

**FACTORS AFFECTING SECONDARY SCHOOLS STUDENTS' ESSAY WRITING  
ACHIEVEMENT IN EGOR LOCAL GOVERNMENT AREA, BENIN CITY.**

**Martha Busayo JOSEPH**

**EDU1903318**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN**

**EDO STATE**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
FOUNDATIONS, FACULTY OF EDUCATION IN PARTIAL FULFILLMENT OF  
BACHELOR OF ART EDUCATION (B.A ED) DEGREE IN ENGLISH LANGUAGE  
AND LITERATURE IN UNIVERSITY OF BENIN, BENIN CITY.**

**MAY, 2024**

## CERTIFICATION

We, the undersign, certify that this project work is adequate in scope, and was carried out by Joseph Martha Busayo in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin city, Edo State, Nigeria in partial fulfillment for the award of the B.A (Ed.) degree in English language and Literature.

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**DR.(MRS) P.I.O. Aika**

(Project Supervisor)

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**DR. O.I. Nyorere**

(Project coordinator)

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**DR. A.E. Osawaru**

(Head of Department)

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Date

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Date

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Date

## **DEDICATION**

This research work is dedicated to God Almighty.

## ACKNOWLEDGEMENT

My gratitude goes to God Almighty who makes things beautiful in His own time. I am grateful for His love, grace, strength, protection and unending help He showed me all through my academic programme at the University of Benin, Benin City.

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## **ABSTRACT**

This research study was done to identify the factors that affect secondary school students' essay writing achievement using Egor Local Government Area Benin city as a case study. Three research questions and one hypothesis guided the study.

The study adopted the descriptive survey research design. The population of the study consisted of 10 public schools in Egor Local Government Area Benin city. A sample of 150 students in 3 public secondary schools in Egor Local Government Area Benin city was used for the study. The research Instrument used to collect data for the study was a structured four-point Likert questionnaire, the validity of the instrument was ascertained by the researcher's supervisor and two other lecturers in the Department of Educational Foundations (DEF). The reliability was established using the Cronbach Alpha. The data were analyzed using the mean score, standard deviation and t-test.

The results showed that some of the causes of students' limitations includes poor knowledge of grammar, inconsistency of learning essays by students, poor preparation for essay exams. Based on the findings of research work, it was recommended that government should make it mandatory for English Language teachers recruited into secondary schools to undergo an intensive essay writing examination in order to judge their level of knowledge as regards essay writing. It was also recommended that secondary school students should give adequate attention to their essay writing skills as they would to Mathematics, Physics and Chemistry.

## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

The English language is unaguably the official language of Nigeria. Even though, it is originally the language of her colonial master (Britain), it is still well accepted and appreciated due to her multilingual nature. Its use cannot be overemphasized as it cuts across all sector of the nation, from government and politics, commerce, education, mass media, business, to the even the layman in the street. However, the nature of this study is centered on the educational sector.

Due to the importance of the English language in recent times, it is therefore introduced as a subject from the first year of primary school and through till higher education. It is the language of instruction (National Policy on Education 6th edition, 2013). This is to ensure that the Nigerian child is well equipped and informed about the various aspects of the English language before attaining a certain age. At the secondary level of education, the various aspects or topics taught in English language includes comprehension, vocabulary and grammar, reading, and composition (essay writing). However, the essay writing receives the greater score in terms of measurement than the other topics, both in internal or external testing.

According to OxbridgeEssays "An essay is a piece of writing from a personal point of view that methodically examines and evaluates a topic or issue" (Oxbridge Essays). The essay writing is the most technical aspect of the English language as a subject, as it involves producing of ideas in well structured and accurate paragraphs. Okpe and Onjewu (2017) "further stated that acquiring essay writing skills may be of great beneficial things to do as it can improve day-to-day communication, obtain good grades, and be a better professional ".

