

UNIVERSITY OF EDUCATION, WINNEBA

**INFLUENCE OF JOLLY PHONICS APPROACH IN LITERACY
DEVELOPMENT AMONG KINDERGARTEN LEARNERS IN
THE NINGO-PRAMPAM DISTRICT**



MILLICENT MAWUFEMOR GBETEY

MASTER OF EDUCATION

2024

UNIVERSITY OF EDUCATION, WINNEBA

**INFLUENCE OF JOLLY PHONICS APPROACH IN LITERACY
DEVELOPMENT AMONG KINDERGARTEN LEARNERS IN THE NINGO-
PRAMPAM DISTRICT**

**MILLICENT MAWUFEMOR GBETEY
(200051582)**



**A dissertation in the Department of Early Childhood,
Faculty of School Education and Lifelong Learning, Submitted to the School of
Graduate Studies, in partial fulfillment**

**Of the requirements for the award of the degree of
Master of Education
(Early Childhood)
In the University of Education, Winneba**

FEBRUARY, 2024

DECLARATION

Student's Declaration

I, **MILLICENT MAWUFEMOR GBETEY**, declare that this thesis, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted either in part or whole for another degree elsewhere.

Signature:

Date:

Supervisors Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Supervisor: Salome Praise Otami (Ph.D)

Signature.....

Date.....



DEDICATION

The dedication goes to my lovely family



ACKNOWLEDGEMENTS

I express my sincere gratitude to God Almighty for seeing me through my master's programme. My sincerest appreciation goes to my supervisor Salome Praise Otami (Ph.D) for her time, patience, and intellectual guidance imparted onto me throughout this study. I also thank all Lecturers at the Department of Early Childhood for their immense contributions. Many thanks to all who helped in one way or the other, I am most grateful.



TABLE OF CONTENTS

Content	Page
DECLARATION	III
DEDICATION	IV
ACKNOWLEDGEMENTS	V
TABLE OF CONTENTS	VI
LIST OF TABLES	IX
ABSTRACT	X
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Problem Statement	4
1.3 Purpose of the Study	8
1.3 Research Objectives	8
1.4 Research Questions	8
1.5 Significance of the Study	9
1.6 Delimitation of the Study	10
1.7 Limitations of the Study	10
1.8 Operational Definition of Terms	11
1.9 Organisation of the Study	12
CHAPTER TWO: LITERATURE REVIEW	13
2.0 Overview	13
2.1 Theoretical Framework	13
2.1.1 Engestrom's Activity Theory	14
2.1.2 Sociocultural Theory	18
2.2 Conceptual Framework	22



2.3 The Concept of Literacy	23
2.4 The Concept of Phonology and Vocabulary Awareness	25
2.5 Jolly Phonics	28
2.6 Resources for Implementing Jolly Phonics	32
2.7 Empirical Review	34
2.8 Summary of the Literature Review	43
CHAPTER THREE: METHODOLOGY	45
3.0 Overview	45
3.1 Research Philosophy	45
3.2 Research Approach	47
3.3 Research Design	48
3.4 Population	49
3.5 Sample and Sampling Procedures	49
3.6 Data Collection Instrument	51
3.7 Data Analysis Procedures	53
3.8 Ethical Considerations	56
CHAPTER FOUR: RESULTS AND DISCUSSION	58
4.0 Overview	58
4.1 Analysis of Demographic Data	58
4.2 Analysis of Research Questions	61
4.3 Results on Observation Checklist	74



CHAPTER FIVE: SUMMARY, CONCLUSIONS AND	
RECOMMENDATIONS	77
5.0 Overview	77
5.1 Summary of Findings of the Study	77
5.2 Conclusion	78
5.3 Recommendations	79
5.4 Suggestions for Further Research	80
REFERENCES	81
APPENDICES	91
APPENDIX A: INTERVIEW GUIDE	91
APPENDIX B: OBSERVATION CHECKLIST	93



LIST OF TABLES

Table	Page
1: Demographic Data of Respondents	58 <i>Error! Bookmark not defined.</i>



ABSTRACT

The purpose of this study was to examine the influence of jolly phonics on literacy learning outcomes among kindergarten learners within the Ningo-Prampram District. The study adopted constructivist philosophical stand. The study adopted the qualitative research approach and the case study research design. The sample was 12 kindergarten teachers from four schools in the district. A purposive sampling technique was employed to select 12 Kindergarten teachers. Interviews and observations were used to collect qualitative data. Thematic analysis was employed to analyze data. The findings showed that the method possessed a considerable influence, notably augmenting different dimensions of literacy development. Specifically, Jolly Phonics was observed to have a significant impact by bolstering learner's intrinsic motivation and interest in learning literacy-related concepts. The study emphasized the significance of collaborative efforts, continuous professional development, and the establishment of supportive structures for successful implementation. The study recommends that the National Council for Curriculum and Assessment (NaCCA) should ensure complete integration of Jolly Phonics pedagogies into the teacher training curriculum. Universities offering Basic Education programmes. This initiative will ensure that future educators are well-versed in the principles and practices of Jolly Phonics, fostering a positive attitude toward its implementation among newly trained teachers.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The acquisition of literacy skills among young children is a fundamental aspect of their educational journey (Eklund et al., 2015). Early literacy development lays the foundation for academic success and lifelong learning. In the context of Ghana, the significance of nurturing proficient reading and writing abilities among kindergarten learners is paramount (Boets et al., 2014). The educational landscape in Ghana, similar to many countries continue to adopt targeted instructional frameworks in ensuring effective literacy instruction and equitable access to quality education, especially in the early years of schooling. Among them, jolly phonics stands out as one of the prominent tools utilized to perfect learning difficulties, offering potential benefits and remedies to kindergarten learners as far as literacy education is concerned (Baidoo, 2015; Adusei-Bonsu, Vanderpuye & Ntim, 2021). This phonics approach provides learners with valuable opportunities to systematically examine the sounds associated with the letters of the alphabet, thereby establishing a harmonious relationship between letters and the corresponding sounds present in words (Adusei-Bonsu, Vanderpuye & Ntim, 2021). Yellin, Jones, and Devries (2008) described jolly phonics as a structured correlation between phonemes (sounds) and graphemes (letters). Furthermore, the authors advocated for the adoption of explicit phonics instruction, encompassing the blending of sounds as a fundamental technique. Such instruction entails the incorporation of phonics songs, which serve as a valuable resource for teaching letter sounds, thus bolstering learners' phonics skills. Particularly, jolly phonics employs the synthetic phonics strategy, which entails a humorous and multisensory approach to teaching letter

sounds. This method involves incorporating specific actions for each of the 42 letter sounds, making it highly engaging and motivational for both learners and educators. Loyd and Wernham (2013) further expounds on jolly phonics as a comprehensive program that integrates the synthetic phonics method with captivating storylines and colouring activities.

Moreover, Carnine et al. (2006) highlight the significant emphasis placed by the Jolly Phonics methodology on the incorporation of phonetic sounds with their respective corresponding letters to facilitate the process of reading. This approach prompts learners to actively engage in listening to a series of articulated phonemes, subsequently combining them to construct words. Consequently, the acquisition of a robust foundation in letter-sound recognition becomes imperative for kindergarten learners. This foundational understanding proves pivotal, as the efficacy of the reading acquisition process heightens notably when learners possess a comprehensive familiarity with the distinct phonetic sounds attributed to individual letters.

Nevertheless, in the context of Ghana, it is observed that the prevailing approach employed by most kindergarten (KG) teachers centres around adherence to the curriculum guidelines. As a result, the instruction tends to focus primarily on having learners independently trace and pronounce the English letters, with emerging phonics teaching techniques being underutilized (Baidoo, 2015). Thus, the prevalence of jolly phonics as a dominant teaching approach in Ghanaian kindergarten education is currently limited by the persistent adoption of formal teaching strategies among many kindergarten teachers. The adherence to traditional instructional methods hampers the widespread integration of Jolly Phonics in early literacy programs. (Eshiet, 2014).

Moreover, a significant hindrance to the implementation of jolly phonics in the majority of public kindergarten schools in Ghana is the lack of sufficient educational resources. Inadequate access to essential materials, training, and support impedes the effective implementation of innovative teaching methods like jolly phonics, restricting its reach and impact on literacy learning in these settings. Despite the potential benefits of Jolly Phonics in enhancing early literacy skills, its adoption in Ghanaian kindergarten education appears to be at a nascent stage. The gradual emergence of this approach indicates a need for greater awareness, training, and investment in order to fully integrate jolly phonics into the kindergarten curriculum and maximize its benefits for young learners.

Despite the prevailing challenges, it is essential to acknowledge the significant value that jolly phonics holds for kindergarten teachers and learners in general. Chall (1996) concluded that the implementation of the jolly phonics strategy by teachers proves highly beneficial. She emphasized that systematic phonics serves as a remarkably effective approach for novice learners, particularly when addressing the learning of writing graphemes, which demands careful explanation by the teacher. Similarly, Loyd and Wernham (2013) emphasized the importance of instructing learners in reading using a systematic phonics strategy and if this approach is implemented in Ghanaian early childhood education, it will improve student's literacy skills. His approach involved identifying a defined set of letter-sound relationships and describing reading as a process involving blending and segmenting sounds.

Loyd and Wernham (2013) highlighted the significance of this process, particularly concerning individuals in the emerging stages of learning. Jolly Phonics distinguishes itself from traditional instructional approaches owing to its multisensory attributes, proficiently catering to the diverse learning modalities encompassing visual, auditory,

and kinaesthetic dimensions. Moreover, it introduces an element of enjoyment by integrating playful activities and melodic compositions to facilitate the retention of the 42 distinct phonetic sounds. Consequently, the evident efficacy of Jolly Phonics as an instructional strategy persists. Against this background, this study centrally focuses on examining the impact of employing Jolly Phonics methodologies on the literacy proficiencies encompassing reading and writing among kindergarten learners in Ghana. The motivation behind undertaking this study stems from a recognition of the critical role that early literacy development plays in shaping the educational trajectory of young learners, in the context of Ghana, and specifically, in the Ningo-Prampram District. The existing literature, as presented in the background, highlights the fundamental importance of acquiring proficient reading and writing abilities during the formative years. Despite the widespread acknowledgment of the significance of early literacy, there exists a noticeable gap between the potential benefits offered by innovative approaches like Jolly Phonics and their actual implementation in Ningo-Prampram kindergarten education. Despite its documented effectiveness in fostering phonetic awareness and reading skills, the prevailing reliance on traditional instructional methods in Ningo-Prampram kindergarten settings hinders the widespread integration of Jolly Phonics. This discrepancy between the recognized potential of Jolly Phonics and its limited implementation in Ningo-Prampram kindergartens presents an intriguing research gap that this study seeks to address.

1.2 Problem Statement

The acquisition of proficient reading skills among kindergarten learners remains a critical concern within the educational landscape of Ghana. Despite concerted efforts to enhance literacy instruction, a significant number of kindergarten learners face challenges in mastering basic reading abilities (Taylor & Pearson, 2005). This dilemma

raises pertinent questions regarding the efficacy of existing pedagogical approaches and underscores the necessity for innovative methodologies to foster early-grade reading success (Baidoo, 2015). Empirical evidence has shown that early literacy development significantly influences a child's academic path and future achievements (Nasrawi & Al-Jamal, 2017; Srikandewie & Yon, 2021). Jolly Phonics has gained substantial attention globally for its structured and multisensory approach to teaching reading. Studies conducted in various educational settings have indicated positive outcomes linked to the implementation of Jolly Phonics in improving reading proficiency among young learners (Faustina & Syukri, 2014; Wahyuni et al., 2016; Faris, 2018; Vita, Munir, & Anam, 2019).

The acquisition of literacy skills during the early years of education is a pivotal aspect of a child's cognitive development and future academic success. In the context of Ghana, the effective implementation of literacy instruction, particularly through innovative approaches like Jolly Phonics, remains a critical challenge in kindergarten education. This study seeks to address several interconnected issues surrounding the Jolly Phonics approach in literacy development among kindergarten learners, both in Ghana as a whole and specifically within the Ningo-Prampram District.

Despite the documented benefits of Jolly Phonics in enhancing phonetic awareness and literacy skills, there is a noticeable gap between the recognized potential of this approach and its limited adoption in Ghanaian kindergarten classrooms (Oduro, Mensah, Quansah, Lawer & Ankoma-Sey, 2021; Abonyi, Yeboah & Luguterah, 2020). Many kindergarten teachers in Ghana predominantly adhere to traditional instructional methods, focusing on having learners independently trace and pronounce English letters rather than incorporating innovative phonics teaching techniques. The extent of this

disparity raises questions about the factors influencing the slow integration of Jolly Phonics into mainstream kindergarten education in Ghana (Oduro et al., 2021).

Within the specific study area of the Ningo-Prampram District, observations indicate a prevailing reliance on formal teaching strategies that prioritize adherence to curriculum guidelines. The incorporation of Jolly Phonics in literacy instruction appears to be underutilized, with the emphasis placed on rote learning and tracing of letters. This raises concerns about the extent to which teachers in the study area are aware of, trained in, and motivated to employ innovative approaches such as Jolly Phonics.

Goswami and Bryant (2017) demonstrated the effectiveness of Jolly Phonics in enhancing phonemic awareness and decoding skills among kindergarten children in the United Kingdom. Their longitudinal study showcased significant advancements in reading abilities attributable to the systematic teaching of phonics using the Jolly Phonics approach. Similarly, Johnston et al., (2012), encompassing multiple studies across diverse linguistic contexts reiterated the positive impact of phonics-based programs like Jolly Phonics on early-grade reading achievement. Thus, showcasing consistent improvements in decoding, word recognition, and reading comprehension skills among children exposed to structured phonics instruction (Paris, 2019; Nasrawi & Al-Jamal, 2017).

However, within the Ghanaian educational context, there is a rareness of comprehensive empirical studies examining the specific contributions of Jolly Phonics to the success of early-grade reading (Baidoo, 2015; Oduro et al., 2021). Additionally, the researcher's preliminary investigations, conducted while serving as a national service teacher at a Basic School in the Ningo-Prampram District, unveiled several challenges influencing both learners and teachers in the teaching and learning endeavours at the kindergarten level. These challenges encompass significant class

sizes, insufficiency of suitable teaching and learning resources, and a dearth of appropriate instructional techniques that directly contribute to enhancing literacy learning among kindergarten learners. To address and alleviate these challenges and improve literacy learning outcomes, numerous basic schools have adopted the Jolly Phonics method as a potential solution (Adusei-Bonsu, Vanderpuye & Ntim, 2021).

Notably, the existing body of research on phonics instruction lacks critical examination when it comes to its applicability in different geographical contexts (Grabbe, 2009).

The majority of studies in this domain have primarily focused on kindergarten students in economically advanced countries within the OECD and other prominent Asian nations (Vadasy and Sanders, 2011; Jamaludin et al., 2016; Nasrawi & Al-Jamal, 2017; Ariati, Padmadewi, & Suarnajaya, 2017; Widyana, Astuti, Bahrussofa, & Simanjuntak 2020;). Consequently, drawing direct inferences from these findings to less advanced countries, such as Ghana, is deemed inappropriate. Moreover, Yeung, Siegel and Chan (2013) contend that generalizing research outcomes across distinct geographical contexts raises significant concerns due to fundamental differences in language familiarity to the English language, investments in pre-schooling, variations in curricular frameworks, and disparities in available resources. Consequently, the contextual scope across these diverse settings necessitate a cautious approach when applying research findings from advanced nations to less advanced countries (Enighe & Afangideh, 2018).

This research gap presents a critical need for an empirical investigation to ascertain the impact of employing Jolly Phonics on the literacy skills of kindergarten learners in Ghana. Thus, a comprehensive understanding of the unique circumstances and contextual factors in terms of geographical context is vital for a well-grounded evaluation of the potential effectiveness of phonics instruction, particularly in the

context of Ghana. By conducting a detailed empirical analysis, this research endeavours to provide empirical evidence regarding the effectiveness of Jolly Phonics in fostering kindergarten learners' literacy skill development within the Ghanaian educational setting.

1.3 Purpose of the Study

The purpose of the study was to examine the influence of jolly phonics on literacy learning outcomes among kindergarten learners within the Ningo-Prampram District

1.3 Research Objectives

Specifically, the study seeks to:

1. Investigate the readiness of kindergarten teachers in using jolly phonics to influence literacy development in the Ningo-Prampram District.
2. Assess the influence of jolly phonics in improving early literacy skills among kindergarten learners in the Ningo-Prampram District.
3. Identify factors mitigating the implementation of jolly phonics in language skills development in the Ningo-Prampram District.

1.4 Research Questions

1. How ready are the kindergarten teachers towards the implementation of jolly phonics in the Ningo-Prampram District?
2. Does the use of jolly phonics contribute to the improvement of early literacy skills among kindergarten learners in the Ningo-Prampram District?
3. What factors mitigate the implementation of jolly phonics in kindergarten education in the Ningo-Prampram District?

1.5 Significance of the Study

The study provides valuable information about the attitudes and perceptions of kindergarten teachers towards jolly phonics as a teaching technique in kindergarten education. This insight can be used to inform educational practices and professional development initiatives, aiding in the adoption and effective implementation of jolly phonics strategies in early literacy instruction. By assessing the effectiveness of jolly phonics in improving early literacy skills among kindergarten learners, the study sheds light on the significant impact of this instructional approach on children's reading and writing abilities. This information is helpful in refining and tailoring literacy programs to better support young learners' literacy development.

