

**FACTORS INFLUENCING THE EFFECTIVE TEACHING OF READING  
AND WRITING SKILLS IN SENIOR SECONDARY SCHOOLS IN  
OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

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UNIVERSITY OF BENIN  
BENIN CITY**

**MARCH 2025**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,  
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THE REQUIRMENTS FOR THE AWARD OF THE DEGREE OF B.A (Ed)  
ENGLISH AND LITERATURE**

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## CERTIFICATION

We certify that this project was carried out by **Idaraobong SAMPSON** with the matriculation number **EDU2001551** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City. It is adequate in scope and quality for the partial fulfillment for the requirements of the award of the degree of B.A. (Ed.) in English and Literature.

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## **DEDICATION**

This work is dedicated to God almighty, who in his infinite Love and mercy gave me the strength and grace to complete this project work.

## **ACKNOWLEDGEMENT**

I would like to express my deepest gratitude to the individuals who have supported me throughout this project.

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## TABLE OF CONTENTS

### PAGES

<b>TITLE PAGE</b>	i
<b>CERTIFICATION</b>	ii
<b>DEDICATION</b>	iii
<b>ACKNOWLEDGEMENTS</b>	iv
<b>ABSTRACT</b>	ix
<b>CHAPTER ONE: INTRODUCTION</b>	
Background to the Study	1
Statement of the Problem	4
Research Questions	6
Purpose of the Study	7
Significance of the Study	8
Scope and Delimitation of the Study	9
Definition of Terms	9
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>	
The Concept of Reading	12
The Concept of Writing	15
Teaching Methods and its influence on teaching	16
Teachers' qualification and its effect on teaching	17

The influence of learners' background on teaching	20
The personality of a learner and its contribution to the effective teaching	22
The strategies of effective teaching of reading and writing skills	24
Summary of Literature Reviewed	27

### **CHAPTER THREE: METHODOLOGY**

Research Design	28
Population of the Study	29
Sample and Sampling Procedures	29
Research Instrument	29
Validity of the Instrument	30
Reliability of the Instrument	30
Method of Data Collection	31
Method of Data Analysis	31

### **CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

Presentation of Results	32
Discussion of Findings	41

**CHAPTER FIVE: SUMMARY, CONCLUSION AND  
RECOMMENDATIONS**

Summary	44
Conclusion	46
Recommendations	46
<b>REFERENCES</b>	48
<b>APPENDIX</b>	51

## **ABSTRACT**

The study focus was on the factors influencing the effective teaching of reading and writing skills among senior secondary school students in Oredo Local Government Area of Edo State. The design adopted for this study was the descriptive survey method. Five (5) research questions were raised to guide this study.

The population of the study consisted of all fourteen (14) public senior secondary schools in Oredo Local Government Area of Edo State. The sample size for this study was a total number of one hundred (100) respondents; that is forty (40) students each from the five (5) schools sampled. A structured questionnaire was used to obtain data from respondents. Data collected from the survey was statistically analyzed. After analysis, results were displayed on tables showing frequencies and percentages of responses.

The findings of the study revealed the factors influencing students' reading and writing skills in Oredo Local Government Area which included teachers' qualification, teaching methods, learners' personality and background among others. Ways to improve students' reading and writing skills in English Language serve as the recommendations provided for this study which includes but not limited to the following; teachers identifying slow learners and using appropriate teaching approach, schools employing qualified teachers, teachers considering the background of the learners when teaching, and so on.

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

Reading and writing are fundamental skills that form the cornerstone of effective communication, education, and personal development. These skills are intricately linked, with reading laying the foundation for writing. As Fema (2003) aptly notes, "a person is functionally literate when he acquires the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assumed in his culture or group" (as cited in Sa'ad & Usman, 2014). This definition underscores the significance of literacy in facilitating effective participation in societal activities.

The teaching of reading and writing in schools has become a subject of great concern to educationalists in all areas of the world, both developed and developing countries. To those involved in the movement for curriculum reform, it is increasingly evident that effective reading is basic to progress in learning in other subjects. Moreover, experience has shown that in order to develop good readers, various types of training must be provided to students in a carefully integrated and sequential programme of learning activities. For the intended learning to take place, the teacher must communicate effectively to the learners. The best way of

helping students to learn is to bring them face to face with the world which education intends to introduce to them. This is done by using real things in real life situations through instructional materials like projectors or using two students to demonstrate, or more than two students to explain the topic. For example, a topic on Family, the teacher can bring a male student to act as the father and a female student to act as the mother, and two students to act as their children. Learning by this type of illustration would make the student not forget the concept he is being taught even in exam situations. The teacher can also use instructional materials and techniques that help to make realistic approach to his job and when such materials are not readily available, such can be substituted or better still improvisation, so far these representations are targeted towards achieving a common goal. These materials help the teacher to convey the intended message effectively and meaningfully to the learners so that they receive, understand, retain and apply the experiences gained to reach overall educational goals. Reading and writing are interdependent skills that reinforce each other. Reading provides the foundation for writing, as it exposes individuals to various writing styles, genres, and structures. Writing, in turn, enhances reading comprehension, as it requires individuals to engage critically with texts and articulate their thoughts and ideas.

This interplay between reading and writing is essential for effective communication, critical thinking, and problem-solving.

Education plays a vital role in promoting literacy, as it provides individuals with the skills, knowledge, and attitudes necessary for effective reading and writing. Schools, in particular, are critical institutions for literacy development, as they provide a structured and supportive environment for learning. Teachers, therefore, play a crucial role in promoting literacy, as they design and deliver instructional programs that cater to diverse learning needs.

Despite the importance of literacy, teaching reading and writing remains a significant challenge in many educational contexts. One of the main challenges is the diversity of learning needs, styles, and abilities that exist within classrooms. Teachers must, therefore, design instructional programs that cater to these diverse needs, while also promoting critical thinking, creativity, and problem-solving.