Furthermore, statistics shows that, in the West Africa Examination Council (WAEC) between (2007-2009), there's an average of 60% failure in essay writing. A breakdown of the statistics on the failure rate for 2006 reveals that out of 1,064,587 students who took the examination, 25.63% recorded credit and above, 34.85% made pass while 36.93% got failure marks. In 2009, 929,291 candidates sat for the may/June West Africa Secondary School Certificate Examination (WASSCE), out of which (29.03%) got credit and above, 33.91% scored pass while 32.91 failed. In 2011, out of 1,190,393 who registered for English language, only 1,160,049 actually sat for the examination while 0.18% came out with distinction, 6.40% failed while there were 51.312% incident of malpractice.

This failure rate in English has been traced to poor Performance in essay writing, and this is due to students unattentiveness to comprehension Passages, poor vocabulary and grammar

amongst other reasons. It is therefore important to properly identify the causes of failure of English language in secondary schools which reflects in external examinations like the West Africa Examination Council (WAEC), Hence, this study examines factors affecting secondary schools students' essay writing achievement using Egor local government area, Benin city as a case study.

### **Statement of the Problem**

The underachievement in essay writing in secondary school is a noticeable phenomenon in the Nigeria educational system. This is reflected in the poor Performance in the West Africa Examination Council (WAEC). English Language student's performances are generally disappointing in the institutions of higher learning as the poor foundation of essay writing in the secondary level of education is made bare. The importance of English Language cannot be overemphasized. The teaching and learning of this core subject especially essay writing, should be taken seriously by both teachers and students. Some of the reasons adduced for this state of affairs are weakness in concords, wrong use of preposition, poor knowledge of grammar, and others. Thus, this study investigates the factors affecting senior secondary students' essay writing in Egor Local Government Area, Benin city.

## **Research Questions**

1. What are the teacher-related factors perceived to affect students' English essay writing achievement?
2. What are the student-related factors perceived to affect Students' English essay writing achievement?
3. What are the school-related factors perceived to affect students' English essay writing achievement?

## **HYPOTHESIS**

**Ho1:** Students do not differ in their perception of factors affecting their English essay writing achievement by sex.

## **Purpose of the Study**

The aim of this study is to identify the perceived factors affecting senior secondary schools essay writing achievements in Egor local government area of Benin city.

Specifically, the study aims to:

1. Identify the teacher-related factors affecting senior secondary essay writing achievement.

2. Identify the student-related factors affecting senior secondary essay writing achievement.
3. Identify the school-related factors affecting senior secondary essay writing achievement.
4. Determine whether students' differ in their perception of factors affecting the English essay writing achievement by sex.

### **Significance of the Study**

This study will be of great value to schools, teachers, and students in Egor Local Government Area, Benin city. This study would help identify the factors affecting students' essay writing achievement.

Identification of these factors is the first step in proffering solutions to them. Thus, teachers would be enlightened on areas where students' experience difficulties, students performance would improve and schools would be able to implement appropriate strategies for improving students' essay writing achievement .

Finally, the result of this study will serve as a reference for future research and also bridge the gap created by various findings.

## **Scope and Delimitation of the Study**

The focus of this research work is to identify the factors affecting secondary schools students' essay writing achievement in Egor local government area Benin city.

This research will cover only some selected secondary schools in Egor Local Government Area, Benin city.

## **Definition of Terms**

**Students' achievement in English essay writing:** This refers to the grades(pass or fail) that students obtain on their written essays.

**Teacher-related factors:** They are factors pertaining to the teacher such as personality and teaching style which is seen to influence students' writing achievement.

**Student-related factors:** This refers to the various aspects of a student's life and experience that can impact their academic achievement in essay writing.

**School-related factors:** This refers to the various aspects of school administration and environment that can influence students' achievement in essay writing .

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The review of related literature to this study was carried out under the following sub-headings:

1. The Concept of Essay Writing
2. Importance of Essay Writing
3. Factors Responsible for Quality Essay Writing
4. Summary of Review of Related Literature

#### **The Concept of Essay Writing**

Essay is gotten from the French word "Essayer" which means "to try" or "to attempt". Michel de Montaigne (1533-1592) was the first to describe his work as essay.