Additionally, the findings of this study can potentially influence policy decisions and curriculum development in Ghana. Because jolly phonics is found to be effective, it is rational for policy makers, curriculum developers, educational activists and stakeholders to consider it for integration into broader educational policies and curricula, to promote evidence-based approaches to early literacy instruction. Also, understanding the factors influencing the successful implementation of jolly phonics in kindergarten education can help identify potential barriers and facilitators. This knowledge is useful in guiding educational institutions and policymakers in creating supportive environments for effective instructional practices.

Finally, this study serves as a reference for advancing research in early childhood education: This study contributes to the existing body of knowledge on early childhood education, particularly concerning the impact of specific instructional approaches like jolly phonics on the overall literacy performance of kindergarten children in Ghana. This serves as a motivation for further research in this area so as to foster a more evidence-based approach to early literacy instruction in Ghana.

1.6 Delimitation of the Study

The present study centred on employing Jolly Phonics as an instructional technique to facilitate the improvement of literacy proficiency in the English language among KG 2 learners. The scope of the research topic is as a result of limited research specifically examining the effectiveness of jolly phonics in the Ghanaian context, particularly at the KG 2 level. Thus, the researcher aimed to fill this gap by investigating the potential benefits of this instructional approach. The research specifically targeted KG 2 learners and teachers within basic schools situated in the Ningo-Prampram District, located in the Greater Accra Region. Additionally, the investigation delved into identifying factors that play a contributory role in optimizing the effectiveness of Jolly Phonics within the context of kindergarten education in the Ningo-Prampram District.

1.7 Limitations of the Study

The research faced challenges related to time constraints. Conducting an extensive study within a limited timeframe in the context of the Ningo-Prampram District was demanding. The project had to adhere to specific deadlines, affecting the depth and breadth of data collection.

Collecting data from a substantial number of teachers in the Ningo-Prampram District posed challenges in terms of recruitment, survey distribution, and data management. Ensuring data accuracy and completeness for such a large sample necessitated meticulous planning and execution. The study's focus on the Ningo-Prampram District, a diverse Municipal, presented logistical challenges. Coordinating data collection efforts across this region demanded substantial organizational and resource allocation. Although efforts were made to ensure representation from various schools within the Municipal, the sample's geographical limitation may impact the generalizability of findings.

In response to these challenges, the research team implemented a robust data collection plan that included strategic scheduling, participant engagement strategies, and data management protocols to maximize the study's effectiveness within the stipulated time frame. Despite these limitations, the study aimed to maintain methodological rigor and generate valuable insights into the influence of jolly phonics on literacy learning outcomes among kindergarten learners within the Ningo-Prampram District.

1.8 Operational Definition of Terms

Jolly Phonics: For the purpose of this study, Jolly Phonics is operationally defined as a systematic synthetic phonics program designed to teach foundational reading and writing skills to kindergarten learners. Jolly Phonics instruction involves the explicit teaching of letter sounds and their corresponding symbols through a structured and sequential approach.

Jolly Phonics Approach: For the purpose of this study, the Jolly Phonics approach refers to a systematic synthetic phonics program developed by Sue Lloyd and Sara Wernham. It involves the explicit teaching of letter sounds and their corresponding symbols using a multi-sensory approach that integrates auditory, visual, and kinesthetic elements.

Literacy Development: In this study, literacy development encompasses the acquisition and proficiency of reading, writing, and communication skills among kindergarten learners. It includes phonemic awareness (the ability to identify and manipulate individual sounds in spoken language), phonics decoding skills (the ability to associate letters with sounds and blend them to read words), spelling proficiency (the ability to accurately spell words using phonetic knowledge), and reading comprehension skills (the ability to understand and interpret written texts).

Kindergarten Learners: Kindergarten learners refer to children typically aged between four and six years old who are enrolled in kindergarten or early childhood education programs within the Ningo-Prampram District. These learners are in the initial stages of their formal schooling and are actively engaged in developing foundational literacy skills.

Educators and Stakeholders: Educators and stakeholders encompass teachers, school administrators, educational policymakers, parents, community members, and other individuals involved in the planning, implementation, and evaluation of early literacy education initiatives within the Ningo-Prampram District.

1.9 Organisation of the Study

The study was structured into five comprehensive chapters. Chapter one serves as the introductory section and encompasses the background information relevant to the research, statement of the problem, the objectives of the study, research questions, significance of the study, delimitations of the study. Chapter two deals with the related literature review. Chapter three presented the research methodology employed in the study. It encompassed an account of the research approach and design, target population, sample and sampling procedures, instrumentation, data analysis procedures and ethical issues. Chapter four, the analysis and interpretation of the data gathered from the study are presented. Finally, Chapter five deals with the summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter deals with the review of the related literature under the following sub-headings

- Theoretical framework
- Conceptual framework
- The concept of literacy
- The concept of phonology and Vocabulary Awareness
- Jolly Phonics Explained
- Resources for Implementing Jolly Phonics
- Empirical Literature
- Attitudes of Kindergarten Teachers Towards Jolly Phonics
- The Influence of Jolly Phonics on Early Literacy Skills
- Factors Influencing the Implementation of Jolly Phonics
- Summary of the Literature Review

2.1 Theoretical Framework

The study was underpinned by the following theories:

- Engestrom's Activity Theory
- Socio Cultural Theory

The theoretical framework underpinning this research is Engestrom's Activity Theory and the Sociocultural theory to explore the impact of Jolly Phonics on the literacy skills of kindergarten learners in Ghana.

2.1.1 Engestrom's Activity Theory

The Activity theory was pioneered by Russian psychologist and sociocultural theorist Engestrom in (1987). It is a framework that offers a holistic and systemic approach to understanding human activities within their social and cultural contexts. Engestrom's Activity Theory basically focuses on analyzing the complexities of human activities in various settings, particularly work and collaborative contexts and seeks to explain how individuals interact with their environment and how their actions are influenced by both internal and external factors. Vygotsky and Cole (1978) conceptualization of early childhood development derives from the premise that children's developmental stages are intricately shaped by their engagement and interactions within activities situated in their immediate environments. Jolly phonics encompasses songs, actions, actions cards, recitals, play-based activities, which are human activities that enhance literacy development at home, communities and school environment notwithstanding, Ningo-Prampram District.

An Activity System, as posited by Engestrom (1999), serves as a theoretical framework for delineating the theoretical integration of both social and material resources, all directed towards the attainment of individual and collective goals within a social group. Core constituents fundamental to the construction of an activity system cover the subject-agent, the object of focus, the mediating tools instrumental in navigating the task, the established norms and regulations governing the activity, the encompassing community fostering interaction, and the allocation of responsibilities among individuals Engestrom (1999). The essence of collaboration assumes paramount significance in effectuating the collective aspirations of a cohesive group such as the Ningo-Prampram District where the home, community and the school help facilitate literacy development among children using jolt phonics.

Within the scope of activity theory, the orientation points towards a purposive course, wherein distinct subjects or individuals collaboratively converge to realise a pragmatic aim. In the context of the present study, the roles of educators and learners embody the delineated subjects or societal entities. The object of focal interest converges upon the communal objective underlying the enhancement of early childhood literacy within the jolly phonics program. The process of mediation, an integral part, harmonizes the potential divergence of perspectives and interests, orchestrating a matching effort towards the shared aim. The combination of the learning community and the facilitation of professional development, inherent to this pursuit, operate as catalytic agents that propels the attainment of overarching organizational objectives.

Activity theory has been instrumental in explaining the mechanisms through which educators strategically deploy teaching techniques such as discourse facilitation, argumentative discourse, and clarification, all aimed at steering the progress of student learning (Krier, 2011). Scholars within the educational domain have perceived activity theory as a construct that integrates both social and cognitive maturation, as requisites in knowledge acquisition, hence assimilate the art of self-construction within the framework of a collective learning community (Barhoumi, 2015). Shanahan (2010) emphasised the significance of activity theory as a structural framework for comprehending and assessing synchronized goal-directed practices in literacy development. Macdonald (2013) accentuated that engagement within a project or activity stimulates dynamic collaborative interactions. The purposive orientation inherent in an activity, directed towards a specified object, necessitates a focused and cooperative effort. The intrinsic interplay cultivated among participants significantly shapes the ultimate execution of the pursued objectives (Barhoumi, 2015). Thus, the activity theory offers both students and educators the capacity to actively partake in

substantive events, thereby achieving a discernible augmentation of the learning process.

Activity Theory, developed by Engeström (1987), was a theoretical framework that originated in the field of psychology and has since been applied to various disciplines, including education. Engeström's Activity Theory views human activity as a complex system involving multiple interacting elements within a sociocultural context. The theory focuses on understanding how individuals and groups engage in purposeful activities, emphasizing the interconnectedness of various components and the dynamic nature of activity systems. In the context of the current study on the influence of Jolly Phonics in literacy development among kindergarten learners in the Ningo-Prampram District, Activity Theory would be applied to analyze the educational environment, practices, and the factors influencing the adoption of Jolly Phonics. Here's a breakdown of key elements of Activity Theory and their relevance to the study:

In Activity Theory, the subject refers to the individual or group engaging in the activity. In the context of the study, the subjects include kindergarten teachers, learners, and other stakeholders involved in literacy education in the Ningo-Prampram District. The object represents the goal or purpose of the activity. In this study, the primary object is the enhancement of literacy skills among kindergarten learners using the Jolly Phonics approach. The object reflects the desired outcome of the educational activity. Activity Theory emphasizes the role of tools or mediational means that individuals use to accomplish their goals. In the context of the study, tools could include instructional materials, curriculum guidelines, and educational resources, as well as the Jolly Phonics program itself. The availability and utilization of these tools play a crucial role in shaping literacy instruction. Rules define the norms, regulations, and guidelines that govern the activity. In the study, rules could encompass educational policies,

curriculum requirements, and institutional guidelines that influence teaching practices, including the adoption or resistance to innovative approaches like Jolly Phonics.

The community refers to the social context in which the activity takes place. It includes the relationships, collaborations, and communication among individuals and groups involved in the educational process. In the study, the community encompasses teachers, students, parents, school administrators, and other stakeholders within the Ningo-Prampram District. This element addresses how tasks and responsibilities are distributed among individuals or groups within the activity system. In the study, the division of labor may manifest in the roles played by teachers, administrators, and policymakers in either supporting or hindering the integration of Jolly Phonics into the curriculum. Activity Theory would help analyze the teaching practices in the Ningo-Prampram District by examining how teachers interact with the Jolly Phonics program, the tools they use, and the rules and norms that guide their instructional decisions.

By applying Activity Theory, the study identified and analyzed the tools, rules, and community factors that act as barriers to the effective adoption of Jolly Phonics in literacy instruction. This included examining resource constraints, policy limitations, and community attitudes toward innovative teaching methods. Activity Theory encourages a systemic approach to problem-solving. The study, informed by Activity Theory, would propose solutions that address the interrelated elements of the activity system, such as providing necessary resources, adjusting rules and policies, and fostering a supportive community environment for teachers.

In summary, Activity Theory provides a comprehensive lens for understanding the complexities of educational activities, allowing the current study to explore the dynamic interactions and systemic factors influencing the adoption of Jolly Phonics in literacy development among kindergarten learners in the Ningo-Prampram District.

2.1.2 Sociocultural Theory

Sociocultural Theory, developed by Lev Vygotsky in 1978, posits that learning and cognitive development occur through social interactions and cultural influences. According to this theory, individuals acquire knowledge and skills by engaging in meaningful activities within a social context. Key concepts of Sociocultural Theory include the Zone of Proximal Development (ZPD), scaffolding, and the role of cultural tools. Children at this level of development have an inbuilt device in their brain (Zone of Proximal Development) that enhances variety language acquisition using jolly phonics as a pedagogy.

Sociocultural theory is a category of psychological and educational theory that emphasize the influence of social and cultural factors on individual development, cognition, and learning. One prominent sociocultural theorist is Vygotsky (1978) who proposed that learning is a collaborative process that occurs within the social interactions and cultural contexts of individuals. Other profound proponents of sociocultural theories are Dewey (1916) and Piaget (1976). Mayer (2008) emphasized Dewey's assertion that children's learning possesses a self-directed nature, where educators function as facilitators while, Piaget posited that the foundational principle of learning rests upon the mechanism of discovery. In this regard, the sociocultural theory rejects the notion of isolating individuals from their social and cultural contexts when studying their development and understanding their behaviours. Instead, they propose that human cognition and behaviour are deeply linked with the social and cultural environments in which individuals live and interact.

According to the Sociocultural theory, educators are tasked with cultivating an environment that is conducive to fostering learning. Employed strategies should effectively encourage a spectrum of activities, including experiments, deliberations,

role enactments, as well as artistic and artisanal pursuits. Engaging in hands-on experiences is poised to yield both individualized and collaborative dimensions of learning. Mayer (2008), opines that the methodologies deployed within the framework of Jolly Phonics encompass tangible encounters that establish connections between written text, touchable entities, auditory elements, corresponding actions, and literacy development among children. The results of this interplay play a pivotal role in shaping the literacy acquisition of both early learners and those encountering challenges with reading as indicated by the sociocultural theory. A teacher's tutorial approach involves the strategic deployment of instructional methodologies intricately tied to activities geared towards fostering phonetic awareness development.

Furthermore, consistent with the tenets of sociocultural theory, Campbell (2021) posited that phonetic awareness is intrinsically entwined with the representation of speech sounds and written symbols, exemplifying both phonemic and graphemic correspondence. The utilization of words that are duly recognized and articulated, rooted in internal phonemic and graphemic prompts, serves to underpin lexical semantics and augments the maturation of comprehension proficiencies (Campbell, 2015; Campbell, 2021).

In conclusion, both the activity theory and the sociocultural theory offer valuable lenses through which the dynamics of literacy skill development in young learners can be understood. The activity theory (Engestrom, 1999), with its emphasis on collaborative goal-oriented practices, highlights the pivotal role of interactions and cooperation among teachers, students, and the learning community in achieving educational objectives. In the same vein, the structural theory (Dewey, 1916; Piaget, 1976; Vygotsky & Cole, 1978) underscores the significance of creating a conducive environment for active engagement, where hands-on experiences and meaningful

activities foster both individual and cooperative learning. It emphasises the importance of aligning phonemes and graphemes, thereby contributing to the mastery of word meaning and facilitating the progression of reading comprehension. Both theoretical frameworks provide a comprehensive understanding of how pedagogical strategies, such as those employed by the Jolly Phonics program, can effectively support young learners' literacy skills by incorporating collaborative environments and phonetic correspondence activities.

Applying Sociocultural Theory to the current study on the influence of Jolly Phonics in literacy development among kindergarten learners in the Ningo-Prampram District involves considering the social and cultural dimensions of the educational environment: Zone of Proximal Development (ZPD) represents the range of tasks that a learner can perform with the help of a more knowledgeable person, such as a teacher or peer, but cannot yet perform independently. In the context of the study, understanding the ZPD is crucial for assessing how teachers, as more knowledgeable individuals, can provide appropriate support to kindergarten learners using the Jolly Phonics approach. It helps identify the optimal level of challenge that promotes learning without overwhelming the students.

Scaffolding involves the support provided by a more knowledgeable person to help learners bridge the gap between their current abilities and the desired learning outcomes. In the study, examining how teachers scaffold the literacy development of kindergarten learners through Jolly Phonics involves understanding the instructional support, guidance, and assistance teachers offer to facilitate the acquisition of phonetic and reading skills. Cultural tools refer to the resources, both tangible and intangible, that individuals use to mediate their learning experiences. In the study, cultural tools may include educational materials, curricular resources, and the Jolly Phonics program

itself. Understanding how these cultural tools are integrated into the educational practices in the Ningo-Prampram District sheds light on their role in shaping literacy development.

Sociocultural Theory emphasizes the importance of social interactions in the learning process. In the context of Jolly Phonics, the study would explore how peer interactions, teacher-student collaborations, and community involvement contribute to the effectiveness of the literacy development process. Sociocultural Theory underscores the influence of cultural factors on learning. In the study, exploring the cultural context of the Ningo-Prampram District and how it intersects with the Jolly Phonics approach allows for a nuanced understanding of how cultural values and practices may support or hinder the implementation of this instructional method.

Sociocultural Theory emphasizes the dynamic relationship between teachers and students. Analyzing how teachers interact with students during Jolly Phonics instruction, how they adapt their teaching strategies based on students' needs, and how they create a supportive learning environment aligns with the sociocultural perspective. Given that Sociocultural Theory underscores the role of language in learning, the study would explore how language and communication are integrated into Jolly Phonics instruction. This includes examining the ways in which teachers facilitate language development and literacy skills through meaningful social interactions.

In summary, Sociocultural Theory provides a theoretical lens that allows the current study to explore the social and cultural dimensions of literacy development in the Ningo-Prampram District, particularly concerning the implementation of Jolly Phonics. By considering the Zone of Proximal Development, scaffolding, and cultural tools, the study would uncover the intricate ways in which social interactions and cultural influences shape the literacy learning experiences of kindergarten learners.

2.2 Conceptual Framework

From the literature, the study identified significant variables that has relevant bearing on jolly phonics and its influence on literacy skills of kindergarten learners. Thus, in conjunction with the objectives of the study, teachers' attitudes and the various aspects of jolly phonics, such as letter identification, pronunciation, writing, reading, and creativity emerges as key variables with crucial influence on the literacy development of kindergarten learners. This is depicted in figure 1.

