

# **Effect of Computer-Assisted Teaching on Primary Five Pupils' Interest and Achievement in Yorùbá Reading Comprehension**

**Johnson Ayòbámi Àbíjò, Ph.D.**

*jaoabijo@gmail.com*

and

**Olúbùkólá O. Àkàndé**

*Institute of Education*

*University of Ibadan*

*olubukolaakande@yahoo.com*

## **Abstract**

*Primary education is the basis upon which further education is built. The methods and mode of instruction used by Yorùbá language teachers seem to be contributory to the poor performance of pupils in Yorùbá reading comprehension in primary schools. This study investigated the effect of Computer-assisted teaching method of Primary Five (5) pupils' achievement in Yorùbá Language reading comprehension. One moderating variable (Students' home environment) was controlled for in this study. The study employed a non-randomised Pre-test- Post-test control group design in a quasi-experimental setting, using intact classes. The subject consisted of 240 primary five pupils. Random sampling technique was used to select schools in two Local Government Areas of Ibadan metropolis. Stratified random sampling based on geographical location: East, West, North and South were used to select one eligible school from each location to participate in the study. Three valid and reliable instruments were used to collect data. These are Yorùbá Language Reading Comprehension*

*Achievement test ( $r = 0.79$ ), Pupils Reading Interest Questionnaire ( $r = 0.90$ ), and Operation Guide for Instruction on Yorùbá Reading Comprehension ( $r = 0.85$ ) Three hypotheses were tested and data were analysed using descriptive statistics and Analysis of Covariance (ANCOVA). The result of the study showed that there was a significant effect of treatment on pupils achievement and interest in Yorùbá reading comprehension  $\{F_{(1, 119)} = 82.00, P < 0.05\}$  and  $\{F_{(1, 119)} = 70.392, P < 0.05\}$ . Computer-Assisted Teaching method scored the highest mean ( $\bar{x} = 27.31$ ) and Conventional group (control) scored the least mean ( $\bar{x} = 15.14$ ) in achievement in Yorùbá Reading Comprehension and interest in Yorùbá Reading Comprehension ( $\bar{x} = 60.81$ ) and ( $\bar{x} = 32.49$ ). It is also revealed that there was no significant main effect of home environment ( $F_{(1, 119)} = 0.163, P > 0.05$ ) and ( $F_{(1, 119)} = 0.251, P > 0.05$ ). Findings revealed that pupils' home environment did not serve as hindrance to their achievement in Yorùbá Reading Comprehension. Based on the findings, the study therefore recommended that Yorùbá language teachers should utilise the Computer-Assisted Teaching to support teaching of Yorùbá Reading Comprehension in primary schools to enhance pupils' performance. These would be more effective if relevant curriculum planners approve of such.*

**Keywords:** Computer-assisted teaching, Pupils' interest, Achievement, Yorùbá, Reading comprehension

### **Introduction**

Reading is a means of language acquisition, of communication and sharing information and ideas. It is a complex process of decoding symbols in order to construct meaning through the simultaneous use of phonemes (individual sound piece in

language), phonics (connection between letters and sound, and the relationship between sounds letters and words) and the ability to comprehend or construct meaning from text. It is a complex interaction between the text and the reader. All these are shaped by the reader's prior knowledge, experience, attitude and language community, which is socially and culturally situated. Cziko, Greenleaf, Hurwitz and Schoenbach, (2002) view reading as problem-solving in which the reader tries to make sense of the text through the use of ideas, memories and knowledge which is evoked by the words and sentences in that they believe that reading is influenced by situational factors among which are the reader's experience with the particular texts and reading for particular purposes.

On the other hand, Leipzig (2001) avers that reading is multifaceted and it involves word recognition, comprehension, fluency and motivation. The process whereby the reader is able to make meaning from print is word recognition. An affluent reader is one who can coordinate identified words and make meaning from them so that reading is automatic and accurate. When a reader can construct an understanding from the text read then comprehension has taken place. Comprehension is the most difficult of all the reading skills because it comprises both vocabulary knowledge and text comprehension. It is important because without it, reading does not provide the reader with any information. Similarly, Collins and Collins (2002) posited that reading is a mental process which involves word recognition and comprehension. This in essence means that without

recognising words in print and comprehending their collective meaning, reading cannot take place.