Traditionally, an essay is generally a piece of writing that outlines a writer's perception or perspective, however this definition also coincides with the definition of prose and articles; to narrow it, an essay is an analytic or interpretative literary composition usually dealing with its subject from a limited or personal point of view. Furthermore, essays are sub-classified as formal and informal. A formal essay is depicted by dignity, serious purpose, length, and logical

organization while the informal essay is defined by personal features like individual experience, taste, style, humor, inspiration or imagination, unconventionality, etc.

Essays sometimes manifest as literary criticism, learned argument, biography and autobiography, political manifesto. Most essay works are done in prose style however works in verse like Alexander Pope's *An Essay on Man* and *An Essay on Criticism* are all dubbed as essay works. John Locke's *An Essay Concerning Human Understanding* and Thomas Malthus's *An Essay on the Principles of Population* somewhat still falls under this definition.

In various nations especially the United States of America and Canada, essays have become an integral part of their formal education. High school students are educated on how to structure their essays in order to enhance their skills in writing; in selecting universities applicants essays are part of the admission criteria. Also in social sciences and humanities, essays are often used to assess students performance during final exams.

From the last century till now, the concept "essay" has been stretched beyond writing into other media. A film essay is a movie that incorporates documentary films and focuses on the evolution of an idea. Additionally, a photographic essay covers a topic with linked series of photography that could sometimes be accompanied by text or caption (Wikipedia, Essay Writing).

M.H Abrams in A Glossary of Literary Terms declares that "an essay is a brief composition that undertakes to discuss a matter, express a point of view, or persuade us to accept a thesis".

Traditionally, there are four basic types of essay, they are expository, argumentative, narrative, and descriptive.

### **The Concept of Academic Achievement**

Academic achievement is the progress made in acquiring educational skills, materials, and gaining knowledge which covers various field. It is concerned with with academic achievement within the formal education setting rather than the achievement of knowledge in an informal education setting.

Academic achievement does not have an endpoint as academic knowledge is inexhaustible, however it can be somewhat understood along the fact that someone can achieve a level of certain knowledge to attain a degree or certification still with the possibility of further developing the knowledge as no knowledge can suffice for life, there must continually be an upgrade.

It revolves around the aim of building educational knowledge and skills of the students. Due to this aim or goal, it is often criticized for concentrating only on knowledge while neglecting problem solving or product fashioning skills across the world.

## **IMPORTANCE OF ESSAY WRITING**

Due to the availability of essay materials i.e textual materials on the Internet and in hard copy books around, it has become easier for anyone to lay hands on it. However, because essay writing is mostly subjective, it becomes difficult especially for those with poor writing skills to properly construct and arrange an essay even if he/she has the crude idea.

In essay writing creating and properly constructing the natural flow of words logically or emotionally during writing requires "art and act". When students look at the act only, it becomes boring but when they see the art in it, it gets their interest up.

Having established this facts, let's consider the importance of essay writing

1. Academic Success
2. Personal Development
3. Effective Communication
4. Career Advancement
5. Critical Thinking
6. Creative Expressions

## 7. Social Activism

### **Academic Success**

Having a good essay writing skills can improve the grades of students, thereby increasing their chances of doing better in higher English language examination both internal and external.

### **Personal Development**

Essay writing helps students to boost their self-confidence. Due to the subjective nature of essay writing, especially when the work receives good grades or good recommendations increases their self-worth and esteem.

### **Critical Thinking**

In essay writing, critical thinking is very important, it helps to stretch the minds of the students and also for them to think " outside the box", like squeezing an orange fruit with a juice making machine in order to get the orange juice. It has both educational and life benefits.

Writing is the basis of all education, hence students must write effectively and efficiently as it helps to develop a writing habit for better opportunities and achievement in the future.

E.M. Forster (2014) said "How do I know what I think until I see what I say?" From this assertion, it becomes necessary to say that having rich knowledge or thoughts in a crude state is not enough, it must be brought out in a refined state in writing according to the context, this is where the trick is.