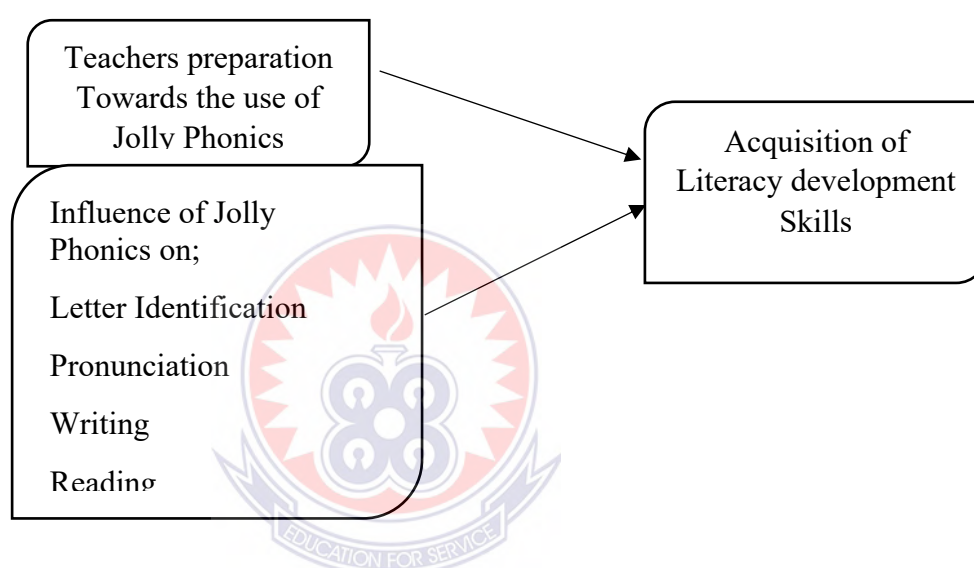


Figure 1. Conceptual framework

Source: Author's Construct

The conceptual framework depicts that teachers' attitudes influence the effective implementation of Jolly Phonics, which subsequently impacts the delivery of the various components of jolly phonics, ultimately contributing to the overall literacy proficiency of kindergarten learners. Thus, positive attitudes may lead to better execution and adherence to the principles of Jolly Phonics, consequently impacting the development of literacy skills among kindergarten learners (Barr, 2014; Moodie-Reid, 2016; Ahmad & Yunus, 2019; Widyana et al., 2020). Effective implementation of Jolly Phonics is hypothesized to influence various aspects of literacy skills. When implemented, the program is expected to enhance letter identification, pronunciation,

writing, reading, and creativity among kindergarten learners, which in turn, contribute significantly to overall literacy development in young children. A strong foundation in these aspects, fostered by the implementation of Jolly Phonics, lead to enhanced literacy skills among kindergarten learners (Lloyd & Wernham, 2013; Enighe & Afangideh, 2018; Campbell, 2021).

By examining the interplay between these factors, the study aims to provide a comprehensive understanding of the attitudes, influences, and challenges associated with the implementation of Jolly Phonics in the Ningo-Prampram District, and subsequently, its impact on early literacy development among kindergarten learners.

2.3 The Concept of Literacy

Functioning literacy to encompass the capacity to utilize reading, writing, and numeracy skills proficiently to facilitate effective functioning and personal as well as community development. A literate individual is one who can competently read and write a brief statement concerning their daily life, doing so with a clear comprehension of its meaning and implications. Numerous scholarly sources have referred to diverse forms of literacies, including computer literacy, which is commonly understood as the proficiency attained within the computing domain (Barton, 2007).

Nonetheless, the scope of this research diverges from the aforementioned conceptions of literacy as competence in a specific domain, and it does not encompass any exploration of numeracy. Instead, in alignment with the definition set forth by the Ghana Statistical Service (GSS, 2021), this study pertains to literacy solely in terms of the capability to read and write, excluding any consideration of numeracy skills. Thus, literacy encompasses the aptitude to comprehend and effectively employ written language structures deemed essential by society and esteemed by the individual. Proficient readers possess the ability to derive meaning from texts through diverse

interpretive approaches. Their reading ability span various purposes, including learning, active engagement in reader communities within educational and everyday settings, as well as deriving pleasure from the activity. According to the Department of Education and Skills (DES, 2011). Literacy is defined as the competence to read, comprehend, and critically assess diverse forms of communication, encompassing spoken language, printed text, broadcast media, and digital media (Livingstone, 2004). This multifaceted definition highlights the comprehensive nature of literacy, extending beyond traditional printed materials to encompass the contemporary landscape of communication.

Consequently, in conjunction with the principal concept of literacy, Barton (2007) expounds upon the notion of 'pre-reading skills' as fundamental requisites for the advancement of reading abilities. This perspective aligns closely with the focus of the current research, wherein pre-reading skills is regarded as literacy skills. These pre-reading skills encompass a child's cumulative developmental acquisition of fundamental aptitudes from birth, which collectively enable the formal acquisition of reading and writing proficiency. Whitehurst & Lonigan (2002) likewise acknowledge this concept, denoting it as 'developmental precursors' to reading and writing. Given that literacy skills may begin to manifest from early infancy, contextual factors come into play, exerting an influential role in the trajectory of reading development. Notably, the literacy practices observed within the family environment and their interconnectedness with classroom-based literacy instruction assume significance in shaping the overall developmental landscape of children. This proposition is potentially linked to the notion that contextual factors, including family literacy practices, play a pertinent role in shaping the literacy development of children (Ducuara & Rozo, 2018).

As noted by Kennedy et al. (2012), early literacy development entails significant factors that bear crucial importance for the acquisition of proficient literacy skills. Particularly emphasized are phonological awareness and vocabulary, which hold potential as predictive indicators for reading proficiency.

2.4 The Concept of Phonology and Vocabulary Awareness

Phonological awareness represents a foundational skill in the early stages of literacy development, essential for children to master as a preliminary step toward decoding and reading. Cassano & Schickedanz (2015). Adams (1990) explained phonological awareness to entails several key aspects, encompassing the capacity to recall rhyming words, discern phonemes within words, and manipulate phonemes by combining or isolating them to form words. This cognitive ability is characterized by the recognition of individual phonemes, facilitating their correlation with corresponding graphemes during the decoding process, thereby enabling proficient literacy skills. Jolliffe and Waugh (2015) provided a distinct clarification of decoding, characterizing it as the cognitive process of interpreting symbols or letters and converting them into corresponding sounds to retrieve words. In contrast, encoding is delineated as the reverse process, involving the transformation of sounds into symbols or letters. According to these scholars, decoding necessitates recognition memory since the presence of letters serves as a prompt, aiding in the retrieval of words. Conversely, encoding entails recall memory, which poses greater cognitive demands, as there is no visual prompt available, and the child must rely on internal memory processes. This heightened difficulty might be attributed to the inherent need for children to engage in mental processing of visual symbols to retain the decoding patterns effectively. Phonological awareness has been recognized as a pivotal factor contributing to the achievement of successful reading development. Children acquire this ability through

cognitive associations formed with frequently encountered and familiar words, with such connections resulting from the intrinsic mechanisms governing language processing within the mind (Goswami, 2001). Notably, this particular reading subskill plays a crucial role in the early emergence of comprehension abilities, denoting the capacity to comprehend the meaning of written texts. As explained by Sole (1992), the mastery of decoding skills and the acquisition of diverse strategies that facilitate comprehension are imperative prerequisites for proficient literacy development.

The acquisition of phonological awareness during early childhood has been found to exert a significant and lasting impact on subsequent reading proficiency (Stanley, Petscher, & Catts, 2018). Jiménez and Ortiz (2000) assert a clear linkage between phonological awareness and word and pseudo-word reading, asserting its influential role in the development of literacy skills. Additionally, Suárez-Coalla, García-de-Castro, and Cuetos (2013) emphasize that phonological awareness plays a vital role in enhancing reading accuracy, while speed naming contributes to reading fluency. Consequently, both phonological awareness and speed naming are deemed critical factors that contribute to effective reading performance.

Numerous empirical investigations corroborate the association between phonological awareness and letter recognition with reading proficiencies (Jiménez & O'Shanahan, 2010; Hill, 2017; Russell, Ukoumunne, Ryder, Golding & Norwich, 2018). Moreover, this relationship extends to the predictive capacity of phonological awareness in gauging subsequent reading performance (Batson-Magnuson, 2017; Bellocchi, Tobia & Bonifacci, 2017). In particular, Edyburn et al. (2017) report that phonological awareness, in conjunction with letter knowledge, listening comprehension, and word reading, significantly forecasted learners' achievement at the conclusion of the study,

specifically when the learners, aged between six and seven, reached the end of the first grade.

As asserted by Metsala (2010), phonological awareness can derive benefits from the augmentation of learners' vocabulary. Moreover, this expanded vocabulary has been found to serve as a predictor of subsequent reading proficiency, exhibiting a robust correlation with later word reading skills (Metsala, 2010). In this regard, Jolliffe and Waugh (2015) identify vocabulary as another significant predictor in the domain of literacy development. Evidently, both phonological awareness and vocabulary, alongside naming abilities, assume pivotal roles in facilitating the acquisition of reading skills. Grimm, Solari, and Gerber (2018) reaffirm this notion by establishing that vocabulary, within the context of the mother tongue, can effectively predict later reading capabilities, including letter-word identification.

Nouwens, Groen, and Verhoeven (2017) conducted research focusing on the mother tongue of Dutch children, revealing that semantic storage holds the potential to impact reading comprehension and facilitate the identification of individual differences. Moreover, among young children, early acquisition of English vocabulary emerges as the most robust predictor of English literacy (Grimm et al., 2018), effectively predicting both reading accuracy and comprehension (Jolliffe & Waugh, 2015). Warmington and Hulme (2012) further underscore the significance of naming accuracy in the first language, specifically English, establishing a noteworthy and statistically significant relationship with reading skills, ultimately predicting proficient reading fluency. The capacity to isolate phonemes also emerges as a predictive factor for literacy skills development.

The interrelationship between the progression of phonological awareness and vocabulary development is addressed by Whitehurst & Lonigan (2002) in the context

of two interconnected information domains crucial to language acquisition. The first area, termed 'outside-in', pertains to the information learners assimilate from their surroundings through oral language abilities. It has been observed that children who engage in more frequent and fluent reading demonstrate enhanced vocabulary acquisition and heightened sensitivity towards phonological awareness. The second area, referred to as 'inside-out', involves the expressive aspect of a child's language development. It encompasses the identification and manipulation of discrete units of sounds and letters, representing the developmental progression of phonological awareness. Whitehurst & Lonigan (2002) suggest that a fundamental aspect of text comprehension lies in the ability to convert units of letters into corresponding units of sound, while the act of writing involves the translation of these units of sounds into units of letters. This mutual interdependence between the 'outside-in' and 'inside-out' areas appears essential for the cultivation of emergent literacy skills. It is plausible that pre-existing literacy skills, such as vocabulary, acquired prior to formal schooling, may play a contributory role in fostering the development of phonological awareness.

2.5 Jolly Phonics

Over the course of history, various English teaching methods have been subject to extensive discourse. Among these, jolly phonics, a synthetic phonics approach, has emerged as a potentially effective means for fostering the acquisition and development of phonological awareness, a crucial foundation for initial literacy abilities (Ariati, Padmadewi & Suarnajaya, 2018). The inception of this method can be traced back to 1975 when it was introduced at the Primary School of Woods Loke, Lowestoft, Suffolk, in response to the reading difficulties experienced by a group of learners. The implementation of jolly phonics involved associating sounds with corresponding

actions, enabling these learners to make substantial progress, ultimately alleviating their reading challenges (Lloyd & Wernham, 2013).

The methodology itself entails the systematic instruction of 42 distinct phonemes within the English language, with the exception of /ə/ and /z/ which are deferred to the second year of jolly phonics, known as Jolly Grammar. This instructional process spans a duration of nine weeks, wherein a single phoneme is addressed each day. These phonemes are systematically grouped into seven categories based on the degree of complexity they present for acquisition. Initial exposure to these phonemes is facilitated through their association with specific actions. Subsequently, narratives, melodies, lexical items, and visual representations are introduced through the utilization of flashcards. Reinforcement activities, encompassing a range of interactive games, ensue to provide opportunities for active practice. The salient aspect of this pedagogical approach resides in the indispensability of multimodal instructional materials. Pinter (2006) posits that visual aids play a pivotal role in capturing the attention of young learners, concurrently fostering the establishment of connections between oral articulation and written expression.

This instructional approach stimulates the cultivation of five distinct pre-reading competencies among kindergarten learners. The first of these proficiencies is centred upon phonemic awareness, specifically pertaining to the association between phonetic units and corresponding physical gestures. To illustrate, the acquisition of the phoneme /s/ is exemplified by the instructor configuring their hand into the shape of the letter 's' and vocalizing the sound /sssss/ to mimic the hissing of a snake. This initial exposition is orchestrated by the educator, who further augments the pedagogical encounter through the crafting of a narrative intertwined with the phonemic element in focus. Alongside, a lexicon inclusive of terms embodying the phonemic attribute addressed in

the session is introduced. For instance, the narrative concerning the phoneme /s/ could entail a depiction of "a young boy accompanied by his dog embarking on a leisurely stroll, only to be met with the resonating barks of the dog and the sudden emergence of a snake from the bush, producing a sinuous 'sssss' in the process" (Lloyd & Wernham, 2013). The lexicon encompassing the particular phonemic attribute comprises terms such as 'sun,' 'spots,' and 'nest.' This methodology is designed to impart proficiency not only in individual phonemes but also in digraphs, such as the phoneme /ei/ represented by the symbol <ai>, as well as diverse orthographic representations, for instance, /ei/ exemplified by the symbols <ai>, <a_e>, and <ay>. These lexical and orthographic components are systematically introduced within a framework of diverse instructional activities and musical compositions.

The second skill associated with jolly phonics pertains to the aptitude for precise letter formation, along with emphasizing the cultivation of proficient pencil-holding techniques. The instructional framework affords a spectrum of diverse materials to facilitate the practice of letter tracing among students. The third essential aptitude within the jolly phonics framework is blending, which centres upon the amalgamation of distinct phonemic units to audibly construct and articulate words. Diverse pedagogical strategies are employed to cultivate this proficiency, including the utilization of flashcards as an instructional tool. The ensuing fourth skill encompasses phonological awareness, a cognitive faculty underpinned by the capacity to discern and manipulate phonemic constituents within language. Various didactic exercises serve channels for refining this aptitude, encompassing activities such as phonemic segmentation during word pronunciation or the transcription of spoken utterances. Noteworthy in this context is the assertion by Ehri (2005) that the acquisition of

phonetically-based spelling proficiencies can significantly contribute to a child's reading ability.

Finally, the jolly phonics framework refers to certain lexemes as problematic or intricate words, characterized by their deviation from the phonetic principles governed by the methodology. The mastery of these lexical differences necessitates rote memorization or the deployment of alternative cognitive strategies. Notably, strategies encompassing the identification of salient 'tricky' components within the word or the systematic approach of look, copy, cover, write, and subsequently verify (as depicted in Figure 1) are employed. In line with this perspective, Jolliffe and Waugh (2015) emphasize the significance of imparting these intricate words in their entirety, a pedagogical approach that enhances the visual recognition of such words. A range of educational modalities, including interactive games, structured activities, and the utilization of visual aids such as flashcards or informative posters, is encouraged for practice. Moreover, it is recommended that children endeavour to assimilate a number of two to three intricate words on a weekly basis.

The proponents of the Jolly Phonics methodology advocate for its initiation during the early stages of childhood education, specifically targeting children aged four. Given its integral focus on the acquisition of reading and writing proficiencies, the incorporation of jolly phonics within the early childhood curriculum is not only logical but also academically compatible. Nonetheless, it is appropriate to acknowledge the potential for adaptability dependent upon the diverse aptitude levels exhibited by individual students, as posited by Ariati et al. (2018). Moreover, when applied to the instruction of English as an additional language, the method's implementation may necessitate tailored adjustments. Thus, within the scope of jolly phonics, a precise sequencing is advocated, wherein the comprehensive list of 42 phonemic units is to be imparted over

the course of the initial term. Ideally, each phonemic entity is introduced sequentially, with an optimal trajectory encompassing a daily unveiling over a span of about nine weeks, or alternatively, a more modest pace of at least three sounds introduced per week. This instructional pace not only encompasses the introduction of phonemic elements but also entails the concurrent integration of alternative phonemic sounds, the cultivation of blending proficiencies, and determined attention to intricate vocabulary items.

2.6 Resources for Implementing Jolly Phonics

Jolly Phonics presents an extensive array of diverse educational materials catering to the needs of educators, parents, and students alike. Foremost among these resources are instructional handbooks specially designed for teachers, furnishing a comprehensive timetable of the annual curriculum delineated by jolly phonics. These handbooks further encompass an explanation of the methodological underpinnings, a description of the foundational jolly phonics competencies, insights into optimal instructive strategies for in-class implementation, and recommendations for equipping teachers with the tools to engage parents in fostering these competencies (Lloyd, & Wernham, 2013). In most instances, the instructional handbook commences with a prescribed storyline tailored to the specific letter sound, encompassing the recommended employment of corresponding flashcards, associated physical gestures that are related with the phonemic unit, and supplementary contextual details deemed essential for proficient instruction. Subsequently, an individualized photocopy sheet is allocated for each letter sound, expressly intended to facilitate focused practice in letter formation. Concluding the handbook, teachers are offered a segment that entails perforated flashcard sheets encompassing both individual elementary phonemic units and more intricate phonemes, including those requisites for blending and the mastery of 'tricky'

words. These card sheets can be meticulously separated and distributed among learners, allowing them to assemble either a sound collection or lexical collection for collaborative engagement within the classroom or for supplementary practice at home. Additionally, the handbooks furnish supplementary exercises, particularly tailored to accommodate students facing reading challenges or those who demonstrate an accelerated pace of progress. These exercises cover diverse activities, such as associating words with corresponding visual depictions, correlating letters with words and their visual representations, disassembling sentences to subsequently attach them to pertinent visuals, employing visual clues illustrative of phonemic units, diverse ludic reading games, composing sentences that incorporate absent phonemic constituents, and tasks conducive to the exploration of alternative phonemic articulations.