To address the challenges of teaching reading and writing, teachers require effective instructional strategies that promote engagement, motivation, and learning. One of the key strategies is the use of realistic and engaging instructional materials that reflect the diversity of learners' experiences and backgrounds. Teachers must also create a supportive and inclusive learning environment that encourages active participation, critical thinking, and creativity.

In conclusion, the teaching of reading and writing is a complex and multifaceted issue that requires a nuanced understanding of the interplay between literacy skills, educational contexts, and cultural backgrounds. This study aims to contribute to the existing body of research on this topic, exploring the ways in which effective reading and writing instruction can be promoted in diverse educational settings. By examining the challenges and opportunities of teaching reading and writing, this study seeks to provide insights and recommendations for educators, policymakers, and other stakeholders committed to promoting literacy and educational excellence.

### **Statement of the Problem**

In the society we are living in today, without being able to know some basic things would short change anyone no matter where he or she finds themselves. Reading and writing makes you have an edge out there in the society, being able to really know how to read and write effectively makes you stand out. Improving reading and writing skills among students is essential for their academic and personal growth. Teachers who are seen as role models should be able to encourage reading among students, reading for pleasure, providing them with access to a variety of reading materials such as novels, magazines and newspapers, encourage them to read aloud to improve their reading fluency.

Emphasizing the importance of proper grammar and punctuation, encouraging students to brainstorm and write down their ideas before starting to write, offering writing workshops ,on working on specific writing skills such as descriptive writing, narrative writing or persuasive writing, engaging students in reading and writing using digital tools such as e-books, blogs and online writing tools, encouraging collaboration among students, allowing them to work in groups to share ideas, brainstorm, and provide feedback on each other’s writing go a long way in improving their reading and writing skills. But unfortunately this is not the case in secondary school in Oredo Local Government Area. Students seem to have lost the zeal for reading, they seem to use their extra periods to play with their classmates and do other things they feel important to them than investing such time reading. It has also been noticed in schools that instead of reading books that contribute to their educational growth, student mostly read erotic novels as well as other literatures that have little or no significance to their academic performance when measured.

Reading capabilities is also a problem in secondary schools and most public schools are short of learning facilities like state of the art library and also computer systems that can aid in research. This could impede students reading in schools.

Another aspect is effective writing. Reading cannot be efficient enough to underscore students' learning abilities. In schools today, even tertiary institution, students find it difficult to construct meaningful sentences, talk more of writing letters, essays and other constructive write-ups. These has influence ed student's academic performance over the years. Therefore, with regards to the aforementioned the researcher seeks to know what influence students' reading skills in senior secondary schools in the case student area,the researcher also seeks to know the factors that influence students' writing skills. With the way students write and read at such a pace described above makes the researcher want to know the teaching strategies adopted by teachers in secondary schools; whether they are influenced or not. Lastly, the researcher would also seek to know ways through which the problems of reading and writing skills can be improved in senior secondary schools in Oredo local Government Area. All these copiously discussed from the crux for the researcher.

### **Research Questions**

The following research questions were raised to guide the study;

1. What are the factors influencing students' reading and writing skills in Senior Secondary Schools in Oredo Local Government Area of Edo state?

2. To what extent do teachers' qualification influence the effective teaching of reading and writing skills in Secondary Schools in Oredo Local Government Area of Edo State?
3. To what extent does teaching method influence the effective teaching of reading and writing skills in Senior Secondary Schools in Oredo Local Government Area of Edo State?
4. To what extent does learner's background influence the effective teaching of reading and writing skills in Senior Secondary Schools in Oredo Local Government Area of Edo State?
5. How can reading and writing skills be improved among Senior Secondary School students in Oredo Local Government area of Edo state, Nigeria?

### **Purpose of the Study**

The purpose of this study is to examine factors influencing the effective teaching of reading and writing skills in Senior Secondary Schools in Oredo Local Government area of Edo state. The study specifically seeks to investigate the following;

- (i) To find out the factors influencing students' reading and writing skills.
- (ii) To examine the extent to which teachers' qualification influence the effective teaching of reading and writing skills.

- (iii) To examine the extent to which teaching method influence the effective teaching of reading and writing skills.
- (iv) To examine the extent to which learner's background influence the effective teaching of reading and writing skills.
- (v) To investigate how reading and writing skills can be improved among Senior Secondary School students in Oredo Local Government area of Edo state, Nigeria.

### **Significance of the Study**

The aim of this study is to examine Factors influencing the effective teaching of reading and writing skills in Senior Secondary Schools in Oredo Local Government Area of Edo State. Its implications will help teachers and their students benefit from the findings of the study. It can also lead to a better understanding of the challenges that teachers are faced with when teaching reading and writing skills. By knowing and understanding these challenges, teachers will be better equipped to deal with them; and more importantly, bringing significant contributions to transforming students in becoming better readers and writers. The study would also serve as a guide to future researchers researching on similar topics.

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

This study primarily focuses on examining the factors influencing student's effective reading and writing skills in Senior Secondary Schools in Oredo Local Government Area of Edo State, Nigeria. It will be delimited to five (5) Senior Secondary Schools in Oredo Local Government Area in Edo State.

## **Definition of Terms**

**Reading:** It involves the ability to decode written words and comprehend their meaning. It is a complex cognitive process that involves the integration of visual, auditory and language process skills. When we read, our brains must recognize letters and groups of letters (words), interpret their meaning and then use this information to understand the text. As reading proficiency develops, readers begin to employ comprehension strategies such as summarizing and making inferences to understand and retain the information in a text.