According to Willet (2011) writing is a significant skill in all fields of life hence students have to master the act and art of quality writing.

The California writing project, university of California whose goal is to strengthen the value of accumulating knowledge to improve writing skills shows various examples of how improved writing skill can help students in workplace: " According to the most corporate leaders, employees who are skilled in writing are most likely to be promoted and lest likely to be outsourced or eliminated". Therefore, students should be made to see their academic writing assignments as a treasure.

According to the United Nations Educational Scientific and Cultural Organization (UNESCO), 26 percent of the yearly national budget should be allocated to the educational sector of the nation, however the government of Nigeria has never adhered to that directives thereby reducing the quality of the educational sector.

## **Factors Responsible for Quality Essay Writing**

1. Teacher factor
2. School factor
3. Student factor

### **Teacher Factor**

The following sub-headings are discussed under this

- Availability of qualified teachers
- Methods of teaching
- Availability of Instructional Materials

#### **Availability of qualified teachers**

Studies have shown that qualified teachers and their teaching experiences on students learning yield positive results, however the relationship observed does not always last long in most cases (Klitgaard & Hall,1974; Murane & Philips,1981). The evidence currently available suggests that while inexperienced teachers are less effective than most senior teachers, the benefit of experience will pay off after a few years (Rivkin, Hanushek & Kain,2000).

In our society today, it is very common to see teachers who are not certified in English language recruited into secondary schools to teach English language. This error is seen especially when essay writing is been taught because of technicality of it. Certified and qualified English language teachers who understands the significance of essay writing teaches it with great zeal and success.

### **Method of Teaching**

Method is a way of doing something. Gallilus (2010) states that teachers are like resource brokers. This implies that teachers should endeavor to be acquainted with varieties of Instructional methods of delivery, instead of relying on just one method. More opportunities should be given to students to properly write essays and also to express the written words in speaking inorder to boost their psychological confidence.

### **School Factor**

The school is a formal place for teaching and learning. The role of the school in the teaching and learning and in this case; essay writing, cannot be overemphasized. The location and administration of the school is crucial to effectiveness of teaching and learning. Many schools

especially in the urban cities are located in busy areas, sometimes besides a busy road with movement of vehicles on daily basis which can impede the learning process of the students.

### **Student Factor**

Students poor Performance in essay writing has been traced to various reasons like inadequate preparation for essay classes and essay exams, lack of personal practice, holding essay writing in low regards as compared with other subjects like physics, mathematics, and chemistry. Students prefer to just read summaries and re-write the summaries just to get atleast a "C" or a "D" and go their ways.

### **Summary of Review of Related Literature**

Summarily, this study reviewed that essay writing is crucial for academic success and effective Communication , hence the need for English language teachers to posses skills and broad knowledge of essay writing in order to properly transmit the required knowledge into students for achievement of greater results.

This review of literature also highlighted the focus on teachers and schools as sole contributor neglecting the role of students which necessitates this research focus "Factors Affecting Senior Secondary Students' Essay Writing Achievement in Egor Local Government Area, Benin city".

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the method and procedures used in carrying out the study under the following sub-headings:

- . Research Design
- . Population of the Study
- . Sample and Sampling Techniques
- . Research Instrument
- . Validation of Instrument
- . Reliability of the Instrument
- . Method of Data Collection
- . Method of Data Analysis

## **Research Design**

The study adopted the descriptive survey research design which is non-experimental; the purpose of the descriptive survey is to describe that which exists as accurately and clearly as possible. It is the most appropriate design for the study because, it can study a small group of people or item that represents the entire population. it provides an appropriate methodology for investigating the perceptions, opinion, and attitudes of people.

## **Population of the Study**

The population of the study comprises all the 10 public secondary schools in Egor Local Government Area.

## **Sample and Sampling Techniques**

The sample size for the study is 150 students. They were selected using the simple random sampling technique. Three schools were randomly selected from the - public schools in Egor Local Government Area. Thereafter 50 students were randomly selected from each school, bringing the total to 150 students.