In the context of student engagement, learners are equipped with both a textbook and a corresponding workbook. These books contain depictions visualizing the narratives said by the teacher which coexist alongside the particular phonemic attribute highlighted during the instructional session. These student resources are thoughtfully designed to incorporate a multisensory dimension, permitting tangible interaction with the visual representation of each letter configuration, thus facilitating the refinement of literacy skills. The workbook contains a variety of exercises oriented around diverse facets of phonemic competence. These include tasks that require letter formation, the discernment of individual phonemic constituents within words, the insertion of absent phonemic elements within words, and the correlation of phonemic sounds with corresponding illustrative depictions.

Jolly phonics instructional resources encompass the inclusion of puppets and dolls, featuring pivotal characters that serve as the narrative focal points for each respective phonemic unit. These central characters, namely snake, inky, and bee, are strategically

aligned with the distinctive phonemic attributes presented. Furthermore, the instructional materials involve an assortment of illustrative posters precisely organised to cater for delicate visual representation. These posters summarize the various phonemic clusters organized within noticeable groupings, accompanied by symbolic visuals, alternative orthographic representations, and 'tricky' vocabulary items. Integral to jolly phonics framework are musical compositions, which hold a prominent status by virtue of their alignment with the phonemic attributes and corresponding gestures explored within each instructional module. These musical renditions play a key role in stimulating purposeful practice and fostering a memorable engagement with the learners, thereby filling the learning process with enjoyable and efficient moments.

On select occasions, jolly phonics augments its instructional resources with supplementary provisions in the form of CDs and DVDs, tailored for educators. These multimedia resources encompass interactive games and software programs, intended for installation on computer platforms and subsequent utilization on interactive whiteboards. This technological integration serves as a channel for delivering the narratives through the medium of whiteboards or dedicated story-oriented DVDs. Additionally, a collection of diverse poster designs is made available, enabling teachers to strategically decorate classroom environments with visual aids conducive for academic objectives.

2.7 Empirical Review

The empirical review constitutes an evaluation of the research, undertaken in alignment with the distinct objectives set forth within the study. Each objective serves as a focal point around which an empirical scrutiny is carefully conducted. This review incorporates an examination of existing empirical evidence and scholarly discourse relevant to each specific objective, so as to facilitate a structured exploration of the

research landscape. By approaching the review through the lens of these individual objectives, a coherent and systematic assessment is achieved, ultimately contributing to an even understanding of the research's purpose and findings.

Attitudes of Kindergarten Teachers Towards Jolly Phonics

Carlisle and Berebitsky (2011) conducted a study to investigate the effectiveness of a literacy coach in providing sustained support and guidance for teachers' professional development in early reading. The authors examined teachers' attitudes towards professional development, their instructional practices, and student outcomes, while also considering teachers' perceptions of their school climate. The findings revealed that there were no significant differences in teachers' attitudes towards professional development or their collaboration opportunities. According to Carlisle and Berebitsky (2011), teachers who received coaching showed variations in instructional practices related to the professional development program, and students in their classrooms demonstrated greater improvements in word decoding skills. The principal's support was also noted as a contributing factor to these outcomes. Overall, Carlisle and Berebitsky (2011) indicate the benefits of integrating school-based coaching into professional development programs for first-grade teachers, suggesting that such coaching can positively impact instructional practices and student learning outcomes in early reading.

Barr (2014) investigated the influence of teacher collaboration on early literacy development in kindergarten. Drawing from empirical and scientific research, which outlines the potency of collaborative efforts in fostering dialogue and driving positive change, Barr (2014) adopted a qualitative teacher-research approach to investigate the collaborative processes of five certified kindergarten teachers and one student teacher over a six-week period. The findings highlight that educator collaboration benefits both

teachers and students by facilitating the identification and implementation of effective teaching practices, tailoring instruction to individual student needs, and cultivating a supportive professional environment for teachers. Barr (2014) indicates the significance of collaborative efforts among educators for enhancing early literacy development in kindergarten classrooms, suggesting the value of fostering such collaborative efforts as a means to optimize teaching practices and promote a conducive learning environment. Campbell (2015) investigates the impact of early childhood educators' attitudes on literacy instruction and their influence on the jolly phonics experiences offered to young learners in pre-school settings. Employing a qualitative approach, the study investigates the perspectives of 115 early childhood educators regarding phonics instruction methods and the utilization of Jolly Phonics and Letterland programmes in pre-school environments. The findings reveal a divergence of opinions concerning phonics teaching, coupled with educators facing external pressures that may run counter to their personal conceptions of effective literacy acquisition. The author recommends the need for alignment between educators' pedagogical beliefs and practices, while offering insights into appropriate phonics instructional practices within early childhood education.

Albaaly (2015) seeks to address the utilization of Jolly Phonics for teaching English to young learners in an Egyptian context, where this method had not been previously explored. The author aimed to develop a program based on the Jolly Phonics approach to train teachers working with young learners. The study involves an experimental group of 53 teachers participating in a One Year Professional Diploma for Teaching English to Young Learners at the Ismailia College of Education. These teachers receive 14 training sessions focused on the concepts, techniques, and activities of the Jolly Phonics method during the academic year 2013/2014. Albaaly (2015) revealed that the

participants' understanding of Jolly Phonics improved, reflecting a positive impact of the training. Additionally, the participants expressed satisfaction with the practical benefits of the method, suggesting that implementing Jolly Phonics in training teachers of young learners enhance their knowledge and instructional effectiveness.

Moodie-Reid (2016) also addressed the lack of foundational literacy skills among Grade 1 students in Western Jamaican schools. Using a qualitative research approach, the author aimed to explore teachers' perceptions of the impact and strategies of the Jolly Phonics program, implemented to enhance literacy among students in Grades 1-3. Through individual interviews with eight teachers from two primary schools, the study employed open coding and thematic analysis to identify emerging minor and major themes. Moodie-Reid (2016) highlighted that the teachers perceive jolly phonics as a program that have had positive influence on struggling learners in Grades 1-3, thus emphasising its worth in improving literacy skills. The authors recommendations include contributing research-based insights to the local district, aiding decision-making in programming and professional development initiatives aimed at enhancing the literacy capabilities of early and struggling readers.

Oduro, Mensah, Quansah, Lawer, and Ankoma-Sey (2021) addresses the prevalent issue of reading difficulties among primary school learners in Ghana and focuses on the remediation of phonics difficulties among struggling readers. The authors employed a qualitative approach, conducting interviews with Grade 4 English Language teachers from Unipra South Cluster of Schools in Winneba. Thematic analysis is used to analyse the data collected through unstructured interviews. Oduro, Mensah, Quansah, Lawer, and Ankoma-Sey (2021) revealed that the Grade 4 teachers primarily utilize the jolly phonics and rhyming methods to address phonics difficulties among struggling readers because they perceive it as an effective means of imparting literacy skills. The authors

also highlighted the instructional materials employed, including flashcards, manila cards, chalkboards, and textbooks. According to the authors, the teachers emphasized the need for Ghana Education Service to implement professional development programs aimed at equipping teachers with effective strategies for reading instruction, aiming to improve reading outcomes among primary school learners in Ghana.

Campbell (2021) explores the influence of parental pressures on the nature of phonics instruction encountered by young children in pre-school settings, while also investigating parental beliefs about phonics instruction and literacy learning in early childhood across six early childhood schools in Queensland, Australia. A one-way ANOVA and descriptive statistics are employed to analyse the data across different early childhood service types, uncovering variations in parental perceptions based on the type of educational environment. The findings reveal a mixed parental perspective, with a significant proportion valuing both play-based and explicit phonics instruction. Notably, parents from school-based early learning centres tend to emphasize explicit phonics and name writing, whereas those from community-based kindergartens prioritize a broader literacy focus. The majority of parents engage in phonics practices at home, with a notable proportion using commercial phonics programs. The study highlights the expectations placed on early childhood teachers regarding phonics education and emphasizes the significance of parental perceptions in shaping early childhood literacy curriculum design.

The Influence of Jolly Phonics on Early Literacy Skills

Ekpo, Udosen, Afangideh, Ekukinam, and Ikorok (2007) aimed to assess the usefulness of Jolly Phonics as an accelerated method for enhancing the reading skills of primary one learners. Employing a pretest-posttest experimental research design, the study involved 168 primary one learners selected purposively from five schools across three

senatorial districts in Akwa, Ikom State. The authors divided the learners into experimental and control groups, with Jolly Phonics implemented as the treatment for the experimental groups. The study sought to answer one research question and tested two null hypotheses. Their data analysis incorporated means, independent t-tests, ANCOVA, and the Burt Reading Test. The results indicated that Jolly Phonics effectively improved learners' reading skills, with the experimental group experiencing a substantial gain of 3-29 months reading age according to the Burt Test. Statistical analysis revealed a significant difference of 9.42 between the post-test mean scores of the experimental and control groups, along with a significant difference of 3.40 between the post-test mean scores of the experimental groups in urban and rural schools. The study's recommendations include the replication of the research in other regions of the state and the country, given its positive findings on the effectiveness of Jolly Phonics in enhancing literacy skills among primary one learners.

Jamaludin, Alias, Khir, DeWitt, and Kenayathul (2016) aimed to assess the efficacy of jolly phonics in fostering early reading skills among struggling young English learners as a second language (ESL) readers within a rural school setting. Employing a quasi-experimental research design, the authors employed pre-test and post-test evaluations derived from the Phonological Awareness Literacy Screening (PALS) for Preschool Students and Grades 1 to 3 tests to gauge children's early reading abilities. Additionally, a semi-structured interview was utilized to gather supplementary information. Jamaludin, Alias, Khir, DeWitt, and Kenayathul (2016) revealed a significant improvement in the experimental group's decoding and comprehension skills, as demonstrated by higher post-test scores. Furthermore, a notable disparity in achievement emerges between the experimental and control groups, substantiating the effectiveness of jolly phonics in enhancing early reading skills among struggling

readers. The authors highlighted the potential of jolly phonics as an effective pedagogical approach for the development of early reading proficiencies, particularly among learners facing challenges in reading.

Nasrawi and Al-Jamal (2017) explored the impact of the Jolly Phonics strategy on the reading skills of first-grade learners in Jordan. Employing a quasi-experimental research design, the study involves 58 first-grade learners from a school in Irbid city, Jordan, who were purposefully selected. The participants are divided into two groups based on pre-test results: an experimental group of 29 learners instructed using the Jolly Phonics strategy for five weeks, and a control group of 29 learners taught with a Conventional strategy suggested by Action Pack 1 Teacher's Guide. The study employs four instruments, including a reading test, Jolly Phonics strategy worksheets, and Jolly Phonics songs with the Action Way. The research findings reveal a positive statistical effect of the Jolly Phonics strategy on the learners' reading skills. This suggests that the Jolly Phonics approach holds promise in enhancing reading proficiency among first-grade learners, and these findings could potentially have implications for improving early reading instruction methods in educational settings.

Ariati, Padmadewi, and Suarnajaya (2018) sought to address the significance of English literacy skills in contemporary times for children's educational and social advancement. Recognizing the efficacy of Jolly Phonics as a strategy for enhancing early reading and literacy abilities, the authors aimed to bridge the gap between the strategy's effectiveness and its limited implementation due to insufficient teacher knowledge. Their study focused on sharing techniques for the successful application of the Jolly Phonics strategy within an innovative bilingual school in Denpasar, Bali. Employing a descriptive qualitative approach, the research utilizes observation, documentation, and interviews to gather insights from the teacher. Ariati, Padmadewi, and Suarnajaya

(2018) revealed the successful implementation of Jolly Phonics' five fundamental skills, involving learning letter sounds, formation, blending, identifying sounds in words, and handling tricky words. The strategies utilized in this implementation engage multiple sensory modalities, such as sight, sound, and kinesthetics, resulting in improved English literacy skills among children. The authors emphasised the potential of implementing Jolly Phonics through these techniques to holistically enhance children's overall English literacy competencies.

Another research undertaken by Ahmad and Yunus (2019) addressed the issue of deficient word identifying skills in weaker students within the educational system. The authors highlighted the substantial advantage that proficient word identification confers upon students, enhancing their overall reading performance across subjects. Recognizing the crucial role of phonemic recognition in word identification, the Ahmad and Yunus (2019) aimed to evaluate the efficacy of employing the Jolly Phonics approach among 30 Year 3 English language learners. Employing a mixed methodology encompassing both quantitative and qualitative research methods, the study spanned six months and compared an experimental group exposed to Jolly Phonics with a control group employing traditional phonics instruction. The findings revealed that the experimental group exhibited increased scores and engagement in phonics instruction, suggesting the effectiveness of the Jolly Phonics approach in improving word identification skills among weaker learners in Year 3 English language classrooms. Their study implies that the integration of Jolly Phonics Blending Phonemes can be beneficial for enhancing the performance of struggling students in English language classrooms at this level.

Widyana, Astuti, Bahrussofa, and Simanjuntak (2020) sought to investigate the impact of Jolly Phonics and multisensory learning methods on enhancing pre-reading abilities

among preschool children. Employing an experimental design, the research comprised two experimental groups and one control group. The first experimental group is exposed to the Jolly Phonics learning method, while the second experimental group is taught using the multisensory learning approach. Post-test results revealed a statistically significant mean difference in pre-reading ability between the control group and both experimental groups, indicating the efficacy of both Jolly Phonics and multisensory methods in improving pre-reading skills. Furthermore, the comparison between the two experimental groups demonstrated no significant difference in pre-reading ability, suggesting that both approaches are equally effective. Widyana, Astuti, Bahrussofa, and Simanjuntak (2020) emphasised the effectiveness of both Jolly Phonics and multisensory learning methods in enhancing pre-reading abilities among preschool children, offering valuable insights for educational practices in this context.

Factors Influencing the Implementation of Jolly Phonics

Numerous empirical studies have consistently emphasised the critical elements that contribute to the effective implementation of the jolly phonics approach within early childhood education. Key among these factors is the provision of comprehensive and appropriate teacher training (Moodie-Reid, 2016; Ekpo et al, 2007; Campbell, 2021), ensuring that educators are equipped with the requisite skills and knowledge to effectively deliver the program. Moreover, the cultivation of a conducive classroom environment plays a crucial role, fostering engagement, motivation, and active participation among young learners (Campbell, 2015; Barr, 2014; Lloyd and Wernham, 2013). Additionally, the availability of resources such as multimedia tools including videos, visually enriched textbooks, and audio materials that features rhyming sounds enhances the learning experience, providing multisensory stimuli that conform with the diverse learning styles of children (Lloyd and Wernham, 2013; Stuart, 2006; Raynolds,

López-Velásquez, & Olivo Valentín, 2017; Schoaga, Akintola, & Isiwat OKPOR, 2017). Through the convergence of these factors, the utilization of jolly phonics in early childhood education is optimized, enabling students to develop strong foundational literacy skills in a dynamic and engaging manner (Pinto et al., 2016).

2.8 Summary of the Literature Review

The literature review provides a comprehensive overview of relevant theoretical frameworks, empirical studies, and key concepts related to the influence of Jolly Phonics on literacy development among kindergarten learners. The review is organized into several sections, each addressing specific aspects of the research topic.

The study is underpinned by Engestrom's Activity Theory and Sociocultural Theory, which provide a holistic understanding of human activities within social and cultural contexts. These theories offer insights into the complex interactions and influences shaping the implementation of Jolly Phonics in kindergarten education. The conceptual framework identifies significant variables influencing Jolly Phonics and its impact on literacy skills, including teachers' attitudes, various aspects of Jolly Phonics implementation, and literacy concepts such as phonology and vocabulary awareness. These variables serve as the foundation for understanding the dynamics of literacy development in kindergarten learners.

The review explored the concept of literacy, emphasizing its role in facilitating effective functioning and personal development. It also discusses phonological awareness as a foundational skill for literacy development and provides an overview of Jolly Phonics, highlighting its synthetic phonics approach and resources for implementation. Several empirical studies are reviewed, focusing on the attitudes of kindergarten teachers towards Jolly Phonics, the influence of Jolly Phonics on early literacy skills, and factors influencing its implementation. These studies highlight the effectiveness of Jolly

Phonics in enhancing literacy skills, the importance of teacher training and resources, and the role of classroom environment and engagement.



CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter deals with the methodology of the study which includes research philosophy, research approach, research design, sampling techniques, instruments, data collection procedures, data analysis procedures and ethical considerations.

3.1 Research Philosophy

The underlying philosophical framework shaping this research is the social constructivism, otherwise known as the interpretive paradigm. This philosophical stance posits that individuals actively engage in the pursuit of knowing the workings of their environment and circumstances. Through this means, individuals construct subjective interpretations of their encounters, infusing experiences with meanings that are directed towards specific objects or entities (Kukla, 2013).

This philosophical framework aided the researcher to delve into the dynamics of jolly phonics involvement in the continuous construction and reform of literacy acquisition via their everyday interactions with their learners. The primary objective was to place substantial reliance on the perspectives of the participants concerning the subject under investigation. This further implies that by utilising the principles of social constructivism, participants had the liberty to formulate their own contextualized interpretations of the subject through their constant interactive engagement, while enabling the researcher to clarify and interpret the meanings that the participants attributed to the subject matter. In essence, the constructivist philosophy complemented the purpose of the study by enabling the researcher to delve into the lived experiences and meanings attributed by kindergarten teachers to their engagement with the Jolly

Phonics program and their learners. Through this scope, the researcher was able to capture the true essence of how jolly phonics pedagogical approach influences the literacy skills of kindergarten learners through the perspectives and experiences of their teachers, hence contributing to a more comprehensive exploration of the topic.