Reading is perhaps the most valuable skill any child needs to acquire. His ability to read and comprehend will affect his self-respect, his future career success, and the respect he will command from peers and society in future years. Every child needs to be a competent and avid reader by the time he leaves secondary school in order to be able to cope with the challenges of the present society and the global world at large. Reading is so crucial to a child as it develops his reasoning ability. It is through reading that he can enter into life and experiences of others, extend knowledge, scope and for pleasure. Children who are unable to read and comprehend by the middle of their primary school years are not likely to have academic success. It has been observed that students who complete the third grade and lack reading skills are not likely to graduate from high school. This is because reading is a major tool that facilitates other types of learning in school. This idea is supported by the Nigerian government in the *National Policy on Education* (2004) that includes 'permanent literacy and numeracy and ability to communicate' as part of the goals of primary education in Nigeria.

Despite the high importance placed on reading in the *National Policy on Education* by the government, experience has shown that there is a high population of poor readers in our primary schools. This idea is supported by the the result of the monitoring of learning achievement programme (1997) that was sponsored by UNESCO and UNICEF on primary four pupils in

literacy and life skills and the report of the nationwide national evaluation team to primary schools conducted by the Universal Basic Education Programme Implementation Agency (2003) which revealed that majority of the pupils lack reading comprehension skills. Furthermore, Babatunde, (2012) also confirms that there is a serious problem of poor reading comprehension in our primary schools. In line with these findings, Adeagbo (2005) stressed it in a research conducted on students reading comprehension in Yorùbá Language that students' negative attitude to Yorùbá Language study affect their reading skills.

At the end of primary education, pupils should be capable of being involved in effective speech communication in Yorùbá. To accomplish this, there is a need to assess or examine pupils' ability on comprehension aspect of Yorùbá language, which enhances their ultimate route for the search, acquisition and development of knowledge as well as basis for successful living Adeagbo (2005 ). They are also expected to show interest towards the subject. Student's interest is important considering the lukewarm attitude the society has towards teaching and learning of Yorùbá. (Bamigbose, 1985; Oyetade, 2000). The student and the society tend to consider the subject as inferior to other school subjects. They also do not accord much respect to students and teachers of the language. (Adeyinka, 1998; Adegbija, 2000). This situation, perhaps, has resulted in many research efforts that focused on improving learning outcomes in Yorùbá language (Adeyinka, 2004).

Generally, the achievement of goals and objectives of any educational system is determined, to a large extent, by the methods employed for teaching and learning. Teaching is best described by the methods employed by the teachers. It is a general consensus that learning has taken place when there is an observable change in the learner's behaviour. The effectiveness of teaching method used in any educational system, therefore, could be determined by the ease with which learners achieve learning tasks and the depth of learning resulting in its application.

Though there are many methods that could be used to teach languages, only few of such have been used in teaching Yorùbá reading comprehension in schools. Some of these include lecture, discussion, assignments, projects, story telling and drama methods. Ibiowotisi (1998) analysed activity method, role-play method, conversation method, debate method and games method as part of methods that could be used for effective teaching of mother-tongue in schools. For instance, he describes activity method as learning by doing, whereby teacher leads the pupils to do a piece of work, which makes the lesson real and aid student memory. Also, learning of new sentence structures and comprehension can be carried out with suitable Yorùbá game. Levin (2006) and Ibiowotisi (2007) and other language experts have proved that the fun in games encourages the pupils to do most of the discussions, thereby making the teachers do less talking in the class.

The development of appropriate reading skill in learners could lead to an overall improvement in their academic

achievement in reading comprehension and also serve as a basis for successful living. Ayodele (1988) attributed the poor performance to the dominant method of teaching comprehension in Nigeria schools - a method that restricts learners to their language textbooks only. Hence, Osisanwo (1990) and Ayodele (1998) emphasised creative reading and therefore analysed Robinson's (1941) SQ3R formular as one of the best methods to teach comprehension. Robinson's SQ3R formula method stands for Survey, Question, Read, Recall and Revise. These five steps demand that the reader should:

- i. Survey the material before him very quickly, before reading i.e. glancing at key areas such as topic, the first sentence of each paragraph, etc. just to enable one form an opinion of the main issues in the passage.
- ii. Question asking questions follows when one finishes reading the book or the paper to reflect on what one has been able to make out of the passage. This helps one to build up one's expectation through creative ideas.
- iii. Reading through the first time should be fast; the purpose here is to enable one have an overall view of the author's message.
- iv. Recall follows when one does a mental exercise of trying to remember the important points and whether questions asked at the initial stage could be answered or not.
- v. Revise this involves reading through again so as to resolve any persisting problem areas. This is the time when one could mark out some pertinent parts such as key words or sentence.