## **Research Instrument**

The research Instrument used to obtain data for this study is a Questionnaire titled " Factors Affecting Secondary School Students' Essay Writing Achievement in Egor Local Government Area, Benin City ". The questionnaire contains two sections; Section A and B. Section A consists of the demographic data of the students . Section B consists of the questions used to elicit responses about the research topic. The response format is a four point Likert scale requiring the respondents to either agree, disagree, strongly agree, or strongly disagree.

## **Validity of the Instrument**

The validity of the instrument was done by the researcher's supervisor and two other experts in the Department of Educational Foundations (DEF). All corrections pointed out were effected in the final draft of the questionnaire.

## **Reliability of the Instrument**

The instrument were administered to 20 respondents who were not part of the sample. The internal consistency of the instrument was established using Cronbach's Alpha and it yielded a reliability co-efficient of 0.89.

### **Method of Data Collection**

The questionnaire was administered to students in their respective schools. The researcher explained to them how to fill it appropriately. After it has been filled, it was retrieved from them immediately and counted to ensure that no one was missing.

### **Method of Data Analysis**

The data obtained from the research Instrument were analyzed using Mean and Standard Deviation.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results of the study as well as their discussion.

**Research Question 1: What are the teacher-related factors perceived to affect students' English essay writing achievement?**

**Table 1: Distribution of Responses on the Teacher-Related Factors Perceived to Affect Students' English Essay Writing Achievement.**

S/N	Items	N	$\bar{x}$	SD	Remarks
1.	My English teacher does not show interest in teaching essay writing .	150	3.11	0.45	Agreed
2.	My English teacher does not give feedback on my essays which makes me unable to identify my errors.	150	3.45	0.92	Agreed
3.	My English teacher does not give proper instructions on essay writing which leaves me confused.	150	3.25	0.70	Agreed
4.	My English teacher guidance does not improve my essay writing ability.	150	3.19	0.56	Agreed
5.	My English teacher is not approachable, so I am scared of asking questions about essay writing.	150	3.15	0.49	Agreed

Table 1 shows the data analysis retrieved from respondents. It shows that the respondents agree with all the items presented at a mean score of 3.11, 3.45, 3.25, 3.19, and 3.15 respectively. All the calculated mean are above the criterion mean score of 2.50 , which means the teacher factor is crucial to the achievement of Excellence of students' essay writing. Item number 2 has the highest mean of 3.45, which means it is most supportive of the research question 1, while item number 1 has the lowest mean of 3.11, which means it is less supportive of research question 1.

**Research Question 2: What are the student-related factors perceived to affect students' English essay writing achievement?**

**Table 2: Distribution of Responses on the Student-Related Factors Perceived to Affect Students' English Essay Writing Achievement .**

S/N	Items	N	$\bar{x}$	SD	Remarks
1	I do not read well enough to know how to write essays.	150	3.31	0.73	Agreed
2	My poor knowledge of vocabulary affects my essay writing assignments.	150	3.34	0.78	Agreed
3	I don't have the motivation to write essays.	150	3.28	0.71	Agreed
4	I do not think I would need the knowledge of essay writing in my future endeavors.	150	3.24	0.67	Agreed
5	I am always lazy to do my essay writing assignments.	150	3.30	0.70	Agreed

Table 2 shows the data analysis retrieved from the respondents. It shows that the respondents agree on all the items presented at a mean score of 3.31, 3.34, 3.24, 3.28, and 3.30 respectively. All the calculated mean are above the criterion mean score of 2.50 which means that the students have a role to play in the achievement of their essay writing excellence. Item number 2 has the highest mean of 3.34, which means it is most supportive of the research question 2, and item number 4 has the lowest mean of 3.24, which means it is less supportive of research question 2.