The constructivist philosophy emphasizes the importance of understanding individuals' lived experiences and the meanings they attribute to them, which is central to qualitative research methodologies such as interviews and observations (Kim, 2001). In the context of the study, the constructivist philosophy enabled the researcher to approach the investigation with an open mind, recognizing that knowledge is actively constructed by individuals based on their interactions with their environment and their interpretations of those experiences. By embracing this perspective, the researcher could delve deeply into the complexities of how kindergarten teachers perceive and engage with the Jolly Phonics program in their classrooms. Furthermore, the constructivist philosophy facilitated a exploration of the ways in which teachers' beliefs, attitudes, and instructional practices intersect with the implementation of Jolly Phonics and its influence on literacy development among kindergarten learners. Through qualitative methods such as interviews and observations, the researcher could capture the rich and diverse range of experiences and perspectives among teachers, providing valuable insights into the multifaceted nature of the topic. By embracing this philosophical perspective, the researcher was able to contribute to a more comprehensive understanding of how Jolly Phonics influences literacy skills among kindergarten learners from the perspectives of their teachers in the Ningo-Prampram District.

3.2 Research Approach

The qualitative research approach was adopted for the study. As posited by Creswell (2009), qualitative research serves as a mechanism for probing into the complex dimensions of meaning that individuals attribute to social or human phenomena. In line with this perspective, Berg (2001) concurs that qualitative research suitably endeavours to explain responses to inquiries by exploring diverse sociocultural contexts and the individuals who inhabit these spheres. This implies that qualitative research is fundamentally concerned with the processes through which human beings organize both their environments and the contexts they inhabit. Within these contexts, individuals derive meaning from their surroundings through diverse ways such as symbols, rituals, social constructs, and societal roles, among others.

According to Johnson and Christensen (2019), practitioners of qualitative research predominantly avoid the collection of quantitative data, instead favouring methods such as observations and in-depth interviews. The resultant data acquired from these methodologies primarily manifest in the form of textual narratives, harnessing the power of words to capture the complexities of human experiences. Gay et al. (2009), also indicate that qualitative research involves the meticulous collection, analysis, and thoughtful interpretation of comprehensive narrative and visual data, all aimed at producing profound insights into specific phenomena of interest.

The qualitative approach employed in this study was instrumental in highlighting the interactive essence of the research, characterized by its deliberate pursuit of answers to inquiries that heighten the processes through which social experiences are constructed and aligned with significance. The researcher diligently embarked upon a comprehensive exploration of the day-to-day interactions between the teachers and their learners, discerning the underlying dynamics that govern such events and the

interpretations these events held for the kindergarten teachers in question. The researcher's focus remained steadfast on unearthing the contextual meaning inherent to the study's domain as perceived by the teachers involved, thereby encompassing an in-depth understanding of how these educators interpreted their experiences, framed their activities, and attributed distinctive meanings to their encounters (Lapan, Quartaroli & Riemer, 2012).

3.3 Research Design

A case study research design was adopted for the study. In this research, the case study research design was employed. Case studies constitute investigative strategies through which the researcher undertakes an in-depth exploration of a program, occurrence, process, or people, creating an opportunity for profound scrutiny (Yin, 2009). These cases are defined by temporal and operational boundaries, allowing researchers to adeptly collect comprehensive insights through a range of data-gathering procedures extended over a sustained period (Creswell, 2009). The inherent value of the case study design lies in its capability to engage directly with the singular case within its physical setting, thereby fostering close proximity to the subject under investigation (Yin, 2016). As indicated by Berg (2001), the case study design assumes multifaceted definitions and interpretations. Within various academic discourses, the case study design is often characterized as a systematic task to carefully probe an occurrence or a collection of interrelated events, driven by the explicit objective of delineating and explaining the workings of the phenomenon under study.

By employing the case study approach, the researcher was able to delve deeply into the specific program, in this case, the implementation of Jolly Phonics in kindergarten settings within its contextual and real-world dimensions. This design allowed for a comprehensive exploration of the interactions and dynamics surrounding the

implementation of Jolly Phonics in the targeted educational context. Through in-depth data collection methods including observations and interviews, the case study design enabled the researcher to capture the multifaceted aspects of the phenomenon being studied within the selected kindergarten schools in the Ningo-Prampram District. Ultimately, the case study research design aligns with the research's purpose by offering a rich and contextually embedded exploration of how Jolly Phonics is being applied, received, and perceived within the kindergarten environment. This design facilitated a holistic comprehension of the strategy's effects on the targeted literacy skills, thus contributing to the complete understanding of the research topic and the potential implications for both theory and practice.

3.4 Population

The population under investigation for this study comprises kindergarten school teachers situated across several basic schools within the confines of the Ningo-Prampram District. Only teachers who are currently employed as kindergarten teachers in basic schools within the Ningo-Prampram District were eligible to participate in the study. Hence the population of the study comprise all kindergarten school teachers in the Ningo-Prampram District.

3.5 Sample and Sampling Procedures

A sample of 12 KG teachers were used for the study and purposive sampling technique was used to select the 12 KG teachers. The study employed the purposive sampling technique to strategically select some basic schools possessing knowledge of the jolly phonics program, which is the principal phenomenon of investigation. As explained by Polit and Beck (2004), purposive sampling allows the researcher the privilege to deliberately identify pre-determined participants who possess the requisite understanding and expertise concerning the subject matter under study. Consequently,

the purposive sampling approach aligns with a non-probability framework, empowering researchers to judiciously designate suitable participants for the sample population based on their informed judgment. In adherence to this merit, the researcher utilized the purposive sampling technique to determine and include pertinent basic schools who appropriately corresponded to the contextual details of the study. Ultimately, the study selected four basic schools that implement the jolly phonics approach. The careful selection of these schools was guided by a purposeful intention to yield vital insights unattainable from schools that are not employing the jolly phonics methodology. The substantial pool of knowledge harboured by each of these selected schools concerning the subject matter mandated their inclusion in the data collection endeavour.

Furthermore, the convenience sampling technique aided the researcher to select teachers as participants for the study. Convenience sampling involves selecting participants who are readily available and easily accessible (Etikan, Musa & Alkassim, 2016). This method is often used for its convenience and ease of implementation, as it allows researchers choose individuals based on their accessibility and willingness to participate. Twelve kindergarten teachers were identified from the four selected schools. However, in as much as almost of the teachers are of interest, the convenience sampling technique emphasised the willingness and readiness of participants to present themselves for the study hence, ten of them were interviewed (Saunders, 2012). As indicated by Palinkas et al. (2015), both sampling techniques allowed the researcher in recognizing the essence of participants' accessibility and willingness to engage, alongside their capacity to articulate experiences and perspectives in a logical, articulate, and profound manner.

3.6 Data Collection Instrument

The researcher employed observation and interview as instruments for data collection.

Interview

An interview serves as a conversational tool designed for the purpose of acquiring information. It is an orchestrated interaction in which an interviewer undertakes the role of composing the discourse, posing inquiries, while the interviewee, in turn, provides responses to these queries (Easwaramoorthy & Zarinpoush, 2006). Interviews transpire through the medium of face-to-face engagement, telephonic exchanges, and, further, recently, the digital stretch of the internet serves as a channel through which such investigative conversations can be conducted (Fontana & Frey, 2005).

The utilization of interview as a research instrument was purposefully chosen to facilitate the acquisition of comprehensive insights from the study participants. This method allowed the researcher the opportunity to probe into the profound scope of the participants' cognition, lived experiences, emotional states, and other relevant aspects. The preference for interviews over the employment of questionnaires was driven by several considerations, primarily, because the participants demonstrated a high degree of proficiency in expressing themselves in the English language, which served as the medium for conducting the study. Additionally, the availability of designated time slots such as break intervals, idle periods, and close of school facilitated the establishment of one-on-one interactions, optimizing the conducive environment for engaged discourse.

The interview format was of a semi-structured, characterized by the researcher posing a predetermined series of questions, while allowing the respondents to articulate their responses in their own expressive manner. This approach enabled the interviewer to engage in probing interactions, seeking clarification and expansion upon the

respondents' initial answers. The interviews were conducted face-to-face, and all ten participants were interviewed in this manner. Over the course of eight days, these one-on-one sessions were conducted, with each session spanning approximately thirty minutes. The primary objective of these interviews was to elicit the participants' perspectives regarding the utilization of the jolly phonics method in connection with literacy skills development among their learners. The questions involved a range of topics, including the participants' level of interest in the method, their frequency of employing it within the weekly instructional framework, their observations on pupil responses and advancements, and the swiftness with which the method fosters literacy development.

Observation

Observation stands as a data collection technique where researchers attentively observe the behavioural manifestations of individuals within specific contexts to collect insights into the targeted phenomena (Johnson & Christensen, 2019). This method is occasionally referred to as an unobtrusive means of inquiry. Observation is heralded as a pertinent approach for data acquisition, particularly when aiming to capture intricate elements such as interactions or when striving to authenticate information, thereby facilitating the attainment of precision and reliability in the data gathered.

According to Creswell and Clark (2017), non-participant observation is denoted as a mode of inquiry characterized by a distanced vantage point, whereby the researcher assumes the role of a passive observer situated outside the sphere of direct engagement. A similar perspective is emphasized by Khan (2014), who characterize non-participant observation as a spectator-based approach entailing the researcher's observance of activities pertinent to the subject matter from a detached position. In line with the objectives of this study, the researcher opted for non-participant observation. This

choice stemmed from the researcher's deliberate disengagement from active involvement in the activities of the research participants. Instead, the researcher assumed the role of an unobtrusive observer, intently watching and attentively listening to the unfolding activities among some kindergarten learners with the aim of acquiring data to support or otherwise those gathered from the interview.

Observations facilitated the researcher's examination of variety of aspects within the school environment. This included the inspection of learners' attendance, their engagement levels within the classroom setting, their interactions both within and outside the classroom, as well as the recurrent activities they pursued within the school premises. A pronounced emphasis was placed on discerning the efficacy of learners' aptitude in employing the jolly phonics approach for interactive purposes. Additionally, the researcher observed the capacity of learners' inclinations towards engagement or detachment during reading lessons. Furthermore, the observation extended to the evaluation of the various educational resources that learners brought from their households to supplement their learning experiences. Lastly, the observation encompassed an exploration of the manner in which learners extended mutual assistance to their peers within the classroom context. The employment of observations in this study assumed paramount significance, as it provided the means for the researcher to achieve relevant information which was not captured in the interview.

3.7 Data Analysis Procedures

Berg (2001) posited that inherent meaning is not innately embedded within situations, objects, or events; rather, meaning is ascribed to these entities through the medium of human interactions. The gathered data were subjected to a qualitative data analysis. This analytical process entailed a meticulous contextual examination, where principal and sub-themes that emerged from the interview sessions were scrutinized and

analysed. The researcher conducted the observation phase during regular school hours throughout the study duration. Detailed observations were recorded in a dedicated notebook. Subsequently, the recorded observations were synthesized into concise summaries and subjected to thematic analysis.

The recordings of the interviews were systematically transcribed and categorized based on the thematic areas that emerged from the collected data. Subsequently, a qualitative thematic analysis was applied, yielding primary and secondary themes that were obtained from the dataset. This thematic analysis procedure was aligned with the research questions. The outcomes derived from both the interview transcripts and observational notes were subsequently explained.

In the preliminary phase, the study employed inductive coding approach which is a manual coding approach to attribute codes to themes extracted from the dataset, facilitating their subsequent classification into principal and secondary thematic categories. This choice was driven by the recognition that while the volume of collected data was substantial, the utilization of computerized software for coding would not be helpful. This was primarily due to temporal constraints hindering the researcher's ability to acquire the expertise needed in employing such software for the coding purpose. Additionally, even with the use of the computer software, the researcher would have been compelled to still review each line of text to ascribe the necessary codes, thereby mirroring the manual coding process. It is essential to note that manual coding, as pointed out by Creswell (2014), entails inherent limitations, being both labour-intensive and time consuming.

After evaluating the advantages and drawbacks associated with the two coding strategies, that is, deductive and inductive coding strategies, the researcher opted to inductive coding due to her greater familiarity with it. The initial stage of the data

analysis involved arrangement and preparation of the collected data. Beginning with the organization and transcription of the recorded interview audio tapes, the researcher engaged in several playbacks and listening of the tape recording to acquaint herself with the discourse. Subsequently, the recorded interviews were transcribed into texts. The transcribed data was then subjected to a process of categorization and classification in accordance with the specific research objectives. The second stage entailed repeated read-through of the data, affording the researcher an avenue for review and reflection on the significance of the information. This helped the researcher to determine recurrent patterns and themes. Consequently, resultant themes emerged from this deliberate exercise, grounded in alignment with the main research questions.

Eventually, the process of coding produced distinct themes, subsequently infused into the central thematic constructs observed within the study. These identified themes stood as reflectives of the viewpoints expressed by the participants, corroborated by the inclusion of pertinent quotes with assigned pseudonyms. This practice served to strengthen the clarification of the findings (Creswell, 2014). While the data originated from a diverse array of participants, the analysis was approached from their respective standpoints, thereby introducing significant robustness to the study's analytical framework (Creswell, 2014). The concluding phase of the analysis was a comprehensive examination, interpretation, and discussion of the acquired findings, rooted in the data extracted from the interviews and observations. The study also compared its findings with existing literature to determine if they align with previous information, differ from it, or raise new questions that require further exploration (Creswell, 2014). Conclusions were drawn based on the objectives and findings of the study.

3.8 Ethical Considerations

Consequently, educational researchers uphold the principles of participants' rights, privacy, dignity, and sensitivity, along with preserving the integrity of the institutions where the research is undertaken. Given the seriousness of research ethics, careful measures were undertaken to uphold critical ethical tenets throughout the course of this research.

Initially, the researcher obtained an official introductory letter from their academic institution, which granted them authorization to gather data and information from the designated schools within the Ningo-Prampram District. Subsequently, the aforementioned introductory letter was presented to the respective school administrators, facilitating the researchers' entry to the premises for the purpose of conducting interviews with the intended respondents. Following the granting of permission by the school authorities to proceed with the data collection exercise, the researchers formally introduced themselves as representatives of the University of Education, Winneba. Additionally, they clarified the underlying purpose and objectives of the research to the assembled educators.

Before interview and every aspect of the data collection process began, the objective of the study was communicated transparently to the participants, affording them the avenue to seek clarifications in instances of ambiguity. Additionally, the essence of voluntary participation was emphasized, thus avoiding any issue of compulsion on the part of respondents to engage in the study. The entitlement of respondents to exercise their right of withdrawal, both before and during the data collection process, was clearly communicated to ensure that their rights and autonomy were respectfully recognised. During the interview phase, the researcher personally conducted each individual

interview, and in each instance, the respondents provided explicit verbal consent pertaining to the matters under discussion.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

This chapter deals with the data analysis and discussion of results.

4.1 Analysis of Demographic Data

Here, the respondents were asked to indicate their sex, age, number of years they have taught as at the kindergarten level, and the number of years they have used the Jolly Phonics method to teach their learners. The results are presented below.

Table 1: Demographic Data of Respondents

Sex	Frequency (N)	Percentage (%)
Male	3	30%
Female	7	70%
Age		
28	1	10%
30	2	20%
32	3	30%
33	1	10%
45	3	30%
Years of Teaching as KG Teachers		
3	4	40%
9	1	10%
10	5	50%
Years of Using Jolly Phonics		
3	4	40%
5	6	60%

The results presented in Table 1 reveals the sex distribution among the study participants, illustrating that 3(30%) of the participants were males while 7(70%) of them were females. With 70% of the respondents being female teachers compared to 30% male teachers, there is clearly a considerable dominance and a significant

prevalence of females in the kindergarten teaching profession based on this result. This data suggests a trend or pattern where females are more prominently represented among kindergarten educators compared to their male counterparts. This observation aligns with broader societal trends where, traditionally, early childhood education has seen a higher proportion of female teachers than males. The dominance of females in this specific sample suggests a continuation of this trend within the kindergarten teaching profession.

The results of table 1 detailed the age distribution among respondents and reveals a varied representation across different age groups within the participants interviewed. Notably, teachers aged 32 (30%) constituted the most frequent group, followed by percentages represented by ages 30 (20%) and 45 (30%) of the sample, respectively. Conversely, both ages 28 (10%) and 33 (10%) reflect the least frequent groups. This distribution demonstrates a diverse spread of ages, indicating a dominance of individuals aged 32 (30%) within the interviewed participants, while ages 28 (10%) and 33 (10%) exhibited lower representation. These results suggest that the kindergarten teaching workforce in the district is predominantly composed of young adults, aged in their thirties, thus, emphasizing the youthfulness and active profile of this teaching staff. This result is in line with Rogers (1995) and Jennings & Onwuegbuzie (2001) that more young people are recently building interest in early childhood development programmes, unlike two or three centuries ago, when older people were found in Day-Care and pre-school programmes with the notion that older people have vast experience and have the capability to care for younger children.

Table 1 again shows years of experience among kindergarten (KG) teachers and reveals distinctive distributions across three specified categories. Among the participants, a notable prevalence is observed in individuals with 10 (50%) of teaching experience at

the kindergarten level. Additionally, a substantial proportion 4 (40%) indicates three years of teaching experience, while a smaller representation 1 (10%) is observed among those with nine years of teaching background. Generally, this distribution signifies a predominant presence of kindergarten learners with a decade of experience in kindergarten education, followed by a considerable representation of those with three years of teaching tenure. The dominance of teachers with a decade of teaching experience signifies a substantial wealth of practical knowledge, pedagogical skills, and classroom expertise to their teaching practice. Their extended tenure suggests a prolonged exposure to diverse teaching scenarios, student behaviours, and curriculum implementations within the kindergarten setting. The dominance of such prolonged years of teaching within the kindergarten space also suggest stability in the teaching workforce and a commitment to the field of early childhood education.