Akinbote, Oduolowu, and Ogunsanwo (2003) considered the use of extensive reading as the most suitable method for teaching reading comprehension in their investigation of the effect of three modes of teaching reading (extensive reading, moderate reading and restricted reading modes) on primary school pupils' achievement in reading comprehension. On the other hand, Long and Bourg (1996) provide a rationale for using verbal protocols in discourse processing; whereby readers construct a text representation and then use it to "tell a story" about their understanding. This story reveals important information about the processes involved in text comprehension as well as about constructing a message to be understood in a context shared by speaker and listener.

Adegbile (1996) buttressed the improvements in students' performance to the use of advance organiser when compared with the traditional methods of teaching. This fact is upheld because the subjects exposed to the advance organiser treatments, by and large, performed sufficiently better than their counterparts not exposed to it. Despite the numerous methods used to teach reading comprehension in Yorùbá language, pupils' performance has not been good enough, there is therefore a need to search for more effective instructional methods that are likely to improve learning outcomes in Yorùbá reading comprehension. Such method, perhaps, include Computer-Assisted Teaching Method. Thus, the study examined the case for the use of Computer-Assisted Teaching Method as a possible means of improving the quality of

instruction and raising pupils' level of learning achievement in Yorùbá reading comprehension.

A lot of research has been carried out in Language Education to solve the problem of poor performance in Yorùbá reading comprehension. It has been discovered that there is not only one method of recording success in language teaching and learning. Researchers have concluded that it should not be so in 21<sup>st</sup> century but rather technology is introduced into language teaching and learning, we are bound to record excellent results. This brought about the issue of Computer assisted teaching and learning among researchers. There has been an explosion of interest in using computer to facilitate language teaching and learning.

Over a decade ago, the issue of computer assisted language learning was of concern to only a smaller number of specialists, but with the advent of multimedia computer and internet, the role of computers in language instruction has become an important issue confronting a large number of language teachers throughout the world. Therefore this study provides an overview of current teaching practices and research related to the uses of Computer in the Yorùbá reading comprehension language classroom.

The researchers took the following steps to integrate the use of computer into the teaching and learning of reading comprehension in Yorùbá language.

*Step 1:* Teacher divided each class of 60 students into 6 groups of ten each.

*Step 2:* Each group used PC desktop to carry out the activities highlighted under pupils' activities such as:

- i. boot the PC desktop;
- ii. open to the computer desktop;
- iii. use the cursor to highlight the Power Point icon;
- iv. click on it and open it;
- v. use the Special up and down arrow keys to get to each page of the Power Point Presentation;
- vi. read the comprehension passage silently;
- vii. read the passage loudly while the teacher does the explanation; and
- viii. use the cursor to find the Encarta dictionary icon and open it but minimise it while Power Point is still featuring on the monitor.

*Step 3:* Teacher and research assistant supervised each group as they did these step by step. While still in their groups, teacher allowed for questions, observations, comments and other issues that were not clear to them. The teacher allowed each group few minutes to do the reading all over again discussing among themselves and interacting with the other groups.

*Step 4:* Teacher and students discussed the meaning of identified difficult words by the pupils in the passage using Encarta dictionary in the computer.

*Step 5:* Pupils made use of those difficult words in their own sentences.

*Step 6:* The 6 groups were gathered together and were allowed to answer the questions that followed the passage read orally.

*Step 7:* Teacher and research assistant allowed the pupils to answer the questions in their exercise books, submitted them for marking and were marked by the teacher.

The teacher effected the corrections with the pupils.

Other method used in this study was the use of Lecture method which served as control. The lecture method allowed the teacher to tell the pupils what the comprehension passage is all about and how to understand its meaning. Even though it is a method that reduces the pupils, in the words of Bloom (1974), to members of lecture audience and passive listeners, it is a method being used by most teachers in teaching comprehension because it helps them to cope with the sudden upsurge in the number of pupils they have to handle at a time. Here the pupils will listen to the reading and explanation of the teachers, ask and answer questions orally or in writing, seek clarifications where necessary and write down examples from the chalk board in their notes.

Another variable of interest in this study was home environmental factor. Research has found out that environmental factors contribute to learning achievement in pupils which include reading comprehension. Akinbade (2007) is of the opinion that a good environment is necessary to promote effective learning in primary schools. It has been observed that the home environment plays a crucial role in the child's educational achievement since the family is the child's first contact and the parents are the first teachers and role models for their children, and therefore have a strong influence on their learning. Kennedy and Trong (2006) while using the

PIRLS data (a computer device) submitted that supportive home environment begins with positive parental attitude towards reading and a high value placed on literacy. Therefore it is important for parents to provide educational materials for their children at home in order to help them to increase their reading ability. Furthermore, Olawoye (2011) opined that children who come from home environment that are rich in interesting and curiosity arousing materials do better academically. This is so because children are naturally curious and have the intrinsic ability to learn. The success of their learning depends upon the richness of their environment. This is because a rich home literacy environment is important not only for the early years of childhood, but also for supporting the entire formal learning process at school.