**Research Question 3: What are the school-related factors perceived to affect students' English essay writing achievement?**

**Table 3: Distribution of Responses on School-Related Factors Perceived to Affect Students' English Essay Writing Achievement.**

S/N	Items	N	$\bar{x}$	SD	Remarks
1	My school does not participate in external essay writing competitions which could boost my motivation to write better essays.	150	3.32	0.67	Agreed
2	My school does not create opportunities for essay writing competitions amongst students that can motivate me to write better essays.	150	3.30	0.64	Agreed
3	The period allocated for essay writing in the school timetable is not sufficient for effective writing practice.	150	3.25	0.59	Agreed
4	My classroom is overcrowded, which makes it difficult for me to properly learn essay writing.	150	3.31	0.66	Agreed
5	My school does not have a library where I can access books to help to improve my essay writing ability.	150	3.38	0.77	Agreed

Table 3 shows the Data responses of the respondents. It reveals that the respondents agree on all the items presented at a mean score of 3.32, 3.30, 3.25, 3.31 and 3.38 respectively. All the calculated mean are above the criterion mean score of 2.50 which means that the school have an unavoidable role to play in the achievement of students' essay writing excellence . Item number 5 has the highest mean of 3.38, which means it is most supportive of the research question 3, while item number 3 at a mean score of 3.25, which means it is less supportive of research question 3.

## HYPOTHESIS TESTING

**HO1:** Students do not differ in their perception of factors affecting their English essay writing achievement by sex.

**Table 4:** Independent sample t-test on the perception of male and female students on factors affecting their English essay writing achievement .

### Group Statistics

		N	Mean	Std. Deviation	t	df	p-value	Sig.
Perception	Male	70	3.5	0.8	-1.67	148	0.097	0.05
	Female	80	3.8	0.7				

Table 4 shows the independent sample t-test on the male and female perception of factors affecting their English essay writing achievement. From the above, the t-test value is -1.67, degree of freedom is 148, the p-value is 0.097. Since the p-value is greater than the significant level 0.05, we fail to reject the null hypothesis (H<sub>0</sub>). This indicates that male and female do not differ in their perception on factors that affects their English essay writing achievement .

## **DISCUSSION OF FINDINGS**

From research question 1 which centers on teacher-related factors, it shows that teachers have a crucial role to play in the improvement of students essay writing, unlike most popular thoughts as regards students having "their destinies" in their hands.

Research question 2 which centers on student-related factors, reveals that the students have a role to play. The research item properly exposed the hidden weaknesses of students which they never paid attention to .

Research question 3 which centers on school-related factors, also reveals the role of the school in this research study.

The hypothesis testing aimed to discern any significant difference between the perception of male and female students. The independent sample t-test results shows that, since the p-value is

0.097 and the significant level is 0.05, there is no significant difference in the perception of factors affecting English essay writing achievement between male and female students. Hence, this suggests that male and female have similar perception on factors affecting their English essay writing achievement.

Consequently, all parties involved are responsible for the achievement of excellence of the research study.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The aim of this study was to examine the "Factors Affecting Secondary School Students' Essay Writing Achievement in Egor Local Government Area, Benin city". The population of this study comprises all the ten (10) public secondary schools in Egor Local Government Area of Benin city. The sample of the study consist of one hundred and fifty (150) students randomly selected from three (3) public secondary schools with fifty (50) students each. The study used the random sampling technique.

The research Instrument used in this study was a Questionnaire titled "Factors Affecting Secondary School Students' Essay Writing Achievement in Egor Local Government Area, Benin city". The questionnaire was structured into section A and B. Section A consists of the demographic data of the student. Section B consists of the questions used to elicit responses from the respondents about the research topic. The data gathered was analyzed using mean score, standard deviation and t-test.

The study answered three (3) research questions and one (1) hypothesis. They include:

1. What are the teacher-related factors perceived to affect students' English essay writing achievement?
2. What are the student-related factors perceived to affect students' English essay writing achievement?
3. What are the school-related factors perceived to affect students' English essay writing achievement?
4. Students do not differ in their perception of factors affecting their English essay writing achievement by sex.