Table 1 also presents the duration of employing the Jolly Phonics method among kindergarten teachers. The result showcases distinct distributions within two specified number of years. Notably, the data reveals a prevalent utilization of the Jolly Phonics method for a 5(60%), representing the majority of respondents. Additionally, a substantial but relatively lesser frequency of 4 (40%) is observed among teachers who have employed the Jolly Phonics method for three years. This distribution indicates a significant adoption and familiarity with the Jolly Phonics method, particularly among those who have incorporated it into their teaching practices for a longer duration. However, the varied representation suggests differing levels of exposure and experience with this teaching methodology, potentially impacting their competency and effectiveness in implementing the Jolly Phonics approach for enhancing literacy skills among kindergarten learners. Thus averagely, the teachers have used the Jolly Phonics method for at least four years, suggesting a notable exposure and engagement with this

teaching methodology. This potentially implies a reasonable level of proficiency and comfort in implementing the method to enhance literacy development among kindergarten learners.

4.2 Analysis of Research Questions

The main analysis centred on addressing the three key research objectives that guided the study. Participants provided responses during the interview sessions concerning these research objectives, and were subsequently subjected to careful thematic analysis. The results obtained are structured and presented according to each individual research objective.

RQ1: The readiness of kindergarten teachers in using jolly phonics to influence literacy development among learners at Ningo-Pampram District

The aim of this objective one was to explore the readiness of Kindergarten teachers in using jolly phonics to influence literacy development among learners at Ningo-Pampram District.

The responses indicated a spectrum of initial impressions and perceptions among teachers regarding the Jolly Phonics Method. Some of the teachers expressed enthusiasm and intrigue, appreciating the systematic and engaging approach. In this regard, a teacher had this to say:

"Initially, I was captivated by the systematic approach of Jolly Phonics. Its emphasis on sounds and actions seemed like an innovative way to engage children in learning letters and sounds."
R1

In the same vein, another teacher voiced out the following:

"At the outset, I was excited about the potential of Jolly Phonics. The multi-sensory approach seemed promising for engaging diverse learners in literacy development." **R3**

Conversely, others initially harboured scepticism or uncertainty, questioning the method's effectiveness or potential cumbersomeness. One participant pointed out that:

"I was a bit uncertain at first. The use of actions and songs seemed fun, but I wondered if it might be too gimmicky for serious literacy instruction." R2

Obviously, this participant at the initial stage of implementation was quite sceptical about the seriousness of the Jolly Phonics method as far as imparting literacy skills to young children is concerned. Similarly, another participant said the following:

"My initial impression was scepticism. I questioned how effective actions and sounds would be in teaching reading. But seeing students' excitement changed my perspective." R1

This initial attitude was corroborated by other teachers as well. One of them pointed out:

"Me, I was intrigued by the idea of using actions and sounds. It appeared to be a fresh approach, although I had reservations about its applicability to all learning styles." R2

This variance in initial impressions reveals a diversity of attitudes among teachers when they were introduced to the Jolly Phonics Method. Some exhibited a positive inclination toward its innovative features, while others held reservations or doubts about its suitability for literacy instruction. The identified diversity in teachers' initial attitudes aligns with findings of Campbell (2015) and Campbell (2021) which also emphasised the importance of acknowledging and comprehending the range of attitudes prevalent among educators when introducing new pedagogical methods such as Jolly Phonics. It implies that not all the teachers immediately embraced or adopted the Jolly Phonics method as an innovative teaching methodology uniformly.

Recognition of Engagement and Effectiveness of Jolly Phonics Literacy Development

Despite differing initial impressions, there was a prevailing recognition among teachers for the engagement and effectiveness of the Jolly Phonics Method in enhancing literacy development of kindergarten learners. In this regard, respondent said the following:

"Most of my colleagues share a positive outlook on Jolly Phonics. We appreciate its effectiveness in making learning enjoyable and improving early reading skills." R5

"Colleagues generally express enthusiasm for Jolly Phonics due to its engaging activities and noticeable improvements in students' reading abilities." R7

Other respondents also shared their views on how Jolly Phonics compares to other traditional methods of teaching at the kindergarten level. The following include some of their statements:

"Compared to traditional methods, Jolly Phonics stands out due to its interactive nature. It's more engaging and allows for a variety of activities that some traditional methods lack." R2

"To me I see that Jolly Phonics excels in its multi-sensory approach compared to other methods I've used. It caters better to different learning styles when you do the comparison sometimes." R3

"The thing is that traditional methods have their merits in structured literacy instruction, yes, but Jolly Phonics' emphasis on sounds and actions helps students develop a stronger association between letters and sounds." R9

There was a general consensus, as teachers acknowledged the positive impact of the Jolly Phonics method on student engagement, early reading abilities, and creating an enjoyable learning environment. Other respondents also said the following in this regard:

"I tell you that while opinions vary, there's a prevailing sentiment among colleagues about Jolly Phonics being a beneficial tool for early literacy development, fostering a positive classroom environment." R3

"I noticed that some colleagues had reservations initially, but after seeing its impact, most agree on its effectiveness in teaching early literacy skills." R11

This consensus signifies a shared attitude among kindergarten teachers regarding the method's perceived effectiveness in fostering literacy skills, and is in conformity with the findings of Widyana et al. (2020) and Oduro et al. (2021) which indicated that such consensus among educators is necessary for improvements in students' literacy abilities. Despite initial doubts or varying perceptions, the common recognition of the method's positive impact suggests a predominant appreciation for its ability to engage and facilitate literacy development among young learners.

RQ2: Influence of Jolly Phonics Methods on Literacy Development

Objective two of the study aimed to examine the influence of employing the Jolly Phonics Method on the development of literacy skills among kindergarten learners. This objective sought to delve into how the utilization of Jolly Phonics influences various facets of literacy acquisition, including motivation and interest in learning, the ability to blend and segment words, accuracy and fluency in reading and writing, enhancement of spelling and vocabulary skills, as well as fostering creativity in reading and writing. By focusing on the influence of Jolly Phonics on literacy development, the objective aimed to highlight the method's efficacy and potential contributions to the overall enhancement of literacy skills among kindergarten-level students. The results are presented under five themes.

Improved Motivation and Interest in Literacy Learning

The responses gathered from the interview revealed that Jolly Phonics has positively impacted students' motivation and interest in literacy learning. According to the respondents, the engaging and interactive nature of the method, featuring fun activities,

songs, and multi-sensory techniques, has resulted in increased enthusiasm among students. The following comments were recorded from some participants:

"Look, you see some of them are reciting some rhymes..., actually Jolly Phonics incorporates fun activities and songs which have really increased my kids' enthusiasm for learning letters and sounds. They eagerly participate in activities, showing a newfound interest in literacy, its actually cool you know..." R11

"So, me I can say that the interactive nature of Jolly Phonics, involving actions and games, has made learning engaging. Yes, so now students' motivation has visibly improved and they actively participate and show more excitement towards literacy tasks." R8

"Ok...Through Jolly Phonics, my children now display more interest in reading and writing activities. The method's engaging approach has positively impacted their motivation, as you can see, it is evident in their willingness to practice literacy skills willingly, even after school, they will be saying some jolly songs." R7

These results suggest a noticeable transformation in students' attitudes, which shows a newfound interest and eagerness towards literacy tasks. The result is in line with that of Jamaludin et al. (2016) and Jolliffe and Waugh (2015) which also revealed that Jolly Phonics effectively contributes to enhancing students' motivation and interest in literacy, ultimately fostering a more conducive and encouraging learning environment.

Enhanced Ability to Blend and Segment Words

The responses further revealed that the Jolly Phonics method has significantly impacted kindergarten learners' ability to blend and segment words. One participant had this to say:

"Actually, it has been encouraging so far, I mean Jolly Phonics has been instrumental in helping students master blending and segmenting words. The systematic introduction of sounds and blending activities has significantly enhanced their phonemic awareness." R5

The following comments also came from other teachers in the same regard:

"Jolly Phonics' emphasis on individual sounds and blending exercises has had a remarkable impact. My kids can now blend and segment words more effortlessly...they know very well that sounds like this or that are associated with these letters and not that ones." R6

"It has been good you know...Jolly Phonics' step-by-step approach has significantly impacted students' word blending and segmenting abilities. They have developed a deeper understanding of sounds and their manipulation in words, how to associate some words with some sounds, that thing, yeah, they are good at it." R11

These responses thus, suggests that the systematic and structured approach of the Jolly Phonics method, focusing on individual sounds and blending exercises, has substantially improved students' phonemic awareness and decoding skills. As the results indicates, Yeung et al. (2013) also found that kindergarten learners demonstrate increased proficiency in manipulating sounds, showcasing improved word blending and segmentation abilities with the help of the Jolly Phonics method. This result highlights how Jolly Phonics effectively contributes to developing fundamental phonemic skills crucial for reading segmentation, blending and decoding (Barr, 2014; Widyana et al., 2020).

Improved Accuracy and Fluency in Reading and Writing

Furthermore, the responses gathered from the interviews indicated that Jolly Phonics has positively influenced students' accuracy and fluency in reading and writing. The respondents stated that kindergarten learners, through Jolly Phonics are able to pronounce words well, put words together and read them so that the meaning is not lost even at their younger age. The following include some of the comments of the respondents in this regard:

"They can read, I tell you, very well. The thing is Jolly Phonics' focus on phonics has notably enhanced students' accuracy in reading and

writing. They now read and write with more confidence, so they just don't pronounce words, they actually read with meaning." R1

"Oh yeah the kids' reading accuracy has visibly improved with Jolly Phonics. The method's emphasis on sound-letter correspondence has led to enhanced decoding skills by them, so they associate sounds of letters very well which helps them to write quite easily....and their reading fluency is very encouraging." R13

As indicated by the respondents, the method's emphasis on phonics and sound-letter correspondence has led to enhanced accuracy, fluency, and confidence in key literacy tasks such as reading and writing. Other respondents shared the same sentiments:

"Jolly Phonics' systematic approach has significantly improved students' accuracy in both reading and writing tasks. They now exhibit greater fluency and precision in writing words, three-letter-words, four, five, even some long ones they are able to write." R12

"Being able to write or read is your ability to recognise sounds as they are in letters and that is what Jolly Phonics do. Now they demonstrate improved word recognition and smoother reading, they read very well, lots of story book, at their age." R10

The results therefore suggest that kindergarten learners demonstrate smoother reading, improved word recognition, and increased precision in their writing, attributing it to the structured and systematic approach of Jolly Phonics, as revealed by the works of Lloyd and Wernham (2013), Grimm et al. (2018) and Russel et al. (2018). This further indicates the method's effectiveness in enhancing students' reading and writing skills.

Enhanced Spelling and Vocabulary Skills

The results further revealed the substantial impact of Jolly Phonics on students' spelling and vocabulary skills, shedding light on two crucial aspects of literacy development. The responses collectively show that the Jolly Phonics method's emphasis on phonics-based learning plays a pivotal role in enhancing students' spelling accuracy. The comments below came from some of the participants:

"I mentioned earlier that Jolly Phonics' emphasis on phonics has directly improved their spelling skills. They now apply sound-letter relationships learned through Jolly Phonics, so once they hear the sound of a word, they know the letters to put together to spell that word." R9

"Now our children's' vocabulary has expanded significantly with Jolly Phonics. Why I am saying this... They are now incorporating a wider range of words in their writing, because through Jolly, they come across a lot of words and they are able to keep them." R3

"The systematic approach of Jolly Phonics has notably enhanced our students' spelling skills. They now spell words more accurately, applying the sound-letter relationships taught through Jolly Phonics." R8

These responses are indication that by systematically introducing sound-letter relationships and phonetic rules, Jolly Phonics equips students with the foundational knowledge required for accurate spelling. This structured approach aids learners in understanding and applying these principles, leading to improved spelling precision and proficiency. A teacher also gave the following statement:

"Jolly Phonics has positively impacted my students' spelling and vocabulary. They now confidently use a broader range of words in their writing, sometimes you might think how they are able to remember all such words and write them well, but they do that because of Jolly. They are showcasing enhanced spelling accuracy and vocabulary acquisition." R9

This result thus indicate that students demonstrate a broader and more diverse range of words in their writing tasks. This expansion in vocabulary usage points towards an enhanced acquisition of words facilitated by the Jolly Phonics Method. This finding aligns with the findings of Nasrawi and Al-Jamal (2017) and that of McArthur et al. (2018) which revealed that by engaging students in activities that incorporate varied vocabulary, the method stimulates their exposure to a rich lexicon, fostering an increase in word collection and usage. This development further suggests that Jolly Phonics

contributes not only to spelling accuracy but also to the enrichment and augmentation of kindergarten learners' vocabulary depth (Yeung et al., 2013; Grimm et al., 2018).

Fostered Creativity in Reading and Writing

The results also revealed the noteworthy role of Jolly Phonics in nurturing students' creativity in both reading and writing endeavours. The responses collectively illustrated that the engaging and multi-sensory characteristics of Jolly Phonics have served as catalysts, inspiring students to embark on more imaginative and inventive writing pursuits. This was evident in the comments given below:

"Jolly Phonics' interactive activities have sparked creativity in their writing. They now demonstrate more imaginative and descriptive writing, they think of words that can rhyme with other words quite quickly, and I can attribute it to the method's engaging approach." R6

"You see some of the Jolly rhymes are similar to the ones they hear in their cartoon movies so they think around those things during tasks...their creativity has notably improved with Jolly Phonics. The method's engaging activities have inspired them to write more creatively, incorporating vivid details and imaginative elements." R5

"Oh yes...Jolly Phonics' multi-sensory approach has encouraged students to explore creative writing. They now produce more imaginative stories and descriptive writing, as if they picture themselves in their own world. They really show increased creativity." R11

The comments from the participants show that the method's interactive nature, incorporating activities such as songs, actions, and diverse sensory experiences, has sparked students' enthusiasm and creativity in expressing themselves in more fascinating ways. Other teachers pointed out the following:

"Since incorporating Jolly Phonics, these little children have shown increased creativity in the classroom. I tell you, they are more willing to experiment with language, resulting in more imaginative and expressive writing." R4

"The method is thoroughly engaging, and this has fuelled their creativity in reading and writing. They now demonstrate more imaginative storytelling and descriptive writing skills. You say tell me something about the 'moo' sound and there you have it, telling you all sort of things about the cow." R2

Students' inclination towards more descriptive writing and imaginative storytelling indicates a notable shift in their approach to literacy tasks. The results suggest that Jolly Phonics fosters an environment where students feel encouraged and motivated to explore literacy skills in very creative ways. In conformity with this finding, Ahmad and Yunus (2019) as well as Ariati et al. (2018) indicated that the method's engaging activities not only capture students' interest but also stimulate their willingness to experiment with language elements such as vocabulary, sentence structure, and storytelling techniques.

RQ3: Factor Mitigating the Implementation of Jolly Phonics

Objective three of the research aimed to gather insights from teachers regarding the factors mitigating the implementation of the Jolly Phonics method. This objective sought to gather valuable perspectives and observations directly from teachers on the most effective and efficient ways to implement the Jolly Phonics approach in their classroom settings. It focused on understanding teachers' viewpoints on best practices, instructional strategies, possible enhancements, and challenges in utilizing Jolly Phonics, aiming to gather practical guidance and recommendations for maximizing the method's effectiveness in fostering literacy development among kindergarten learners. The results are explained under three themes.

Collaborative Ecosystem for Jolly Phonics Implementation

The responses from participants collectively indicated a collaborative ecosystem involving multiple stakeholders to support the effective implementation of Jolly Phonics. This result encompasses the involvement of school administration, parents,

and teachers in fostering an environment conducive to Jolly Phonics' successful integration. The following statements were garnered with regards to this result:

"Our school administration has been so supportive...they allocate resources and time for Jolly Phonics training sessions, providing funding for materials and professional development workshops for we the teachers." R7

"The school administration collaborates with external experts or consultants to provide guidance and support in implementing Jolly Phonics effectively within the curriculum. I remember some time ago headmistress brought some white people from one educational NGO for some small talks on Jolly Phonics, it really helped." R8

Simultaneously, parents are actively engaged through workshops, communication channels, and school events to enhance their involvement and support, this is revealed in the comments below:

"The school organizes parent workshops or information sessions like the PTA's you know, specifically about Jolly Phonics, to encourage them on parental involvement and providing resources for home practice." R3

"We the teachers, sometimes what we do is we personally contact and encourage parents' involvement by providing Jolly Phonics-related resources, things like at-home activities or online tools, links and so on, just to enhance collaboration between home and school." R5

The highlighted statements from the participants underscores the paramount importance of adopting a collaborative approach that engages all key stakeholders to successfully implement Jolly Phonics within the kindergarten educational settings, a finding that is corroborated by the findings of Albaaly (2015) and Barr (2014). The results suggest that collaborative approach entails active participation and coordination among various stakeholders, including school administrators, teachers, parents, and even students themselves. In line with this, McArthur et al. (2018) acknowledged that each stakeholder's involvement plays a crucial role in fostering an environment conducive to the effective implementation of Jolly Phonics.