This will help the children to show interest in reading very early in their development and so enhance their reading flair in the future. In the same vein, Tarelli and Stubbe (2008) are of the view that in order to encourage children to explore literacy, they must have access to print resources and literacy materials because books and children's books are necessary in a household in order for children to develop interest in reading. This is due to the fact that environment shapes the life of the child and a literacy environment will have great impact on the child's literacy development. Therefore, Odinko (2002) submitted that the language environment of a family can affect a child's literacy development. It is important that parents provide literacy rich environment such as books comics,

magazines and other reading related materials for their children in their homes.

### **Statement of the problem**

The problem of reading in our society cannot be over emphasised. Since reading and comprehension is the bedrock of any academic endeavour, it is important that the ability to read and understand as well as the interest to read is kindled in children right from the primary school. It has been discovered however that despite the importance of the place of reading comprehension, pupils' reading proficiency is nothing to write home about in primary schools. Different methods have been used to teach Yorùbá reading comprehension yet pupils' performances have not been good enough. Therefore, this study examined the effect of computer assisted teaching on primary five pupils' interest in and achievement in Yorùbá reading comprehension.

### **Research hypotheses**

Ho1: There is no significant main effect of treatment on pupils' interest and achievement in Yorùbá reading comprehension.

Ho2 There is no significant main effect of home environment on pupils' interest and achievement in Yorùbá reading comprehension.

Ho3 There is no significant interaction effect of treatment and home environment on pupils' interest in and achievement in Yorùbá reading comprehension.

## **Methodology**

The study employed a non-randomised pre-test, post-test control group quasi experimental design, using intact classes. The independent variables used were Computer-Assisted Teaching Method and Lecture Method. The dependent variables were interest and achievement in Yorùbá reading comprehension. Two Local Government Areas that have schools with sufficient number of computers were selected for the study. Stratified random sampling (based on geographical location, East, West, North and South) were used to select one eligible school from each location to participate in the study. This stratification helped to ensure that no two selected schools were particularly close to each other, to allow for undue interaction of pupils from the schools. In a participating school, simple random sampling technique was used to pick one primary five class. All the pupils in a selected class were part of the study sample. In all, a total of 120 pupils participated in the study with 57 of them in the experimental group and the remaining 63 subjects in the control group. The selected pupils consisted of pupils of various levels of home environment. Three valid and reliable instruments developed by the researchers were used to collect data for the study: Yorùbá Language Reading Comprehension Achievement Test (YLRCAT) ( $r= 0.79$ ), Operational Guide for Instruction on Yorùbá Reading Comprehension (OGIFIYRC) ( $r=0.85$ ); and Pupils' Reading Interest Questionnaire (PRIQ) ( $r=0.90$ ). The YLRCAT is a 40 items test that covered primary five Yorùbá language reading comprehension curriculum. PRIQ also

consists of two sections: A and B. Section A solicits information on a child age, gender and school type while section B consists of eighteen items that solicits information on the pupils reading interest. Four primary five teachers scrutinised the initial versions of the instruments and participated in selecting the final items. The instruments were further subjected to pre-testing using 40 primary five children from four primary schools in Òyó State who were not part of the study sample. The pre-test results showed no ambiguities in the instruments and produced a test-re-test reliability estimates of 0.79 and 0.90 for YLRCAT and PRIQ respectively. The data were subjected to Analysis of Covariance (ANCOVA) using the pre-test as covariate.

**Result**

***H01a:** There is no significant main effect of treatment on pupils' interest in Yorùbá reading comprehension.*

**Table 1: Tests of Between-Subjects Effects**

Dependent Variable: Post interest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	24359.880 <sup>a</sup>	4	6089.970	54.302	.000	.654
Intercept	25271.297	1	25271.297	225.334	.000	.662
Pre_interest	.228	1	.228	.002	.964	.000
Treatment	7894.489	1	7894.489	70.392	.000	.380
Location	28.162	1	28.162	.251	.617	.002
treatment * location	27.667	1	27.667	.247	.620	.002