The findings from this research revealed that:

1. Teachers, students and the school all have a role to play in the achievement of excellence in students' English essay writing.
2. One party should not be held responsible for its short fall.
3. Male and female students have similar perception on factors affecting their English essay writing achievement.

## **Conclusion**

The poor knowledge of grammar affects students performance in essay writing and as such there is a need for students to improve their grammar knowledge. The students take essay writing with levity as they think it is not as important as other core subjects thereby limiting their passion for learning and writing essays. Most students think essay writing is boring and too tactical as it needs a certain level of knowledge to properly construct a good essay. The inadequate training of English Language teachers have a negative toll on students because for students to perform well in essay writing, the teacher must be well knowledgeable as regards essay writing. The school also pay's poor attention to their role in the achievement of their students' essay writing achievement, which ought not to be.

## **Recommendation**

Based on the findings of the study, the following recommendations are made:

1. The students should place a high value on essay writing skills just like other core subjects.
2. The government should make it mandatory for English Language teachers to undergo an intensive essay writing test to ascertain their wealth of knowledge before employing them and if possible, the test should be repeated at intervals.

3. Students should learn the act and art of essay writing in order to boost their motivation.
4. Students should develop a strong reading habit to improve their wealth of vocabulary and the rules guiding it.
5. Teachers should always do a time-to-time check up on their personal knowledge which is what can also improve the flow of knowledge into the students. They should be up-to-date with the latest techniques for teaching excellence rather than depending solely on the traditional style of teaching.

### **Suggestions for Further Studies**

As the world keeps evolving and the world of technology keeps improving, further research could delve into propagating the role of technology in improving teaching and learning of essay writing rather than relying solely on the traditional style of teaching.

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**QUESTIONNAIRE**  
**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN, BENIN CITY**

**QUESTIONNAIRE ON FACTORS AFFECTING SECONDARY SCHOOLS STUDENTS'**  
**ESSAY WRITING ACHIEVEMENT IN EGOR LOCAL GOVERNMENT AREA, BENIN**  
**CITY.**

Dear Respondent,

I am a student from the above named department. I am currently conducting a research study on the topic: Factors Affecting Secondary Schools Students' Essay Writing Achievement in Egor Local Government Area, Benin City. I would like you to take part in this research by responding to this questionnaire.

Your participation is completely voluntary and all responses will be kept strictly confidential.

Thank you for your participation.

Yours Sincerely

Joseph Martha Busayo

**SECTION A : DEMOGRAPHIC DATA**

**Instruction:** Please tick ( ✓ ) where applicable

1. Sex : Male ( ) Female ( )

**SECTION B : Factors Affecting Secondary Schools Students' Essay Writing Achievement .**

**Instruction:** Please tick( ✓ ) any of the column that best describes your response.

S/N	STATEMENTS	AGREE	DISAGREE	STRONGLY AGREE	STRONGLY DISAGREE
1.	My English teacher does not show interest in teaching essay writing.				
2.	My English teacher does not give feedback on my essays which makes me unable to identify my errors.				
3.	My English teacher does not give proper instructions on essay writing tasks which leaves me confused .				
4.	My English teacher guidance does not improve my essay writing ability.				

5.	My English teacher is not approachable,so I am always scared of asking questions about essay writing.				
6.	I do not read well enough to know how to write essays.				
7.	My poor knowledge of vocabulary affects my essay writing assignments.				
8.	I don't have the motivation to write essays.				
9.	I do not think I would need the knowledge of essay writing in my future endeavors.				
10.	I am always lazy to do my essay writing assignments.				
11.	My school does not participate in external essay writing competitions which could boost my motivation to write better essays.				
12.	My school does not create opportunities for essay writing competitions amongst students that can motivate me to write better essays.				

<b>13.</b>	The period allocated for essay writing in the school timetable is not sufficient for effective writing practice.				
<b>14.</b>	My classroom is overcrowded, which makes it difficult for me to properly learn essay writing.				
<b>15.</b>	My school does not have a library where I can access books to help improve my essay writing ability.				