**Writing:** It is the process of creating meaningful text by putting words and ideas together in a coherent and organized manner. Like reading, writing requires a combination of cognitive skills including language processing, attention, working memory, and executive function. In the early stages of writing development, children typically learn to write letters and words by copying and tracing. As they progress, they learn to form sentences, paragraphs and Essays. Effective writing

also involves the ability to revise and edit one's work, which requires metacognitive skills like self-monitoring and self-evaluation. Both reading and writing are skills that can be improved with practice, instruction and feedback. They are important for academic success, professional communication and personal growth.

**Effective:** This is successful in producing a desired oriented results.

**Teaching:** This is the occupation, profession or work of a teacher. It is an instruction or delivery a particular skill or subject or something that someone tells you to do. For teaching in this case refers to showing or explaining to a student how to do something, how to read and write.

**Effective Teaching:** This is the knowledge, strategies, processes and behaviors which lead to good student outcome. Effective teachers have impact on their students and use their expertise to improve learning. These good outcomes are often those that can be measured easily, usually through summative assessment.

**Literacy:** This refers to the ability to read, write, and communicate effectively in a language. Literacy involves not only the technical skills of reading and writing but also the ability to understand and interpret complex texts, think critically, and solve problems.

**Instructional Strategies:** These are the techniques, methods, and approaches used by teachers to deliver instruction and promote learning. Instructional strategies can include lectures, discussions, group work, hands-on activities, and technology-based instruction.

**Learning Outcomes:** These are the specific skills, knowledge, and attitudes that students are expected to acquire as a result of instruction. Learning outcomes can be cognitive, influence ive, or psychomotor and are typically measured through assessments and evaluations.

**Teacher Effectiveness:** This refers to the extent to which a teacher is able to promote student learning and achievement. Teacher effectiveness can be influenced by factors such as teaching experience, subject matter expertise, instructional strategies, and classroom management skills.

**Student Achievement:** This refers to the level of success that students attain in their academic pursuits. Student achievement can be measured in various ways, including grades, test scores, project evaluations, and other forms of assessment.

**Instructional materials:** Instructional materials are resources used by teachers to support teaching and learning in the classroom. They can be physical or digital and are designed to help students achieve specific learning objectives.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the review of related literature that are relevant to the factors influencing the effective teaching of reading and writing skills in Senior Secondary Schools in Oredo Local Government Area of Edo state. It shall be discussed under the following subheadings:

- The Concept of Reading
- The Concept of Writing
- Teaching Methods and its influence on teaching
- Teachers' qualification and its effect on teaching
- The influence of learners' background on teaching
- The personality of a learner and its contribution to the effective teaching
- The strategies of effective teaching of reading and writing skills
- Summary of Literature Reviewed

#### **Concept of Reading**

Reading is the complex cognitive process of decoding symbols to derive meaning in a particular language. It is a form of language processing. Success in the process is measured as reading comprehension. Reading is a means for

language acquisition, communication, and sharing information and ideas. The symbols are typically visual (written or printed) but maybe tactile (Braille).

Like all languages, it is a complex interaction between text and reader, shaped by prior knowledge, experiences, attitude, and the language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. Reading requires creativity and critical analysis. Consumers of literature deviate from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather it provides readers an escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation. Readers use a variety of reading strategies to decode (to translate symbols into sounds or visual representation of speech) and comprehension. Readers may use context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing area of knowledge.

### **The Reading Process**

According to Sandhu (2018), reading is a process that involves recognizing words, leading to the development of comprehension. She posits that reading is a

process that negotiates the meaning between the text and its reader. The reading process involves three stages.

The first, according to Sandhu (2018), is the pre-reading stage, which allows the reader to activate background knowledge, preview the text and develop a purpose for reading. A strategy for students to utilize during this stage is to look at the title of the selection and list all the information that comes to mind about the title.

Sandhu (2018) goes on to identify that the second stage occurs during reading, when the reader makes predictions as they read and then confirms or revises the predictions. For example, double-entry journal enable the reader to write the text from the reading on one side and their personal reaction on the other side.

The final stage occurs after reading and allows the reader to retell the story, discuss the elements of a story, answer questions and/or compare it to another text. For example, students can create summaries, where they take a huge selection and reduce it to its main points for more concise understanding. Comprehension, then, is an intentional, active, and interactive process that occurs before, during and after a person reads a particular piece of writing.

## **Concept of Writing**

Olson (2019), defines writing as any conventional system of marks or signs that represent the utterances of a language. Writing renders language visible. While speech is ephemeral, writing is concrete and, by comparison, permanent. Both speaking and writing depend upon the underlying structures of language. Consequently, writing cannot ordinarily be read by someone not familiar with the linguistic structure which underlies the oral form of the language.

Writing is a medium of human communication that represents language with signs and symbols (wikipedia.org, 2019). In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages readable. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols. The result of writing is called text, and the recipient of text is called a reader. Motivations for writing include publication, storytelling, correspondence, record keeping and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems (wikipedia.org, 2019).

## **Teaching Methods and its Influence on Teaching of Reading and Writing Skills**

The development of reading and writing skills in the English Language plays an important role in the teaching process of this language and must rely on the use of methodological tools that allow the students' progress by associating their knowledge with the existing technological resources nowadays (Irlanda, Miguel, and Brigita,2017). These scholars agree that to reach the improvement of this process it is necessary that teachers apply the approaches that lead to the success of the teaching of English by motivating students to participate in it.

There are a lot of teaching strategies to be applied in the classroom that result in fun for learners such as crosswords, songs, and all types of games. These activities provide students with knowledge in context in addition to the sense of recreation (Irlanda et al, 2017). Irlanda et al (2017), are of the opinion that appropriate approaches to teach English efficiently have always existed throughout the time, but many teachers do not always apply them, causing lack of interest and de-motivation for learning which definitely influence the teaching process. The methodological strategies to develop the students' skills of reading and writing are basic to obtaining a continuous improvement in learning. Effective teaching methods will allow students to become critical, analytical, and

develop a systemic thinking to boosting the quality of education according to the demands of the Education Act (Estrategias metodológicas: La comprensión en la clase de Inglés, 2011). A great number of professionals think that the most important thing to be successful as English teachers is to have a good level of knowledge, but they are wrong because the lack of useful methodology influences their good development as teaching professionals. Moreover, teachers must consider their permanent training about methodological issues that help them prepare lessons in a different and motivational way to change the traditional and conventional types of classes that nowadays are useless and do not give the results that are expected (Irlandaetal,2017).