*Effect of Computer Assisted Teaching on Primary Five Pupils' Interest and...*

Error	12897.287	115	112.150
Total	290258.000	120	
Corrected Total	37257.167	119	
a. R Squared = .654 (Adjusted R Squared = .642)			

The result on Table 1 indicates that there is significant main effect of treatment (computer-assisted teaching) on students' interest in Yorùbá reading comprehension.  $F_{(1, 119)} = 70.392$ ;  $P < 0.05$ . The null hypothesis  $H_{01a}$  is therefore rejected. The Partial eta squared of 0.380 implies that the treatment (computer assisted teaching) accounts for 38.0% of the observed variance in the post-test scores of students' interest in Yorùbá reading comprehension. The adjusted R square value of .642 indicates that the independent variables accounted for 64.2% of the variation in students' interest in Yorùbá reading comprehension.

**Table 2: Estimated Marginal Means and Standard Error of Treatment Group**

**Treatment**

Dependent Variable: Post interest

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Computer Assisted Teaching	60.812 <sup>a</sup>	2.023	56.805	64.819
Lecture Method	32.486 <sup>a</sup>	1.870	28.783	36.190

Table 2 shows that the mean post test scores of students interest exposed to computer assisted teaching ( $\bar{X}=60.812$ ) is higher than those exposed to the lecture method ( $\bar{X}=32.486$ ). The significant difference in the mean difference of students exposed to computer assisted teaching and lecture method

shows that computer assisted teaching enhanced students' interest in Yorùbá reading comprehension.

***Ho2a:*** *There is no significant main effect of home environment on pupils' interest in Yorùbá reading comprehension.*

The result on Table 3 indicates that there is no significant main effect of home environment on students' interest in Yorùbá reading comprehension  $F_{(1,119)} = 0.251$ ;  $P > 0.05$ . The null hypothesis Ho2a was therefore not rejected. The Partial eta squared of 0.002 implies that home environment account for 0.2% of the variance observed in the post-test scores of students' achievement in Yorùbá reading comprehension. The adjusted R square value of .642 indicates that the independent variables accounted for 64.2% of the variation in students' interest in Yorùbá reading comprehension.

***Ho3a:*** *There is no significant interaction effect of treatment and home environment on pupils' interest in Yorùbá reading comprehension.*

The result on Table 1 indicates that there is no significant interaction effect of treatment and home environment on interest in Yorùbá reading comprehension  $F_{(1,119)} = .247$ ;  $P > 0.05$ . The null hypothesis Ho3a is therefore not rejected. The Partial eta squared of 0.02 implies that treatment and home environment when taken together only accounts for 0.2% of the observed variance in the post-test scores of students' interest in Yorùbá reading comprehension. The adjusted R square value of .642 indicates that the independent variables accounted for

64.2% of the variation in students' interest in Yorùbá reading comprehension.

**Ho1b:** *There is no significant main effect of treatment on pupils' achievement in Yorùbá reading comprehension.*

**Table 3: Tests of between-subjects effects**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	4563.169 <sup>a</sup>	4	1140.792	21.399	.000	.427
Intercept	2343.787	1	2343.787	43.964	.000	.277
Pre-_achievement	392.095	1	392.095	7.355	.008	.060
Treatment	4371.539	1	4371.539	82.000	.000*	.416
Location	8.667	1	8.667	.163	.688	.001
treatment * location	.161	1	.161	.003	.956	.000
Error	6130.823	115	53.312			
Total	63153.000	120				
Corrected Total	10693.992	119				

a. R Squared = .427 (Adjusted R Squared = .407)

The result on Table 3 indicates that there is significant main effect of treatment (computer assisted teaching) on students' achievement in Yorùbá reading comprehension.  $F_{(1, 119)} = 82.000$ ;  $P < 0.05$ . The null hypothesis  $H_{0b}$  is therefore rejected. The Partial eta squared of 0.416 implies that the treatment (computer assisted teaching) accounts for 41.6% of the observed variance in the post-test scores of students' achievement in Yorùbá reading comprehension. The adjusted R square value of .407 indicates that the independent variables

accounted for 40.7% of the variation in students' achievement in Yorùbá reading comprehension.

**Table 4: Estimated marginal means and standard error of treatment group**

Dependent Variable: Post test

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Computer Assisted Teaching	27.308 <sup>a</sup>	.972	25.384	29.233
Lecture Method	15.144 <sup>a</sup>	.923	13.316	16.972

Table 4 shows that the mean post-test scores of students exposed to computer assisted teaching ( $\bar{X}$ =27.308) is higher than those exposed to the lecture method ( $\bar{X}$ =15.144). The significant difference in the mean difference of students exposed to computer assisted teaching and lecture method shows that computer assisted teaching enhanced students' achievement in Yorùbá reading comprehension.