Continuous Professional Development and Learning Culture

The responses also revealed a prevailing culture of continuous professional development among teachers as a means to enhance their skills and knowledge in utilizing Jolly Phonics effectively. According to the responses, teachers engage in various forms of ongoing learning, including workshops, webinars, conferences, and self-directed learning just to achieve the best of the Jolly phonics method. The comments below affirm this result:

"The school provides access to a variety of resources, such as updated teaching materials, online courses, or reading materials, which helps us a lot...encouraging self-directed learning for Jolly Phonics improvement." R9

"Occasionally they organise something which normally include Jolly Phonics. We the teachers attend conferences or seminars focusing on early childhood literacy and Jolly Phonics, and they help in developing our professional growth and knowledge enhancement in this domain." R6

Other participants also pointed out how they gain experience from continuous reflective practices:

"One thing is that we also engage in reflective practices, regularly reviewing and adjusting our Jolly Phonics teaching strategies based on how a certain lesson went and student outcomes, so that we seek continuous improvement in our instructional approaches." R1

The emphasis on continuous professional development reflects a proactive approach among kindergarten teachers to refine their pedagogical strategies, enhance their expertise in Jolly Phonics, and stay updated with the latest practices and resources. This finding, also in line with that of Nasrawi and Al-Jamal (2017) and Oduro et al. (2021), emphasises the significance of fostering a culture of continuous learning and professional growth among teachers to optimize Jolly Phonics implementation.

Supportive Structures and Platforms for Knowledge Exchange

The responses reveal another finding which involve the presence of structured support systems and platforms that facilitate knowledge exchange and collaboration among educators. This result emphasises the school's provision of resources, forums, mentorship programs, and peer learning opportunities to support teachers in implementing Jolly Phonics effectively. This was brought to bare from such comments as follows:

"I opted in some program about teaching young children effectively. It was a peer something where experienced teachers share their experience. What I am saying is that peer mentoring programs are established, pairing experienced Jolly Phonics educators with newcomers, in order to facilitate knowledge transfer and skill development." R2

"The school organizes workshops or seminars led by experienced teachers, providing opportunities for sharing successful practices and learning from experienced Jolly Phonics educators." R5

"We the teachers, some of us join professional learning communities, what we call the PLC's, and they are established to focus specifically on teaching methods like Jolly Phonics, where teachers collaboratively study, plan, and reflect on their implementation experiences." R10

"Oh yes we share ideas always...we participate in peer observations, allowing us to observe Jolly Phonics lessons conducted by our own colleagues and learn from each other's practices." R11

These results reveal that by establishing such supportive structures and platforms, kindergarten educators foster a culture of collaboration, continuous learning, and professional growth among teachers. As revealed by Dixon (2010), this culture not only encourages innovation and experimentation but also promotes a sense of community and collective responsibility in optimizing the implementation of Jolly Phonics. Ultimately, this implies that these supportive mechanisms contribute significantly to the successful integration of Jolly Phonics, enhancing its effectiveness and impact on

literacy development among students (Ekpo et al., 2007; Schoaga et al., 2017; Ahmad & Yunus, 2019).

4.3 Results on Observation Checklist

In evaluating the implementation of Jolly Phonics within the observed setting, a consistent affirmation of "Yes" across all observation items in the schools were recorded. This signified a positive confirmation of a learning environment conducive to Jolly Phonics instruction. The implications and underlying elements denoted by these affirmative responses of observation across the categories of materials availability, accessibility and utilization, teacher and learner engagement, as well as classroom environment and management are presented in the subsequent sections.

Materials Availability, Accessibility, and Utilization

The consistent affirmation regarding the availability, accessibility, and utilization of Jolly Phonics materials suggests a commendable preparedness and commitment within the educational setting. The researcher observed across all the sampled schools that they all possessed Jolly Phonics materials such as Jolly Phonics workbooks, teacher's guides, Jolly Phonics storybooks, phonics charts and visual aids, letter cards, flashcards, word-building kits, audio-visual materials, and assessment tools. The ready availability of these materials implies meticulous planning and resource allocation by educational authorities or stakeholders, ensuring that teachers have access to the necessary materials for effective Jolly Phonics implementation. On several occasions, the researcher observed that teachers used these materials during lessons or refer the learners to a certain page or rhyme in these materials. This observed high level of material utilization showcases an environment where educators actively incorporate these resources into their instructional strategies, leveraging the full potential of Jolly Phonics materials to enhance literacy instruction.

Teacher Implementation and Engagement

Again, the "Yes" response regarding teacher implementation and engagement signifies a proactive and dedicated approach among educators towards executing the Jolly Phonics method. The researcher continually noticed that teachers use Jolly Phonics materials like the books and the videos frequently to engage their learners and get them involved in every aspect of the lessons. It suggests that teachers not only comprehend the principles of Jolly Phonics but also actively apply these methodologies within their teaching practices. The affirmative response further hints at educators' enthusiasm and commitment to engage with the method, indicating a willingness to invest time and effort into effective Jolly Phonics implementation.

Learners' Engagement and Understanding

The acknowledgment of learners' active engagement and understanding within the Jolly Phonics sessions portrays a positive learning environment. The learners appeared to be actively participating in the activities and demonstrating a grasp of the phonics-based learning introduced through Jolly Phonics on and off-campus. The researcher observed that especially during break periods and when school is closed and children are on their way home, they playfully recite Jolly Phonics rhymes. During classroom lessons as well, the researcher observed that the learners follow their teachers attentively, answer questions and produced short readings that were fluent and facilitated by the Jolly Phonics method. This level of engagement and comprehension signifies an encouraging response from the young learners, reflecting the effectiveness of Jolly Phonics in fostering their interest and understanding of literacy skills.

Classroom Environment and Management

Furthermore, the "Yes" response recorded regarding classroom environment and management suggests that the learning environment is conducive to Jolly Phonics

instruction. The researcher observed teachers using phrases such as "Let's clean up together and get ready for our next activity", "I'll raise my hand, and when you see it, it's time to stop and listen", "I'm so proud of how well you're working together, continue like that", "Remember, when you finish, put your materials back in their place", to manage their classrooms which the learners understood and obeyed effectively. This indicates that teachers effectively manage the classroom dynamics, fostering a positive and productive atmosphere for Jolly Phonics sessions. A well-managed classroom environment is crucial for facilitating focused and effective learning experiences, and such observation indicates the successful creation of a well-managed classroom environment for effective teaching and learning.

The findings derived from the observation checklist functioned as a key validation mechanism for the researcher's assessment. Through the systematic evaluation and affirmative responses across all categories, the checklist acted as a corroborating instrument, affirming a consistent alignment between anticipated expectations and the observed reality within the educational environment as far as Jolly Phonics implementation is concerned. This confirmation lent credibility to the researcher's assessments, endorsing the effectiveness of the Jolly Phonics implementation and reinforcing the reliability of the study's conclusions by substantiating the interview outcomes with tangible observational data.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter presents a summary of the findings of the study as well as the conclusions, recommendations, and directions for further research. Thus, the chapter focuses on the implications of the findings from the study for policy formulation and further research. The recommendations are made based on the key findings and major conclusions arising from the study.

5.1 Summary of Findings of the Study

In line with the first objective of the study, the summary of the study revealed that the teachers' perspectives revealed a varied spectrum of initial thoughts upon encountering Jolly Phonics. Some educators exhibited enthusiasm for its innovative features, recognizing its potential to enhance literacy skills, while others expressed reservations or doubts about its suitability for literacy instruction. Despite differing viewpoints, a common consensus emerged among teachers regarding the method's effectiveness, acknowledging its positive impact on literacy development. This objective highlighted the diverse attitudes among kindergarten teachers upon initial exposure to Jolly Phonics, emphasizing both positive inclinations and reasonable apprehensions.

In line with the objective two which sought to examine the influence of the Jolly Phonics method on literacy development among kindergarten learners. The analysis of gathered data revealed a robust and diverse influence of Jolly Phonics on various facets of literacy skills among young kindergarten learners. The findings showed that the method possessed a considerable influence, notably augmenting different dimensions of literacy development. Specifically, Jolly Phonics was observed to have a significant

impact by bolstering students' intrinsic motivation and interest in learning literacy-related concepts. Moreover, the method demonstrated an influential role in refining students' phonemic awareness, bolstering their ability to discern and manipulate sounds within words. Additionally, Jolly Phonics showcased its effectiveness in improving students' reading accuracy, polishing their vocabulary skills, and fostering creativity within reading and writing tasks. These comprehensive findings underscored the multi-dimensional and positive impact of Jolly Phonics on various crucial aspects of literacy development among young learners, showcasing its efficacy in enhancing their overall literacy skills within the pre-school educational setting.

Finally, objective three aimed to inquire about the best approaches for employing the Jolly Phonics method. The analysis emphasized the significance of collaborative efforts, continuous professional development, and the establishment of supportive structures for successful implementation. Stakeholders, including school administrators, parents, and teachers, played crucial roles in fostering an environment conducive to effective Jolly Phonics integration. Furthermore, the creation of collaborative ecosystems, continuous professional development initiatives, and supportive structures and platforms were identified as pivotal factors in optimizing the method's impact on literacy development. This objective underscored the importance of collective efforts, ongoing learning, and supportive frameworks in maximizing Jolly Phonics' potential for enhancing literacy skills among kindergarten learners.

5.2 Conclusion

The study concluded that teachers displayed varied initial attitudes toward the method but commonly acknowledged its efficacy in enhancing literacy skills. The investigation unveiled the multifaceted positive influence of Jolly Phonics on literacy development, showcasing improvements in motivation, phonemic awareness, reading accuracy,

vocabulary skills, and creative expression among young learners. Moreover, the study underscored the importance of collaborative approaches, continuous professional development, and supportive structures for successful implementation. Ultimately, these findings collectively reinforce the efficacy of Jolly Phonics in enriching literacy skills among kindergarten students, emphasizing the significance of collaborative efforts and ongoing learning initiatives within educational environments for optimizing its impact.

5.3 Recommendations

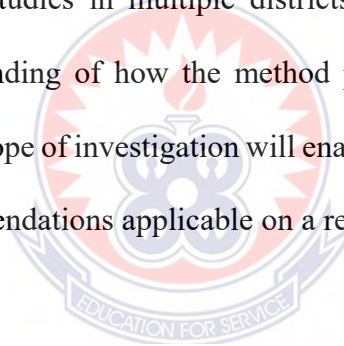
The following recommendations are made, based on the findings of the study.

1. The National Council for Curriculum and Assessment (NaCCA) should ensure complete integration of Jolly Phonics pedagogies within the teacher training curriculum and also collaborate with teacher training institutions to incorporate modules focused on Jolly Phonics methodology and its efficacy in early childhood education. This initiative will ensure that future educators are well-versed in the principles and practices of Jolly Phonics, fostering a positive attitude toward its implementation among incoming teachers.
2. The Ministry of Education and Ghana Education Service (GES) should promote professional development opportunities for educators on Jolly Phonics by allocating resources and creating structured professional development programs and workshops focus on Jolly Phonics implementation. There should be pronounced and continuous collaboration between MoE and GES with stakeholders to provide incentives or funding for educators to participate in these programs, ensuring continuous learning and skill development among teachers in utilizing Jolly Phonics effectively.

3. The Ministry of Education and Ghana Education Service should establish a national Jolly Phonics implementation framework to develop comprehensive guidelines and frameworks for Jolly Phonics implementation across early childhood schools. These government bodies should collaborate with relevant stakeholders to create a standardized framework outlining best practices, strategies, and support mechanisms for effective Jolly Phonics integration, ensuring consistency and quality across educational institutions nationwide.

5.4 Suggestions for Further Research

The researcher suggests that similar studies be conducted in other districts in other region in order to strengthen the validity and generalizability of the research findings. By conducting similar studies in multiple districts, researchers can gather a more comprehensive understanding of how the method performs in different educational contexts. This broader scope of investigation will enable the formulation of more robust conclusions and recommendations applicable on a regional or national scale.



REFERENCES

- Abonyi, U. K., Yeboah, R., & Luguterah, A. W. (2020). Exploring work environment factors influencing the application of teacher professional development in Ghanaian basic schools. *Cogent Social Sciences*, 6(1), 1778915.
- Adams, M. J. (1990). *Beginning to read: thinking and learning about print*. Cambridge, United Kingdom: MA. MIT Press.
- Adusei-Bonsu, F., Vanderpuye, I., & Ntim, E. K. (2021). Teachers' perception of the impact of instructional strategies on children with reading difficulty in Ghana. *International Journal of Social Science and Human Research*, 4(04), 781-787.
- Ahmad, Z., & Yunus, M. M. (2019). The effectiveness of using Jolly Phonics blending phonemes to Year 3 English Language classroom. *International Journal of Humanities, Philosophy and Language*, 2(8), 150-162.
- Albaaly, E. A. (2015). A 'jolly phonics'-based training program for efl teachers of young learners. *Arab Studies in Education and Psychology*, 59(2), 441-457.
- Ariati, N. P. P., Padmadewi, N. N., & Suarnajaya, I. W. (2018). Jolly phonics: effective strategy for enhancing children english literacy. In *SHS Web of Conferences (Vol. 42, p. 00032)*. EDP Sciences.
- Ariati, N. P. P., Padmadewi, N. N., & Suarnajaya, I. W. (2018). Jolly phonics: effective strategy for enhancing children english literacy. In *SHS Web of Conferences (Vol. 42, p. 00032)*. EDP Sciences.
- Baidoo, G. S. (2015). *The use of kinaesthetic activities as art therapy tools to improve performance in pre-reading and pre-writing among kindergarten learners*. Unpublished PhD thesis, Kwame Nkrumah University of Science and Technology.
- Barhoumi, C. (2015). The Effectiveness of WhatsApp mobile learning activities guided by activity theory on students' knowledge management. *Contemporary educational technology*, 6(3), 221-238.
- Barr, K. M. (2014). The effects of teacher collaboration on early literacy development in kindergarten.
- Barton, D. (2007). *Literacy. An introduction to the ecology of written language. (2nd Ed.)*. Oxford, United Kingdom: Blackwell Publishing.
- Batson-Magnuson, L. (2017). An analysis of the relationship between phonological and nonphonological language and early reading development. *Communication Disorders Quarterly*, 38 (2), 78–88. doi: 10.1177/1525740116644891

- Bellocchi, S., Tobia, V. & Bonifacci, P. (2017) Predictors of reading and comprehension abilities in bilingual and monolingual children: a longitudinal study on a transparent language. *Reading and Writing*, 30, 1311-1334. doi: 10.1007/s11145-017-9725-5
- Berg, B. L. (2001). *Qualitative research methods for the social sciences*. Allyn & Bacon.
- Boets, B., De Smedt, B., Cleuren, L., Vandewalle, E., Wouters, J., & Ghesquiere, P. (2010). Towards a further characterization of phonological and literacy problems in Dutch-speaking children with dyslexia. *British Journal of Developmental Psychology*, 28(1), 5-31.
- Campbell, S. (2015). Feeling the pressure: Early childhood educators' reported views about learning and teaching phonics in Australian prior-to-school settings. *Australian Journal of Language and Literacy*, 38 (1), 12-26.
- Campbell, S. (2021). Phonics and play-literacy: Parental expectations of an early childhood literacy program. *The Australian Journal of Language and Literacy*, 44(3), 60-73.
- Carlisle, J. F., & Berebitsky, D. (2011). Literacy coaching as a component of professional development. *Reading and Writing*, 24, 773-800.
- Carnine, D. W., & Silbert, J. Kame'enui. EJ, Tarver, SG, & Jungjohann, K. (2006). Teaching struggling and at-risk readers: A direct instruction approach.
- Cassano, C. M., & Schickedanz, J. A. (2015). An examination of the relations between oral vocabulary and phonological awareness in early childhood. *Literacy Research: Theory, Method, and Practice*, 64(1), 227-248.
- Chall, J. S. (1996). Varying approaches to readability measurement. *Quebec Journal of Linguistics*, 25(1), 23-40.
- Creswell, J. W. (2009). Mapping the field of mixed methods research. *Journal of Mixed Methods Research*, 3(2), 95–108. <https://doi.org/10.1177/1558689808330883>
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.
- Department of Education and Skills (DES). (2011). *Literacy and numeracy for learning and life: The national strategy to improve literacy and numeracy among children and young people 2011-2020*. Dublin, United Kingdom: Government Publications.
- Devine, T. G. (1986). *Teaching reading comprehension: From theory to practice*. Boston: Allyn and Bacon.

- Dewey, J. (1916). Nationalizing education. *Journal of Education*, 84(16), 425-428.
- Dixon, L. Q. (2010). The importance of phonological awareness for the development of early English reading skills among bilingual Singaporean kindergartners. *International Journal of Bilingual Education and Bilingualism*, 13 (6), 723-738. doi: 10.1080/13670050903556014
- Ducuara, J. J. & Rozo, H. A. (2018). Biliteracy: A systematic literature review about strategies to teach and learn two languages. *Theory and Practice in Language Studies*, 8 (10), 1307-1318. doi: 10.17507/tpls.0810.08
- Easwaramoorthy, M., & Zarinpoush, F. (2006). Interviewing for research. *Imagine Canada*, 425, 1-2.
- Edyburn, K. L., Quirk, M., Feliz, E., Swami, S., Goldstein, A., Terzieva, A., & Scheller, J. (2017) Literacy screening among latino/a and dual language learner kindergartners: predicting first grade reading achievement. *Literacy Research and Instruction*, 56 (3), 250-267, doi: 10.1080/19388071.2017.1305470
- Ehri, L. C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of reading*, 9(2), 167-188.
- Eklund, K., Torppa, M., Aro, M., Leppänen, P. H., & Lyytinen, H. (2015). Literacy skill development of children with familial risk for dyslexia through grades 2, 3, and 8. *Journal of Educational Psychology*, 107(1), 126.
- Ekpo, C. M., Udosen, A. E., Afangideh, M. E., Ekukinam, T. U., & Ikorok, M. M. (2007). Jolly phonics strategy and the ESL learners' reading development: A preliminary study. In *1st Mid Term Conference University of Ibadan*.
- Elliot, S. N., Kratochwill, T. R., Cook, J. L. & Travers (2000). *Educational Psychology-Effective teaching and Effective Learning (3rd edition)*. New York: McGraw-Hill.
- Engeström, Y. (1999). Activity theory and individual and social transformation. *Perspectives on activity theory*, 19(38), 19-30.
- Enighe, J. M., & Afangideh, M. E. (2018). Developing reading skills in beginning readers in Nigerian primary schools towards the millennium development goals. *Journal of Language Teaching and Research*, 9(6), 1160-1167.
- Eshiet, O. I. (2014). *Synthetic phonics as a tool for improving the reading skills of Nigerian learners* (Doctoral dissertation, Newcastle University).
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4.