It is important to assume that teaching, as in all of the professional fields has changed through the times and what it was effective before; it is not necessarily as effective and useful now, so it is time to break paradigms and renew the teaching methods of English language in order to guarantee quality in education (Richards, Jack, Rodgers, and Theodore, 2014).

### **Teachers' Qualification and its Influence on Teaching**

There is growing interest in the professional development of educators as the demands, expectations, and requirements of teacher education increasingly come under scrutiny (Louhran2014).

According to Yusuf and Dada (2016), teachers have been recognized as indispensable human resource and, indeed, the single most important element in the school system, more important than the quality of equipment and materials and the level of financing. On account of the importance, the education law in Nigeria provides that: "No person shall teach in any school unless his name has been placed on the register of teachers or after his name has been removed from such register."

As of now, one is legally recognized as a teacher if his name is in the register of the Teachers' Registration Council and he ceases to be a teacher once his name is deleted from the register. (Teachers' Registration Council, 2004). Yusuf and Dada (2016) are of the view that a highly effective teacher is one whose students show the most gains derived from teaching from one year to the next. They emphasized that the quality of the education system depended on the quantity, quality and devotion of its teaching work force. What the teacher does, influences, the whole process of teaching. Effective teacher produces better performing students (Akiri 2013 in Yusuf and Dada 2016).

Van den Bergh and Roos (2014) suggested that the implementation of educational reforms, including reforms associated is often dependent upon teachers' skills, values, and cultural models. While hiring off qualified teachers is

encouraged for improvement of academic performance, theories from the study of Firestone (2014). in Yusuf and Dada (2016) caution that policies to remove ineffective teachers should not reduce autonomy or trust among effective teachers and that evaluations should provide teachers with useful feedback and policy makers with information on the conditions that studies confirm relationships between facilitate good teaching. Studies confirm relationships between qualifications of a teacher and learners academic achievement. This was endorsed in the findings of Adeyemi (2014) which reported the performance of the English Language Teachers (ELTs) and Teachers with Formal Education (TFEs) at secondary level in public high schools. Boyd et al.(2008) explored that improvements in teacher qualifications, especially among the poorest schools, appear to have resulted in improved student achievement. They further elaborated that estimating the effect attributes using a value-added model predict that observable qualifications of teachers resulted in average improved achievement.

Richardson (2008) indicated that a significant relationship does exist between teacher qualifications and student achievement.

According to Harris and Sass (2011), it is accepted in general that promoting teacher quality is a key element in improving primary and secondary education in the United States. Okoye et al (2008) conducted a study which

examined the correlation between two independent variables of teacher quality and instructional strategy on students' performance and the result showed that the teacher quality and instructional strategy had positive significant relationship with achievement and that teacher quality and instructional strategy were two non-separate interactive independent variables.

### **The Influence of Learners' Background on the Teaching of Reading and Writing Skills**

The home is the child first environment. The child's home environment can be the foundation for tremendous cognitive growth and development. The child's experiences that occur during the critical first 5 or 6 years of life have powerful influences on a child development (Jennings et al, 2011). In the home environment, parents can provide emotional well-being as well as intellectual stimulation. For example, a child early development of self-concept is dependent on the support and encouragement of parents. Studies that compare good and poor readers show that students who experience success are much more likely to have a favorable home environment.

Parents can also stimulate their child's love for reading. Parents who read to children, take them to libraries, and buy books as presents teach children to value reading. When children observe parents who are readers and writers, the parents

provide a role model for literacy. Further, the parental role continues to be crucial even after the child enters school. Youngsters who experience difficulty with reading need satisfying family relationships.

Jennings et al (2011) posit that parents can alleviate some of the psychological and emotional consequences of reading failure by what they do in the home environment. Parents can provide love, acceptance, and other opportunities for success. They affirm that in our contemporary society, many children come from increasingly risk filled home environments. For example, poverty is a major factor that is related to a child's risk levels in the areas of health, education, emotional welfare and delinquency. Homes that are weighed down by poverty, family instability, and neighborhoods where violence is common place increase the likelihood that children will be at risk for school failure (Jennings et al, 2011).

Health and emotional problems tend to increase when children live in difficult environments. Poorer mothers are less likely than more affluent mothers to seek pre-natal care. Alcohol addiction in parents may influence a child in two ways: the child may be born with fetal alcohol syndrome, and the parent may not have the energy to nurture the child's education.

After practical observation, Jennings et al (2011) reveal that children hungry or homeless have little energy to focus on school. Their overburdened, often under educated parents and guardians may lack the time and skills to nurture literacy by sharing books with them, encouraging them to do homework, or communicating with their teachers. Some families are able to rise above their problems and provide warm, nurturing places that support education, but the sad fact remains that children born into poor or unstable families are at risk for educational failure. Thus, many family and home environmental causes combine to produce an increased risk for reading problems.

### **The Personality of a Learner and its Contribution to the Effective Teaching**

Reading and writing play a basic role in the educational and professional life of many students and personality is related to assimilation pattern which is often contingent upon reading skills (Sadeghi et al, 2012). The role of personality traits in teaching process has been confirmed in the studies done during the last two decades and there has been an increasing interest on showing how personality influences or, better to say, correlates with the academic performance.