***Ho2b:*** *There is no significant main effect of home environment on pupils' achievement in Yorùbá reading comprehension.*

The result on Table 4 indicates that there is no significant main effect of home environment on students' achievement in Yorùbá reading comprehension  $F_{(1,119)} = 0.163$ ;  $P > 0.05$ . The null hypothesis Ho2 is therefore not rejected. The Partial eta

squared of 0.001 implies that home environment accounts for 0.1% of the variance observed in the post-test scores of students' achievement in Yorùbá reading comprehension. The adjusted R square value of .407 indicates that the independent variables accounted for 40.7% of the variation in students' achievement in Yorùbá reading comprehension.

***Ho3b:*** *There is no significant interaction effect of treatment and home environment on pupils' achievement in Yorùbá reading comprehension.*

The result on Table 4 indicates that there is no significant interaction effect of treatment and home environment on achievement in Yorùbá reading comprehension  $F_{(1,119)} = .033$ ;  $P > 0.05$ . The null hypothesis  $H_03$  was therefore not rejected. The Partial eta squared of 0.00 implies that treatment and home location when taken together only accounts for 0.0% of the observed variance in the post-test scores of students' achievement in Yorùbá reading comprehension. The adjusted R square value of .407 indicates that the independent variables accounted for 40.7% of the variation in students' achievement in Yorùbá reading comprehension.

### **Discussion of Results**

Computer-Assisted Teaching promotes students' achievement and interest in a better way. This is because the use of computer-assisted teaching method exposes students to more than what lecture method can do. Students derive much interest when they are allowed to read with electronics that are colourful

in nature. Students exposed to this method automatically performed sufficiently better than their counterparts not exposed to it. Computer-assisted teaching also serves as a possible means of improving the quality of instruction and raising pupils' level of learning achievement in Yorùbá reading comprehension. The results showed that there was significant main effect of treatment on students' academic achievement with computer assisted teaching having the higher mean score on students' achievement and interest. This result is in agreement with the report of UNESCO (2000) which stated that educational system around the world are under pressure to the computer and other telecommunication technologies to teach the students the knowledge and basic skills needed to operate the computer in the 21<sup>st</sup> century. The report further revealed that to effectively harness the power of the new information and communication technologies (ICT) to improve learning, students and teachers must have sufficient access to digital technologies and the internet in their classroom, schools and teacher education institutions.

Also, teacher and pupils must have the knowledge and skill to use the new digital tools and resources to help all pupils in primary schools achieve high academic standard most especially in Yorùbá reading comprehension. The study also proved that pupils can study with computer and pass their examination very well in Yorùbá reading comprehension. This means that 'computer' is a very reliable mode of lesson presentation in the teaching-learning situations. This has proved Opara and Poters (2010), Udo and Udosen (2010), Lowenthal

(2009), Asuguo (2008), Randanou (2008) and Shkaminih (2003) right that computer and power point slides are powerful tools to create a professional working presentation as they explain, illustrate and clarify teaching points in the classroom.

The result of hypothesis 2 showed that there was no significant main effect of home environment on students' achievement and interest in Yorùbá reading comprehension. It could therefore be inferred that home environment of students had no effect on their interest in and achievement in Yorùbá reading comprehension. This could be because most environments do not encourage students' interest in Yorùbá reading comprehension. Most parents hardly communicate in Yorùbá language with their children thinking that Yorùbá language is not a means of good instructional language for the students.

This study negates the work of Olawoye (2011) who submitted that children that come from home environment that are rich in interesting and curiosity-arousing materials do better academically. This is so because children are naturally curious and have the intrinsic ability to learn. The success of their learning depends upon the richness of their environment. This is because a rich home literacy environment is important not only for the early years of childhood, but also for supporting the formal learning reading process at school.

Also, Akinbade (2007) is of the opinion that a good environment is necessary to promote effective learning in primary schools. Kennedy and Trong (2006) while using the PIRLS data submitted that supportive home environment begins

with positive parental attitude towards reading and a high value placed on literacy. Therefore it is important for parents to provide educational materials for their children at home in order to help them to increase their reading ability. In the same vein, Tarelli and Stubbe (2008) are of the view that in order to encourage children to explore literacy, they must have access to print resources and literacy materials because books and other children literature are necessary in a household in order for children to develop interest in reading. This is due to the fact that environment shapes the life of the child and a literacy environment will have great impact in the child's literacy development.