- Etsey, K. F. (April, 2009). Best practices in reading comprehension instruction: Improving the reading comprehension instruction of English Language learners using the cognitive apprenticeship model. *Ghana Journal of Education: Issues and Practice*, 1 (1), 35-52.
- Faris, A. S. (2018). The effectiveness of phonics approach in teaching reading. *IJECA (International Journal of Education and Curriculum Application)*, 52-56.
- Faustina, E., & Syukri, M. A. (2014). The effectiveness of jolly phonics in teaching a 4 year old Indonesian child to read English text. *Anglicist*, 3(2), 74-80.
- Fontana, A., & Frey, J. H. (2005). The interview. *The Sage handbook of qualitative research*, 3(1), 695-727.
- Frith, U. (1986). A developmental framework for developmental dyslexia. *Annals of Dyslexia*, 36, 69-81.
- Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.
- Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st century*. New York: Basic Books.
- Gay, L. R., Mills, G. E. & Airasian, P. (2009). *Educational research: Competencies for analysis and application*. London: Pearson International Edition.
- Ghana Statistical Service. (2021). Literacy and Education. Ghana Population and Housing Census.
- Goswami, U. (2001) Early Phonological Development and the Acquisition of Literacy. In Neuman, S. B. & Dickinson, D. K. (2002). *Handbook of Early Literacy Research. (Vol I)*, (pp. 111-125). New York and London: Routledge Taylor and Francis Group.
- Goswami, U., & Bryant, P. (2017). Rhyme, analogy, and children's reading. *In Reading acquisition* (pp. 49-63). Routledge.
- Grabbe, W. (2009). *Reading in a second language*. Cambridge: Cambridge University Press.
- Grimm, R. P., Solari, E. J. & Gerber, M. M. (2018). A longitudinal investigation of reading development from kindergarten to grade eight in a Spanish-speaking bilingual population. *Reading and Writing*, 31, 559-581. doi: 10.1007/s11145-017-9798-1
- Hannon, P. (2001). *Reflecting on Literacy in Education*. London, United Kingdom: Taylor & Francis e-Library.
- Hill, S. (2017) Early reading and practice-inspired research. *Early Child Development and Care*, 187 (3-4), 322-330, doi: 10.1080/03004430.2016.1234468

- Jamaludin, K. A., Alias, N., Mohd Khir, R. J., DeWitt, D., & Kenayathula, H. B. (2016). The effectiveness of synthetic phonics in the development of early reading skills among struggling young ESL readers. *School Effectiveness and School Improvement*, 27(3), 455-470.
- Jiménez, J. E. & Artiles, C. (2001). *How to prevent and correct difficulties in learning literacy*. Madrid, Spain: Synthesis.
- Jiménez, J. E. & O'Shanahan, I. (2010). Learning to read and write in English as a second language: A review study in Canada and the U.S. *Ibero-American Journal of Education*, 52, 179-202.
- Jiménez, J. E. & Ortiz, M. R. (2000). Metalinguistic awareness and reading acquisition in the Spanish language. *The Spanish Journal of Psychology*, 3 (1), pp. 37-46.
- Johnson, R. B., & Christensen, L. (2019). *Educational research: Quantitative, qualitative, and mixed approaches*. Sage publications.
- Johnston, R. S., McGeown, S., & Watson, J. E. (2012). Long-term effects of synthetic versus analytic phonics teaching on the reading and spelling ability of 10 year old boys and girls. *Reading and Writing*, 25, 1365-1384.
- Jolliffe, W. & Waugh, D. (2015). *Teaching Systematic Synthetic Phonics in Primary Schools*. London, United Kingdom: Learning Matters.
- Kennedy, E., Dunphy, E., Dwyer, B., Hayes, G., McPhillips, T., Marsh, J., O'Connor, M. & Shiel, G. (2012). *Literacy in Early Childhood and Primary Education (3-8 years)*. Dublin, United Kingdom: National Council for Curriculum and Assessment.
- Khan, S. N. (2014). Qualitative research method: Grounded theory. *International journal of business and management*, 9(11), 224-233.
- Kim, B. (2001). Social constructivism. *Emerging perspectives on learning, teaching, and technology*, 1(1), 16.
- Krier, K. (2011). *Examining the relationship between participation in a math science partnership and changes in student outcomes in high school mathematics using activity theory as a lens*. Temple University.
- Kukla, A. (2013). *Social constructivism and the philosophy of science*. Routledge.
- Kusi, H. (2012). *Doing qualitative research: a guide for researchers*. Accra: Emmpong Press
- Lapan, S. D., Quartaroli, M. T., & Riemer, F. J. (Eds.). (2011). *Qualitative research: An introduction to methods and designs (Vol. 37)*. John Wiley & Sons.
- Livingstone, S. (2004). Media literacy and the challenge of new information and communication technologies. *The communication review*, 7(1), 3-14.

- Lloyd, S. & Wernham, S. (2013). *Jolly Phonics pupil book*. Essex, United Kingdom: Jolly Learning.
- Macdonald, C. A. (2013). A project to take Activity Theory into modern social theory.
- Magnuson, K. A., Meyers, M. K., Ruhun, C. J. & Waldfogel, J. (2004). Inequality in preschool education and school readiness. *American Education Research Journal*, 41, 115-157. doi:10.3102/00028312041001115
- Mahon, R. (2009). Canada's early childhood education and care policy: still a laggard? *International Journal of Child Care and Education Policy*, 3, 27-42.
- Marsh, C. (2009). *Key concepts for understanding curriculum*. Routledge.
- Mayer, R. E. (2008). Applying the science of learning: evidence-based principles for the design of multimedia instruction. *American psychologist*, 63(8), 760.
- McArthur, G., Sheehan, Y., Badcock, N. A., Francis, D. A., Wang, H. C., Kohonen, S., ... & Castles, A. (2018). Phonics training for English-speaking poor readers. *Cochrane Database of Systematic Reviews*, (11).
- Metsala, J. L. (2010). Lexical Reorganization and the Emergence of Phonological Awareness. In Neuman, S. B. & Dickinson, D. K. *Handbook of Early Literacy Research*, (Vol. III), (pp. 66-82). New York, United States of America: Guilford Publications
- Ministry of Education: Curriculum Research and Development Division (CRDD); *Curriculum for Kindergarten*. August 2006. Ghana: Accra.
- Moodie-Reid, L. (2016). *Teachers' perceptions of the impact of the Jolly Phonics Program on students' literacy* (Doctoral dissertation, Walden University).
- Nasrawi, A. & Al-Jamal, D. (2017). The effect of using jolly phonics on Jordanian first grade learners' reading. *International Online Journal of Education and Teaching (IOJET)*, 4(2). 106-119. <http://iojet.org/index.php/IOJET/article/view/172/155>
- Ningo-Prampram District Assembly (NiPDA). (2022). *Profile of the district*. Retrieved from <http://nipda.gov.gh/about-us/>
- Nouwens, S., Groen, M. A. & Verhoeven, L. (2017). How working memory relates to children's reading comprehension: the importance of domain-specificity in storage and processing. *Reading and Writing*, 30, 105-120. doi: 10.1007/s11145-016-9665-5
- Obah, T. Y. (2002). Reading comprehension. In B. O. Oluikpe, (Ed.), *The Use of English for higher education* (pp.234-251). Onitsha: Africana-FEB Publishers Limited.

- Oduro, P., Mensah, F. A., Quansah, F., Lawer, R. A., & Ankoma-Sey, V. R. (2021). Understanding primary school teachers' remediation strategies in assisting learners with reading (phonic) difficulties. *International Journal of Social Sciences & Educational Studies*, 8(4), 189.
- Oduro, P., Mensah, F. A., Quansah, F., Lawer, R. A., & Ankoma-Sey, V. R. (2021). Understanding primary school teachers' remediation strategies in assisting learners with reading (phonic) difficulties. *International Journal of Social Sciences & Educational Studies*, 8(4), 189.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and policy in mental health and mental health services research*, 42, 533-544.
- Paris, A. S. (2019). Phonics approach in teaching reading. *International Journal of Multicultural and Multireligious Understanding*, 6(3), 204-210.
- Piaget, J. (1976). Need and significance of cross-cultural studies in genetic psychology. *In Piaget and his school: a reader in developmental psychology (pp. 259-268)*. Berlin, Heidelberg: Springer Berlin Heidelberg.
- Pinter, A. (2006). *Teaching young learners*. Oxford, United Kingdom: Oxford University Press.
- Pinto, G., Bigozzi, L., Vezzani, C., & Tarchi, C. (2016). Emergent literacy and reading acquisition: a longitudinal study from kindergarten to primary school. *European Journal of Psychology of Education*, 1-17. doi: 10.1007/s10212-016-0314-9
- Podhorna, L. (2020). *Role of literacy programs in formal education in Northern Ghana Case study of Rural Literacy Solution, NGO*. Unpublished PhD thesis, Palacký University Olomouc.
- Polit, D. F., & Beck, C. T. (2004). *Nursing research: Principles and methods*. Lippincott Williams & Wilkins.
- Raynolds, L. B., López-Velásquez, A & Olivo Valentín, L. E. (2017). Exploring English and Spanish rhyme awareness and beginning sound segmentation skills in prekindergarten Spanish-speaking English Learners. *Reading and writing*, 30, 719–737. doi: 10.1007/s11145-016-9696-y
- Rendón Romero, S. I., Navarro Pablo, M., & García Jiménez, E. (2021). Using phonics to develop the emergent English literacy skills of Spanish learners. *Porta Linguarum*, 35, 111-128.
- Russell, G., Ukoumunne, O. C., Ryder, D., Golding, J. & Norwich, B. (2018). Predictors of word-reading ability in 7-year-olds: analysis of data from a U.K. cohort study. *Journal of Research in Reading*, 41(1), 58–78. doi:10.1111/1467-9817.12087

- Said, A. A., Waiihager, B., Cungua, R. M. & Ngie, P. (2003). *Handbook for Pre-School Education (5th Ed.)* Sweden: Stockholm.
- Saunders, M. N. (2012). Choosing research participants. *Qualitative organizational research: Core Methods and Current Challenges*, 35-52.
- Schinder, D. (2003). *Research Methods for Business Students. Qualitative and Quantitative Approaches.*
- Schoaga, O., Akintola, O. A. y Isiwat OKPOR, C. (2017). Nurturing reading proficiency of leaners through phonics: entrepreneurial opportunities for early childhood educators in Nigeria. *Journal of Education and Practice*, 8 (11), 103-108.
- Shanahan, M. C. (2010). Activity theory. *Encyclopaedia of Case Study Research*, 6-9.
- Slavin, R. E., & Cheung, A. (2004). How do English language learners learn to read? *Educational Leadership*, 61(6), 52-57.
- Sole, I. (1992). *Reading strategies. MIE, ICE of the University of Barcelona.* Spain: Barcelona Editorial GRAÓ of Pedagogical Services.
- Srikandewie, Y. N., & Yon, A. E. (2021). Improving students spelling skills through using jolly phonics method (age 5 years). *Dialectical Literature and Educational Journal*, 6(2), 44-49.
- Stanley, C. T., Petscher, Y. & Catts, H. (2018). A longitudinal investigation of direct and indirect links between reading skills in kindergarten and reading comprehension in tenth grade. *Reading and Writing*, 31, 133–153. doi: 10.1007/s11145-017-9777-6
- Stuart, M. (2006). Learning to read: developing processes for recognizing, understanding and pronouncing written words. *London Review of Education*, 4 (1), 19-29. doi: 10.1080/13603110600574330
- Suárez-Coalla, P. García-de-Castro, M. & Cuetos, F. (2013). Predictor variables of reading and writing in Spanish. *Childhood and Learning*, 36 (1), 77-89. doi: 10.1174/021037013804826537
- Taylor, B. M., & Pearson, P. D. (2005). supported characteristics of teachers and schools that promote reading achievement. In *Teaching reading* (pp. 379-392). Routledge.
- Tracy, S. J. (2013). *Qualitative research methods.*
- UNESCO (2006): *Ghana Early Childhood Care and Education (ECCE) programmes.*

- Vadasy, P. F., & Sanders, E. A. (2011). Efficacy of supplemental phonics-based instruction for low-skilled first graders: How language minority status and pretest characteristics moderate treatment response. *Scientific Studies of Reading, 15*, 471–497.
- Vita, A. R., Munir, A., & Anam, S. (2019). Teaching phonics to kindergarten students in international based school. *International Journal of education and social science Research, 2*, 449-465.
- Vogt, W., & Williams, M. (2011). Handbook of innovation in social research methods. *The SAGE Handbook of Innovation in Social Research Methods*, 1-664.
- Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press.
- Wahyuni, N. T., Fauziati, E., & Hikmah, M. (2016). The effectiveness of using phonics instruction and storybooks in English reading classes to improve student participation. *Journal Penelitian Humaniora, 17*(1), 49-64.
- Warmington, M. & Hulme, C. (2012). Phoneme awareness, visual-verbal paired-associate learning, and rapid automatized naming as predictors of individual differences in reading ability. *Scientific Studies of Reading, 16* (1), 45-62. doi: 10.1080/10888438.2010.534832
- Whitehurst, G. J. & Lonigan, C. J. (2002). Emergent Literacy: Development from Prereaders to Readers. In Neuman, S. B. & Dickinson, D. K. *Handbook of Early Literacy Research. (Vol. 1). (pp. 11-29)*. New York and London: Routledge Taylor and Francis Group.
- Widyana, R., Astuti, K., Bahrussofa, M. F., & Simanjuntak, G. M. B. (2020). The effectiveness of jolly phonics and multisensory learning methods in improving preschoolers pre-reading skills. *International Journal of Innovation, Creativity and Change*.
- Willingham, D. T. (2010). Have Technology and Multitasking Rewired How Students Learn?. *American Educator, 34*(2), 23.
- Woodhead, M. (2007). Changing perspectives on early childhood: theory, research and policy. *Childhood A Global Journal of Child Research, 43*.
- Yellin, D., Jones, M. B., & Devries, B. A. (2008). Integrating the language arts in the elementary school.
- Yeung, S. S. S., Siegel, L. S., & Chan, C. K. K. (2013). Effects a phonological awareness program on English reading and spelling among of Hong Kong Chinese ESL children. *Reading and Writing, 26*, 681–704.
- Yin, R. K. (2009). *Case study research: Design and methods* (Vol. 5). sage.

Yin, R. K. (2016). *Qualitative research from start to finish (2nd ed.)*. New York: The Guilford Press.

Yorke, K. A. (2012). *A comparative study of early childhood education in selected public and private pre-schools*. Unpublished PhD thesis, Kwame Nkrumah University of Science and Technology.

Yorke, K. A. (2012). *A Comparative Study of Early Childhood Education in Selected Public and Private Pre-Schools*. Unpublished PhD thesis, Kwame Nkrumah University of Science and Technology.



APPENDICES

APPENDIX A

INTERVIEW GUIDE

Dear Sir/Madam,

My name is Gbetey Millicent Mawufemor, are final year graduate students of University of Education, Winneba (UEW). I belong to the department of early childhood education and I am conducting research into the impact of jolly phonics on literacy learning among kindergarten learners of Ningo-Prampram District. This interview is intended to collect data from kindergarten teachers to assist me in investigating the impacts of the jolly phonics methods in improving literacy development among kindergarten learners. This interview is strictly for academic purpose only, however, participation is voluntary. Any information provided will be treated confidential and no name will be ascribed to any response. You can seek for clarification if you have a problem understanding a question.

Socio-Demographic Data

Age [] Gender [M/F] Number of years as KG teacher []

Number of years of using jolly phonics []

Teachers' Attitudes Towards the Jolly Phonics Method

1. What were your initial thoughts about the Jolly phonics method with regards to imparting literacy skills?
2. How does the Jolly Phonics method compare to other literacy teaching methods you've used?
3. How do your colleagues feel about the Jolly Phonics method? Are there any common attitudes among teachers?

Influence of Jolly Phonics Methods on Literacy Development

1. In what ways has Jolly Phonics increased your learners' motivation and interest in literacy learning?
2. How has the Jolly Phonics method impacted your pupil's ability to blend and segment words?
3. How has the Jolly Phonics method improved your learners' accuracy and fluency in reading and writing?
4. How has the Jolly Phonics method enhanced your students' spelling and vocabulary skills?
5. In what ways has the Jolly Phonics method fostered your students' creativity in reading and writing?

Implementation of Jolly Phonics

1. In what ways is the school administration supportive and involved in the implementation of Jolly Phonics?
2. Are parents supportive and involved in the implementation of Jolly Phonics? Kindly explain your response.
3. What are some of the ways through which teachers collaborate and share their experiences and best practices in using Jolly Phonics?
4. Do the teachers engage in continuous professional development and learning to improve their skills and knowledge in using Jolly Phonics? Kindly explain your response.

APPENDIX B**OBSERVATION CHECKLIST****Observation Checklist for Jolly Phonics Implementation**

No.	Observation Items	Observation Notes
1.	Availability of Jolly Phonics materials	Yes [] No []
2.	Accessibility and utilization of materials	Yes [] No []
3.	Teacher implementation and engagement	Yes [] No []
4.	Learners engagement and understanding	Yes [] No []
5.	Classroom environment and management	Yes [] No []