Personality type influences the way people respond to stimuli and the way that they prefer to learn (Sadeghi et al, 2012). Millot and Cranney (1976) in Sadeghi et al (2012) reveal in a study on relationship between personality type and

learning style in reading comprehension found a significant link between personality types of introversion, intuition and perceiving and learning style. Also, Pfister (2000) investigated the effect of personality type on English reading comprehension and found that personality has a dominant role as an influenceive learning style on reading performance.

Also, Citing Murray and Mount, (1996), Sadeghi et al (2012) posit that an individual's personality can have an effect on to what extent he is able to achieve information. Sadeghi et al conclude that students with personality differences performed differently on oral and written measures of language learning. Furthermore, Nofle and Robins (2007), in an analysis on the effect of personality on academic outcomes replicated the previous research results and maintained that personality traits "have independent and incremental effects on academic outcomes. Therefore, learners depending on the type of their personality resort to different learning styles which influence their learning performance. Nofle and Robins (2007), maintained that the reflections of different personality types could be observed in students' developing appropriate learning styles for themselves. Thus, in achieving the academic goals and learning performance, personality is a dominant factor on the base of which students' learning styles shape and learning performance evolves.

Moreover, personality variables, (affective learning styles) as moderators in the process of learning, i.e. second language learning have a direct or indirect influence on learners' performance (Sadeghi et al, 2012).

### **Strategies of Teaching Reading and Writing Skills**

Sikder (2013) identifies three broad strategies of teaching reading and writing skills. They are:

1. Communicative Language Teaching (CLT)
2. Grammar Translation Method
3. Direct Method

### **Communicative Language Teaching (CLT)**

Sikder (2013), states that one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language. According to Sikdar, communicative language teaching makes use of real-life situations that leads to communication. Larsen-Freeman (2000), notes that being able to communicate required more than mastering linguistic structures and that communication required that students perform certain functions as well, such as promising, inviting, and declining invitations within a social context.

Larsen-Freeman highlights that Communicative Language teaching aims broadly to apply the theoretical perspective of the communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. This means being able to communicate accurately requires communicative competence rather than linguistic competence. It is observed that sometimes students can utter sentences correctly in a classroom but is not able to utter properly in an authentic situation.

### **Grammar Translation Method (GTM)**

The Grammar Translation Method is based on the fact that the fundamental purpose of learning a foreign language is to be able to read literature written in the target language and to do this; students need to learn about the grammar rules and vocabulary of the target language (Larsen-Freeman, 2000). As it was used for the first time in teaching of the classical languages like Latin and Greek and its main motive is to read classical literatures of Grammar-Translation Method was known as Classical Method.

The Grammar Translation Method is derived from traditional approaches to the teaching of Latin and Greek in the nineteenth century. It approaches the reading and writing of a target language first through detailed analysis of its

grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language (Rodgers, 2000). Sikdar (2013) confirms that this method helps students to improve their ability to read a literary text.

Additionally, the students are taught to read and write precisely in their target language. However, its main task is to ask the students to learn grammatical rules and items of vocabulary from bilingual word list, dictionary which is capable to make them bored. While learning these they use their native language or mother tongue as a medium of instruction which is not feasible for listening and speaking teaching. The greatest limitation of this method is that it does not build on listening and speaking skills as other aspects of English Language. As a result, students become unable to use the language for communicating with others.

### **Direct Method**

According to Sikdar (2013), since the "Grammar Translation Method" was not effective to prepare the students to use their target Language and communicate properly in that language, then the "Direct Method" became popular. In the Direct Method translation is not allowed. The students directly use the target language to get the meaning of a name and no native language is allowed to use. The meaning of the words is described by the use of demonstration and visual aids, with no

recourse to the students' native language. The direct method does not allow the teachers to use the native language use in the classroom. The vocabularies are acquired not memorized in this approach. The purpose of the language learning in direct method is improving the power of communication of the students.

This method promotes the idea of ZPD (Zone of Proximal Development) by letting the students correct their own mistake. Students improve their writing skills by the dictation of the teachers (Larsen-Freeman, 2000).

### **Summary of Literature Reviewed**

The literature reviewed highlights the concept of reading and writing, the variables that may influence the effective teaching and writing skills, and strategies of reading and writing. These variables include: teaching methods, teachers' qualification, learners' background, and personality of learners.

It correlates the research questions with assertions and investigations that have been made by scholars in the educational field.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the procedures and methodic approach that was used in carrying out this study. It was discussed under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

The design adopted for this study was the descriptive survey research design. It is meant to investigate the factors influencing the effective teaching and learning of reading and writing skills in senior secondary schools in Oredo Local Government Area of Edo State. The choice of this design was predicated on the fact that it is the one in which a group of items are studied by collecting and

analyzing data for few people or items that are considered to be a representation of an entire population or group.

### **Population of the Study**

The population of the study comprised of all students from the fourteen (14) public senior secondary schools in Oredo Local Government Area of Edo State.

### **Sample and Sampling Technique**

The sample size for this study consisted of one hundred (100) students, of which forty (40) students each, were randomly selected from five(5) senior secondary schools in Oredo Local Government Area of Edo State.

The sampling technique for this study was the simple random sampling technique. It was considered suitable for this research because each member of the population under this study had equal chances of being selected.

### **Research Instrument**

A structured questionnaire was used as research instrument to gather information from the respondents. The instrument designed consisted of two sections (Section A and Section B). Section A was designed to obtain personal information from the respondents. Section B comprised of items from the topic under investigation which was derived directly from the research questions. The

questionnaire was prepared using the 'Yes' or 'No' response scale where the respondents were required to tick their desired response from a given box.

### **Validity of the Instrument**

In validating the research instrument, a copy of the questionnaire was submitted to the researcher's project supervisor and two other academic and research experts in the measurement and evaluation field who ensured that the instrument was valid, based on both face and content validity.