Odinko (2002) in her research submitted that the language environment of a family can affect a child's literacy development, therefore a child learning environment should be organized. It is therefore important that parents provide literacy rich environment for their children and this should include books, comics, magazines and other reading related materials in their homes.

### **Conclusion**

Educational technology is a problem-solving methodology that uses its system approach to simplify and solve any problem situation in the classroom. The conventional method of teaching obviously does not prepare pupils for the information age, rather, modern developments in innovative technology which include the use of computer have provided new possibilities to instruction. In this situation, there is need to have a teaching-

learning process whose foundation is rooted in ICT. The use of computer in classroom teachings has influenced pupils' performance in comparison to traditional based methods. The use of computer in Yorùbá language makes comprehension presentation easy and saves time for teachers who otherwise would have used a whole day to teach using traditional method with pupils with little or no assimilation at all in the teaching-learning process. In recognition of the role ICT plays in advancing knowledge and skills in the modern world, the government is encouraged to provide necessary infrastructures and training for the integration of computer in the school system.

Given the importance of computer and the internet in the dissemination of information to students and primary pupils, it is the opinion of the researcher that the mastery of computer and internet skills by the primary five pupils will go a long way towards helping them in their Yorùbá reading comprehension which has been shown to be generally poor.

### **Recommendations**

In consideration of the findings of this research and their attendant implications, the study hereby offer the following recommendations.

1. Computer Instructional presentation should be used as supplement/alternative to the conventional lesson presentation in the classroom (most especially Yorùbá language reading comprehension classroom).

2. Use of computer should be intensified by individual teachers, as mode of lesson presentation.
3. The Ministry of Education, as a matter of need and urgency, should encourage teachers to acquire these ICT technologies in order to boost effective teaching and learning.
4. Intensive workshop and seminars should occasionally be organised for primary school teachers on how to design, produce and use computer and powerpoint in schools to present their lesson.
5. The Ministry of Education should set up a committee to supervise and ensure primary school teachers' compliance with the use of ICT in teaching (most especially Yorùbá language teachers).
6. Computer and power point slide presentations should be used as an alternative to lesson presentations. This will help the pupils to access their lesson, retain longer and prepare for their examinations, even without the presence of their teachers .

### **References**

- Abijo, J.A. (2009). Effects of Two Methods of Teaching Essay Writing on Students' Learning Outcomes in Yorùbá Language at the Senior Secondary School Level. Unpublished Ph.D Thesis, University of Ibadan, Nigeria.
- Adeagbo, T. T. (2005). Effect of Communicative Language Teaching Method, parental supports, and gender on Learning outcomes and attitude in Yorùbá Reading Comprehension. Unpublished Ph.D Thesis, University of Ibadan, Nigeria

- Adegbije, E. (2000). Language Attitude in West Africa. *International Journal of the Sociology of Language* 141: 75 – 100.
- Adegbile, J.A. (1999). The relative Effectiveness of three modes of Expository Advance Organizer in Secondary Students' learning outcomes in Reading Comprehension. Unpublished Ph.D Thesis, University of Ibadan.
- Adeyinka, A. A. (1998). The Place of Mother-Tongue in Primary Education in Nigeria: The Yorùbá Experience. JOLALT Vol. 1, No 2. Abeokuta: The School of Languages. F.C.E Publisher.
- Adeyinka, A.A. (2005). Effects of Two Numerical System on Students Achievement in and Attitude to Yorùbá Numerals. Unpublished Ph.D. Thesis, University of Ibadan, Nigeria.
- Akinbade, A. (2007). Free Education. Why we outsmart other States in Nigeria. *The Nigeria Education Times* (May-June).
- Akinbote, O., Oduolowu, E. and Ogunsanwo, T. (2003). The Use of Indigenous Language in Promoting Permanent Literary and Numeracy in the UBE Programme. In Bamisaye, O.A,
- Ayodele, S. O. (2004). Assessment of Learning Achievement of Junior Secondary Class Two and Senior Secondary Class Two in Nigerian Schools DraffMLA Project Report under the Education Sector analysis. Abuja: Federal Ministry of Education/UNESCO.
- Babatunde, O.E. (2012). Evaluation of the NTI/MDGs Capacity Building Programme in English Language Teaching in Primary Schools in Oyo State, Nigeria. Unpublished Ph.D Thesis, University of Ibadan, Nigeria.

