITEMS	SD	D	A	SA	MEAN	DECISIONS
7.	Phonics approached enable me to associate sounds and their symbols	7(7)	11(11)	19(19)	63(63)	3.38	<b>Accepted</b>
8.	Without Phonic approach I can still decode sound symbols	55(55)	33(33)	7(7)	5(5)	1.62	<b>Rejected</b>
9.	I could not read because I have no knowledge of sound symbols	8(8)	3(3)	12(12)	77(77)	3.58	<b>Accepted</b>
10.	I have knowledge of sound symbols yet, I could not decode sound symbols.	53(53)	19(19)	12(12)	16(16)	1.91	<b>Rejected</b>
11.	Phonic approach as a wish positive influence on my reading ability	79(79)	11(11)	6(6)	4(4)	1.35	<b>Rejected</b>
12.	It is not lack of Phonic approach that result into my inability to read.	9(9)	10(10)	23(23)	58(58)	3.3	<b>Accepted</b>
	<b>TOTAL</b>	<b>221 35.16%</b>	<b>87 14.5%</b>	<b>79 13.16%</b>	<b>223 37.16%</b>	<b>2.52</b>	<b>Accepted</b>

Table 2 shows the results on research question two. On item (7); the responses obtained were; 63(63), 19(19), 11(11) and 7(7) for Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. On item 8, the following responses were obtained; 5(5), 7(7), 33(33) and 55(55) for strongly Agreed, Agreed, Disagreed and Strongly Disagreed. On item 9, responses obtained were;

77(77), 12(12), 3(3) and 8(8) for Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. On item 10, the following response were; 16(16), 12(12), 19(19) and 53(53) for Strongly Agreed, Agreed, Disagreed and Strongly Disagreed, respectively. On item (11), 4(4), 6(6) 11(11) and 79(79) for Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. Finally, on item 12, 58(58),



23(23), 10(10) and 9(9) responses were obtained for Strongly Agreed, Agreed, Disagreed and Strongly Disagreed.

Generally speaking, the result indicate that the average rating scale of four ( $x = 2.5$ ) is not lesser nor greater than mean of average of rating scale of

four ( $x = 2.5$ ). This indicates that phonics approach could aid students to decode sound symbols.

### Research Hypothesis

HO1: There is no significant relationships between phonics approach and word recognition

**Table 3: Showing Pearson Rating Correlation Coefficient on there is no Significant Relationship between Phonic Approach and Words Recognition.**

S/N	SECONDARY SCHOOLS IN OYO EAST LOCAL GOVERNMENT AREA OF OYO STATE	PHONIC APPROACH	R <sub>x</sub>	WORDS RECONGNITION	R <sub>y</sub>	D <sub>x-DY</sub>	D <sup>2</sup>
1.	Anglican Methodist Secondary School.	16	2	10	4	-2	4
2.	Anglican Methodist High School	12	4	7	7	-3	9
3.	Community High School	8	6	26	1	5	25
4.	Durbar Government School	5	9	3	9	0	0
5.	Community High School	4	10	6	8	2	4
6.	Olivet baptist High School	6	8	13	3	5	25
7.	St. Bernadine Girls Grammar School	15	3	8	6	-3	9
8.	Abiodun Atiba Institution	18	1	9	5	-4	16
9.	Oba Adeyemi High School	7	7	17	2	5	25
10.	Olive Baptist High School(Ii)	9	5	1	10	-5	25

**Ed<sup>2</sup> = 142**

VARIABLES	N	DF	D2	P-CAL	P-CRITICAL	DECISION
X	100	8	142	0.85	0.738	*
Y	100					

\*= Significant at 0.05 alpha level

Since, P-calculated is greater than P-critical, the hypothesis is rejected. This implies that there is a significant relationship between phonics approach and words recognition.

## VI. DISCUSSION OF RESULTS

The result on research question one which indicates a positive relationship between phonic approaches and stimulation of students interest toward reading among senior secondary school students in Oyo East Local Government

Area of Oyo State, Nigeria. The results is corroborated by the opinion of Amadi (2020), that the adoption of phonics approach for reading instruction could or capable of stimulating and sustain students' interest in reading more than other methods

Also, the result on research question two which indicates that phonics approach could enhance or aids students' ability to decode sound symbols. The results align with the submission Liuide and Clayton (2021), that phonics

approach can equip students with decoding skills for a solid understanding of reading. Further, that once learners are able to decode sound symbols they would understand process of viewing

Finally, the findings on hypothesis three indicate a wish positive significant relationship between phonic approach and words recognition. The result aligns with the opinion of vanderve idea and Slegel (1997), that phonics approach aids effective word- recognition. This is because it permits students to quickly and automatically translate the letter of a spelling pattern of written words into speech sounds, so that they can identify words and gain rapid access to their learnings. Also Bay Area reading Task Force 1997 and Beek (1998), maintain that pursuit approach is a primary strategy for words recognition.

## VII. CONCLUSION

Based on two findings of the study conclusion were made that phonics approach could stimulate students interest toward reading, enhance decoding of sounds symbols and words recognition among secondary school students in Oyo- East Local Government Area of Oyo State, Nigeria

## VIII. RECOMMENDATIONS

Based on the conclusion of the study the following recommendations were made;

1. English Language teachers should be making use of phonics approach, while teaching reading skills.
2. In the curriculum planning on reading in English Language the use of phonics as instructional approach should be seriously emphasized.
3. Seminars and workshops should be organizing for English Language teacher to update and upgrade their skills on how to phonics approach to teach reading skills.
4. Resources that can make the use of phonics approach feasible for the teachers to teach of reading skills effectively should be supplied to schools.

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