### **Reliability of the Instrument**

In order to ensure the internal consistency of the research instrument, the split half reliability was adopted. Copies of the questionnaire were administered to respondents who were part of the samples for this study. This is to ensure the instrument is not biased and it actually contains elements meant for the population sample which it was administered to.

After administration, the data was collected and analyzed using the Pearson Product Moment Correlation Coefficient (PPMC) which is contained in the SPSS computer analysis package. After reliability analysis, a coefficient value of 0.67 was gotten. By implication, it indicated the instrument was reliable and consistent.

### **Method of Data Collection**

The questionnaire was personally administered by the researcher to the samples in their respective schools. Before distributing the instrument to them, the researcher explained to them how to indicate their views on each item. After it has been filled, the researcher collected the completed questionnaire immediately and collated them for data analysis.

### **Method of Data Analysis**

The data collected from the field was analyzed with the use of frequency and simple percentage on tables. The choice of the use of simple percentage in the analysis of data is based on the fact that the questionnaire to be used for the study is the 'Yes' or 'No' format.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with analysis of data collected, presentation of results, interpretation, and discussion of findings by the researcher based on the opinions that were extracted from the field survey using the questionnaire as research instrument. The sample size used for this study is a total number of one hundred (100) students. The data presented below is a tabular presentation of results gotten from the survey;

#### SECTION A: Demographic Data

**Table 1: Distribution of Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	45	45%
Female	55	55%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

**Source: Researcher's Field Survey 2023**

Table 1 showed the number of respondents selected for the study. It revealed that 45% of the respondents were male students, while 53% were female students. This figure represents the total number of students from the schools visited.

**Table2: Distribution of Respondents by Class**

Class/Level	Frequency	Percentage (%)
SS1	41	41%
SS2	39	39%
SS3	20	20%

**Source: Researcher's Field Survey, 2023**

Table3 shows the distribution of respondents by their class. From the table, 41% of the respondents are in SS1, while 39% of the respondents sampled are in SS2 and 20% of the respondents in SS3 classes.

### **SECTIONB: Response to the Research Questions**

**Research Question One:** What are the factors influencing the effective teaching of reading and writing skills in senior secondary schools in Oredo Local Government Area of Edo State?

**Table3: Factors influencing the effective teaching of reading and writing skills**

ITEMS	SA	A	D	SD
Teaching methods influence the effective teaching of reading and writing skills	40%	27%	12%	21%
Teacher's qualification and competence influences the effective teaching of reading and writing skills	45%	35%	15%	5%
Learner's environment and background influence the effective teaching of reading and writing skills.	28%	50%	12%	10%
The personality of the learners influences the effective teaching of reading and writing skills.	40%	32%	4%	24%

**Source: Researcher's Field Survey 2023**

Table 3 reveals the factors influencing the effective teaching of Reading and writing skills among senior secondary school students in Oredo Local Government Area of Edo State. The data collected reveals that several factors significantly influence the teaching of reading and writing skills among senior secondary school students in Oredo Local Government. These include teaching method of which 40% of respondents strongly agreed and 27% agreed, while 12% disagreed, and 21% strongly disagreed, teachers' qualification of which 45% of respondents strongly agreed, and 35% agreed. Conversely, 15% disagreed, and 5% strongly disagreed, learners' environment of which 28% of respondents strongly agreed, and 50% agreed. However, 22% provided negative responses, personality of learners of which 72% of respondents accepted that learners' personalities impact reading and writing skills. Specifically, 40% strongly agreed, 32% agreed, and 28% provided negative responses.

**Research Question Two:** To what extent does teachers’ qualification influence the effective teaching of reading and writing skills in secondary Schools in Oredo Local Government Area of Edo State?

**Table 4: Teacher’s Qualification and its effect on the teaching of reading and writing skills**

S/N	ITEMS	SA	A	D	SD
5	Teachers’ qualification influence the effective teaching of reading and writing skills	54%	42%	-	4%
6	When teachers who are qualified teach reading and writing in schools, students would feel the effect.	29%	30%	21%	20%
7	Effective teaching of reading and writing skills is only achievable by qualified teachers	60%	28%	8%	4%
8	Students’ mastery of reading and writing is not only attributed to teachers in schools.	17%	30%	13%	40%

**Source Researcher's Field Survey, 2023**

Table 4 reveals that 54% of the respondents strongly agreed and 42% agreed that teachers' qualifications influence the effective teaching of reading and writing skills, while 4% responded negatively. Furthermore, 29% of the respondents strongly agreed and 30% agreed that when qualified teachers instruct reading and writing in schools, students will benefit from their expertise. Conversely, 21% of the respondents disagreed and 20% strongly disagreed. Regarding the statement that effective teaching of reading and writing skills is solely attributed to teachers'

qualifications, 60% of the respondents strongly agreed and 28% agreed, while 12% gave negative responses. Additionally, the notion that student mastery of reading and writing is not solely attributed to teachers in school garnered 47% positive responses and 53% negative responses.

**Research Question Three:** To what extent does teaching method influence teaching of reading and writing skills in seniors secondary schools in Oredo Local Government Area of Edo State?

**Table5: Teaching Method and its effect on the teaching of reading and writing skills**

S/N	ITEMS	SA	A	D	SD
9	Good teaching method will make learners have more interest in learning reading and writing.	38%	40%	2%	10%
10	Learners perform better at reading and writing when being taught using the appropriate teaching methods.	73%	20%	4%	3%
11	Teaching methods does not wholly determine students' effectiveness in learning reading and writing in schools.	27%	20%	50%	3%

**Source: Researcher Field Survey, 2023**

This table shows teaching method and its effect on the teaching of reading and writing skills. From the table, it is revealed that 38% of the respondents strongly agreed and 40% agreed that good teaching method will make learners have more interest in learning reading and writing in schools, while 2% disagreed

and 10% strongly disagreed. Also, it is revealed that learners perform better at reading and writing when being taught using the appropriate teaching methods. This was accepted at 93% and rejected at 7% responses. Lastly on this table, 27% of the respondents strongly agreed and 20% agreed that teaching methods does not fully determine students' effectiveness in learning reading and writing in schools, while 50% of the respondents disagreed and 3% strongly disagreed. This tells the extent to which teaching method assist in making effective teaching of reading and writing skills in senior secondary schools in Oredo Local Government Area.