- Bamgbose, A. (1985). "Barriers to Effective Education in West Africa Language" in Kay Williamson 1985: 22 – 25.
- Bloom, B.S. (1974). Handbook on Formative and Summative Evaluation of Students Learning. New York: McGraw-Hill Book Company.
- Collins, D. and Collins, A. (2002). Advancing Reading Achievement; Becoming Effective Teacher of Reading Through Collective Study. SERVE improving learning through Research and Development, University of North Carolina, U.S.A.
- Cziko, C., Greenleaf C., Hurtwitz, L. and Schoenbach, R. (2002). What is Reading? An Exceptfron Reading for Understanding. The quarterly, national Writing Project, Vol. 22, No 3.
- Federal Government of Nigeria (2003). Universal Basic Education Learning Assessment, Federal Ministry of Education.
- Federal Government of Nigeria/ UNESCO/UNICEF/ (1997). Monitoring of Learners Achievement. National Report, Federal Ministry of Education.
- Federal Republic of Nigeria (2004). *National Policy on Education*. Lagos: Government Press.
- Harris, A. and Goodwill, J. (2007). Engaging Parents in Raising Achievement. Do Parents Know They Matter? Lonel D.C.S.F [www.desfgov.uk/research//data//uploadfiles/DCSFRWOO4Pdf](http://www.desfgov.uk/research//data//uploadfiles/DCSFRWOO4Pdf) Retrieved 5th July, 2014.
- Ibiowotisi, R.I (1998). Strategies for the Effective Teaching and Learning of Mother-Tongue in Pre-Primary Education. *Journal of Language and Literature Teaching*, Vol 1, No 2.

Abeokuta: A publication of the School of Languages, Federal College of Education.

- Jeynes, W.H. (2005). A meta-Analysis of the Relation of Parental Involvement to Urban Elementary School Students Academic Achievement. California State University, Long Beach. Urban Education. <http://uex.sagepub.com> Retrieved 3<sup>rd</sup> August, 2013.
- Kennedy A.M. and Trong, K.I. (2006). Influence of the Home Literacy Environment on Reading Motivation and Reading Comprehension. TIMMS and PIRLS international Study Centre.
- Leipzi, D.H. (2001). What is reading? Reading Rocket. WETA, U.S.A
- Lowenthal, P.R. (2009). Improving the Design of Power point Presentation. In P.R Lowenthal, D. Thomas, A. Thai and B. Yuhunk (eds). The C.U Online handbooks Teach Differently, Create and Collaborates. Raleigh N.C Lulu Enterprise.
- Nwazuoke, I.A. and Okedwari (2005). Education: The Millennium Innovative in Theory and Practice, Nigeria-Milieu.
- Odinko, M.N. (2002). Home and School Factors as Determinants of Literacy Skills in Primary School Children. Unpublished M.Ed Project. University of Ibadan, Nigeria.
- Olawoye, M. I. (2011). Students' Home Environment, Gender and Attitude as Correlates of Academic Achievement in Secondary School Economics in Ona Ara Local Government Area of Oyo State. Unpublished M.Ed Project, University of Ibadan, Nigeria.

- Olukipe, B.O. (1975). Can Knowledge of Grammar make us Better Writer? In Ubahakire, E. (eds). *The Teaching of English Studies*, Ibadan, University Press.
- Opara, W.I. and Peters. F.T. (2010). *Computer Literacy and Application, A Fundamental Approach*. Owerri: Learning Graphics Press.
- Oyetade, A. (1990). Nupe Yorùbá Endo-GlossicBilinguistic in Saare Isatugi Community In Kwara State. Unpublished Ph.D Thesis, University of Ibadan Nigeria.
- Randantor, I. (2008). Power point presentation in EEL Classrrom: Power point, is it a Challenge? English Language Teachers Association Newsletters. Retrieved June 2008 from <http://www.britishcouncil.org/serbrelte,news!ette!marchpow erpointpresentationsinf/classroom>.
- Taylor S.K. and Yu.D. (2009). Socio-Economic Status and Educational Achievement: Does Education Provide a Stepping Stone out of Poverty in South Africa? *Transformation Audit, 2009, PP 66 – 75*.
- Udo, A.L. and Udosen, I.R. (2010). Power Point Utilization and Academic Performance of Biology Students in Akwa Ibom State College of Education, Afghanstt, Nigeria. *Association for Educational Media and Technology (NAEMT): Proceeding of the 31<sup>st</sup> Annual Committee and National Conference, Lagos (3) 75-81*.

*Effect of Computer Assisted Teaching on Primary Five Pupils' Interest and...*

United Nations Educational Scientific and Cultural Organization (2002). Information and communication technology in education curriculum for schools and Programme for Teacher Development, Paris: UNESCO.