**Research Question Four:** To what extent does learners' background influence the effective teaching of reading and writing skills in senior secondary schools in Oredo Local Government Area of Edo State?

**Table6: Learners' Background and its effect on the teaching of reading and writing skills**

S/N	ITEMS	SA	A	D	SD
12	Learners from poor family background and environment learn reading and writing better	10%	4%	60%	27%
13	Learners from rich family background and environment learn reading and writing better	53%	20%	19%	8%
14	Learners' background does not influence the effective teaching of reading and writing skills in schools.	35%	9%	16%	40%

**Source: Researcher Field Survey, 2023**

Table 6 revealed the effect learner's background have on the teaching of reading and writing skills in Oredo Local Government Area of Edo State. From findings, 10% strongly agreed and 4% agreed that learners from poor family background and environment learn reading and writing better, while 86% of the respondents gave negative responses. Also, 50% of the respondents strongly agreed and 23% agreed that learners from rich family background and environment learn reading and writing better. This tells that learner's background have significant effect on the effective teaching and learning of reading and writing skills among senior secondary school students.

**Research Question Five:** How can reading and writing skills be improved among senior secondary school students in Oredo Local Government Area of Edo State, Nigeria?

**Table7: Ways to improve reading and writing skills among students**

S/N	ITEMS	SA	A	D	SD
15	If students are duly recognized and acknowledged in their reading and writing, they would improve further.	30%	44%	20%	6%
16	Online reading resources, writing software, and educational apps can engage students and make learning more interesting	40%	43%	15%	2%
17	Ensuring that students have access to a wide range of reading materials, including books, magazines, newspapers, and digital resources, catering to various interests and reading level would improve their reading skills	69%	23%	2%	6%
18	Encouraging students to write creatively, and engage in various forms of writing such as essays, stories, and poems would help improve their writing skills.	56%	21%	3%	20%
19	Involving parents in their children's reading and writing development would improve their reading and writing skills.	11%	50%	14%	25%
20	By connecting reading and writing to real-life situations and current events to make learning relevant and engaging would improve students' reading and writing skills.	12%	43%	25%	20%

**Source: Researcher Field Survey, 2023**

Table 7 revealed ways to improve the effective teaching and learning of reading and writing skills among senior secondary school students In Oredo Local

Government Area of Edo State. A large number of respondents agreed that if students are duly recognized and acknowledged in their reading and writing, it would create room for improvements. Also, the responses of the respondents in the second item of this research question suggests that online resources, writing software, educational apps and other digital gadgets and computer packages can make learning interactive, which on the long run would improve students' reading and writing skills. Also, from this section, students' responses suggests that ensuring access to a wide range of reading materials such as books, magazines, newspapers, and digital resources would improve students' reading skills, and as well encouraging students to write creatively, and engage in various forms of writing such as essays, stories, and poems would improve their writing skills.

In the same vein, ways to improve students reading and writing skills as agreed by the respondents suggest that parental involvement in their children's education paying more attention to their reading and writing development would improve them. Lastly on ways to improve reading and writing skills among students, suggestions from the respondents show that connecting reading and writing to real-life situation and current events to make learning relevant and engaging would improve students' reading and writing skills.

## **Discussion of Findings**

The study focused on the factors influencing the effective teaching of reading and writing skills in senior secondary schools in Oredo Local Government Area of Edo State. From the data collected, collated and analyzed, the following are the findings:

In Research Question one, items 1 – 4 reveal the several predominant factors that may influence the teaching of reading and writing skills among senior secondary school students in Oredo Local Government Area of Edo State. The factors discussed here are teaching methods, teacher's qualification, learner's background/environment and as well the personality of the learners.

Analysis of Research Question 2 and its Items 5–8 shows that teacher's qualification influence the effective teaching of reading and writing skills in senior secondary schools. This is because the answers given by the respondents far supersede the average of 50%.

Also, responses to items 9–11 reveal that teaching methods of teachers influence the effective teaching of reading and writing skills in senior secondary schools. This is so because of the high degree of positive responses to the items presented.

In addition, analysis to the items under Research Question 4 shows that learners' background influence the effective teaching and learning of reading and writing skills in senior secondary schools, and those from rich background seem to learn reading and writing skills better.

Finally, Research Question 5 shows the various ways to which teaching of reading and writing skills can be improved. From the findings, ways to improve students reading and writing skills starts first by duly recognizing and acknowledging their reading and writing trials, as well making learning interactive by introducing them to online resources, writing software, educational apps and other digital gadgets and computer packages. Also, another effective way of improving upon students' reading and writing is ensuring their access to a wide range of reading materials such as books, magazines, newspapers, and digital resources. It is also believed from findings that encouraging students to write creatively, engaging them in various forms of writing such as essays, stories, and poems would help in improving their writing skills. Also, it was believed from the findings of the study that to improve students' reading and writing skills, parental involvement in their children's education particularly their reading and writing development would improve them. Another way to improve students' reading and writing skills in schools as found from the study is by connecting the reading and writing to real

life situation and current events to make learning relevant and engaging in a bid to improve students' learning.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Summary**

The study investigated the Factors Influencing the Effective Teaching of Reading and Writing Skills in Senior Secondary Schools in Oredo Local Government Area of Edo State.

The population of this study comprised of all the fourteen (14) public senior secondary schools in Oredo Local Government Area of Edo State. From the population, one hundred (100) students were randomly selected from students in the schools that were selected for this study.

In order to guide the study, five (5) questions were raised, which are;

1. What are the factors influencing students' reading and writing skills in Senior Secondary Schools in Oredo Local Government Area of Edo State?
2. To what extent do teachers' qualifications influence the effective teaching of reading and writing skills in Secondary Schools in Oredo Local Government Area of Edo State?
3. To what extent does teaching method influence the effective teaching of reading and writing skills in Senior Secondary Schools in Oredo Local Government Area of Edo State?

4. To what extent does learner's background influence the effective teaching of reading and writing skills in Senior Secondary Schools in Oredo Local Government Area of Edo State
5. How can reading and writing skills be improved among Senior Secondary School students in Oredo Local Government area of Edo State, Nigeria?

The research instrument used for the data collection for the study was a structured questionnaire. The instrument was used to generate data from the respondents drawn from the randomly selected schools in Oredo Local Government Area of Edo State.

The data collected from the respondents were analyzed with the use of tables and simple percentages. From the analysis of the data, It was discovered that;

- (i) The predominant factors that may influence the teaching of reading and writing in public senior secondary schools include; teachers' qualification, teaching methods, learner's background as well as their personality.
- (ii) English teachers in schools use teaching strategies that does not encourage learning reading and writing
- (iii) Learners from rich family background tend to learn English better.
- (iv) Each and every student in schools have their learning efficiencies and

deficiencies, and approach learning situations differently.

## **Conclusion**

The study in its entirety marked the major factors that may influence the teaching of reading and writing skills in senior secondary schools in Oredo Local Government Area of Edo State which includes;

teacher's qualification, teaching methods, learner's personality/background and teaching strategies that can be used in the learning process to promote reading and writing skills such as grammar translation method, language experience method, visual discovery method and so on.

These when used effectively can help ignite the interest of students in teaching of reading and writing skills in English Language, and as well help them in other subjects that is concerned with reading and writing.

## **Recommendations**

Based on the finding of this study, the following recommendations were made:

1. Teachers should endeavor to identify slow learners and those with special needs and use appropriate approach in teaching them reading and writing.
2. Qualified teachers should be employed to teach English Language in senior secondary schools with specialty in reading and writing.

3. Every student in class doesn't have same family background, some are struggling to survive, which may influence the students' education, such should be considered by the teacher.
4. Parents should get the more involved in students' education.
5. Teachers should endeavor to always connect reading and writing to real-life situations and current events to make learning relevant and engaging.
6. Schools should provide students with a wide range of reading materials in the school's library such as magazines, newspapers, digital resources, and so on.

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN, BENIN CITY**  
**QUESTIONNAIRE ON THE FACTORS INFLUENCING THE**  
**EFFECTIVE**  
**TEACHING OF READING AND WRITING SKILLS IN SENIOR**  
**SECONDARY SCHOOLS**

Dear Respondents,

The researcher is a student of the above-named Department, Faculty and University. This questionnaire is designed to investigate The Factors Influencing the Effective Teaching of Reading and Writing Skills in Senior Secondary Schools in Oredo Local Government Area of Edo State.

You are requested to complete the questionnaire as sincerely and objectively as possible. Your response will be treated with utmost confidentiality

**SECTION A: PERSONAL DATA**

**INSTRUCTION:** Please tick ( ) the answer that best describes your response.

**1.Sex:** Male ( ) Female( )

**2.Class:** SSS 1( ) SSS 2( ) SSS 3( )

## SECTION B

Instruction: Please tick (✓) the answer that best describes your response

S/N	ITEMS	SA	A	D	SD
	<b>What are the factors influencing the effective teaching of reading and writing in public senior secondary schools in Oredo Local Government Area of Edo State?</b>				
1	Teaching method influences the effective teaching of reading and writing skills.				
2	Teacher's qualification and competence influences the effective teaching of reading and writing skills.				
3	Learner's environment and background influences the effective teaching of reading and writing skills.				
4	The personality of the learners influence the effective teaching of reading and writing skills.				
	<b>To what extent does teachers' qualification influence the effective teaching of reading and writing skills in secondary schools in Oredo Local Government Area of Edo State?</b>				
5	Teachers' qualification influences the effective teaching of reading and writing skills.				
6	When teachers who are qualified teach reading and writing in schools, students would feel the effect.				
7	Effective teaching of reading and writing skills are only achievable by qualified teachers.				
8	Students' mastery of reading and writing is not only attributed to teachers in schools.				
	<b>To what extent does teaching method influence teaching of reading and writing skills in senior secondary schools in Oredo Local Government Area of Edo State?</b>				
9	Good teaching method will make learners have more interest in learning reading and writing.				
10	Learners perform better at reading and writing when being taught using the appropriate teaching methods.				
11	Teaching methods does not wholly determine students' effectiveness in learning reading and writing in schools.				

	<b>To what extent does learners' background influence the effective teaching of reading and writing skills in senior secondary schools in Oredo Local Government Area of Edo State?</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
12	Learners from poor family background and environment learn reading and writing better.				
13	Learners from rich family background and environment learn reading and writing better.				
14	Learners' background does not influence the effective teaching of reading and writing skills in schools.				
	<b>How can reading and writing skills be improved among senior secondary school students in Oredo Local Government Area of Edo State, Nigeria?</b>				
15	If students are duly recognized and acknowledged in their reading and writing, they would improve further.				
16	Online reading resources, writing software, and educational apps can engage students and make learning more interactive.				
17	Ensuring that students have access to a wide range of reading materials, including books, magazines, newspapers, and digital resources, catering to various interests and reading levels would improve their reading skills.				
18	Encouraging students to write creatively, and engage in various forms of writing such as essays, stories, and poems would help improve their writing skills.				
19	Involving parents in their children's reading and writing development would improve their reading and writing skills.				
20	By connecting reading and writing to real-life situations and current events to make learning relevant and engaging would improve students' reading and writing skills.				