

**FACTORS RESPONSIBLE FOR THE POOR WRITING SKILLS OF STUDENTS
STUDYING ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN NIGERIA. EGOR
LOCAL GOVERNMENT AREA AS A CASE STUDY.**

**Christiana IKIKI
EDU2009464**

MARCH, 2025

**FACTORS RESPONSIBLE FOR THE POOR WRITING SKILLS OF STUDENTS
STUDYING ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN NIGERIA. EGOR
LOCAL GOVERNMENT AREA AS A CASE STUDY.**

**Christiana IKIKI
EDU2009464**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT
OF EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY, EDO STATE, IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF BACHELOR OF ARTS DEGREE
B. A Ed IN EDUCATIONAL FOUNDATIONS, UNIVERSITY OF
BENIN, BENIN CITY.**

MARCH, 2025

CERTIFICATION

We, the undersigned, certify that this work was carried out by **Christiana IKIKI** with mat no **EDU2009464** in the department of Educational Foundations, Faculty of Education, University of

Benin, Benin City, Nigeria.

Dr. (Mrs.) S. I. Uyi -Osaretin

Project supervisor

Dr. O. I. Nyorere

Project Coordinator

Date: _____

Date: _____

Prof. R. B. Danner

Head of Department

Date: _____

DEDICATION

This work is dedicated to God Almighty who made it possible for its completion

ACKNOWLEDGEMENTS

The researcher wishes to express her profound gratitude to God Almighty who in his mercy and grace gave me the intellect, strength, courage and fortitude to get to this stage in her academic pursuits in the University of Benin.

Her sincere appreciation goes to her amiable supervisor Dr. (Mrs.) S. I Uyi Osaretin and Head of Department Prof. R. B. Dannar for her guidance and support throughout this project work. She also wishes to appreciate all the lecturers in the Department of Educational Foundation, Faculty of Education and our lecturers in Educational Foundation , Faculty of Education for their contributions to her educational development .

She wishes to express her gratitude to her Parents Mr. and Mrs. Dada. She would like to extend

her heartfelt appreciation to the following individuals for their invaluable contributions to this project. To her family The Dada's and most especially her elder brother Ayobami for his support financially and in encouragement. Special thanks to her cousin brother Akinkunmi, Osakpolor, Ifunanya, Olamide, Priscilla, Mary, Marion, Danny-great whose support were very helpful in her academic pursuit.

TABLE OF CONTENT

	PAGES
TITLE PAGE	I
CERTIFICATION	II
DEDICATION	III
ACKNOWLEDGEMENTS	IV
TABLE OF CONTENTS	V
ABSTRACT	VII
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	5
Research Question	6
Significance of the Study	8
Scope and Delimitation of the study	9
Definition of Terms	9

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Concept of Writing skills

Concept of English language as a subject

The common errors in writing amongst secondary school students

Factors That Influence Poor Writing Skills Among

Secondary School Students in Nigeria

The implications of poor writing skills of secondary school students.

Ways of improving secondary school students writing skills.

Summary of Literature Reviewed

CHAPTER THREE: METHODOLOGY

Research Design 21

Population of the Study 21

Sample and Sampling Technique 22

Research Instrument 22

Validity and Reliability of Research Instrument 23

Method of Data Collection 24

Method of Data Analysis 24

CHAPTER FOUR: PRESENTATION OF RESULTS AND

DISCUSSION OF FINDINGS

Presentation of Results 26

Discussion of Findings 29

CHAPTER FIVE: SUMMARY, CONCLUSION AND

RECOMMENDATIONS

Summary	32
Conclusions	34
Recommendations	34
Suggestion For Further Studies	35
REFERENCES	36
APPENDIX	38

ABSTRACT

The Study Examined “A Survey of The Disposition Of Students Towards The Study Of

Literature -In-English In Selected Senior Secondary Schools In Benin Metropolis”. Six research questions were used to guide the study. The research model was administered with the aid of a Questionnaire which was used to guide the study.

The population of the study consist of two thousand seven hundred and sixty (2760) SSII students from the 13 Secondary schools in Oredo Local Government Area of Edo State. The sample of the study consists of one hundred and twenty (120) senior secondary school students, selected using the simple random sampling techniques. out of the three local Government Area selected in Benin metropolis. forty students from Egor local government and forty students from Oredo and 40 students from Ikpoba-Okha Local Government Area, were randomly selected from each school bringing the total number of students sampled to one hundred and twenty(120).

The reliability of the research instrument was determined using the Cronbach’s Alpha reliability coefficient to measure the internal consistency of the questionnaire. The Cronbach’s Alpha coefficient obtained was above 0.72, indicating a high level of reliability and consistency of the instrument. Descriptive statistical techniques (frequency distribution and simple percentage) were employed to analyze field data from questionnaires to assist in the interpretation of data.

Findings from this study revealed that; Students endorsed a variety of strategies to improve their engagement with Literature-in-English, including the use of relevant texts, multimedia tools, interactive activities, and opportunities for independent reading. That students’ value assignments and feedback as tools for reinforcing their learning. The use of audio-visual aids, group activities, and detailed explanations positively influence student engagement with Literature. Students perceived Literature-in-English as beneficial for developing critical thinking skills, they believe the subject helps sharpen their intellectual abilities. The following recommendations were made; There should be a focus on using modern and diverse literary texts that reflect students' personal experiences, culture, and contemporary societal issues to increase relevance and engagement in the subject. The incorporation of interactive teaching methods, such as group discussions, debates, and multimedia resources like films, audiobooks, and presentations, to make Literature lessons more dynamic and engaging for students. Step-by-step guidance provided on how to analyze literary themes, characters, and devices to help students develop critical thinking skills and a deeper understanding of literary works.

CHAPTER ONE

INTRODUCTION

Background to the Study

Writing plays a vital role in language learning and it is an essential skill for effective communication in both academic and real-world situations. In Nigeria, English is the official language and is used as the medium of instruction at all educational levels. The country being a multilingual country, English language has become and it is still the bridge in language barrier. Therefore, being the official Language and the language that unite us, it is important for every Citizens to be proficient in it to a level, because the success and the failure of that individual is contingent on it.

However, there are concerns among educators, parents, and policymakers regarding the inadequate writing skills of secondary school students studying the English Language (Oluwatobi, 2019). According to Beck (2011) among the four language skills which are: Listening, speaking , reading and writing, writing has proved to be the highest order skill and Hoewish (2001) observed that Learners of English all over the world , including Nigeria, writing is the most difficult skill. Writing is widely recognized as one of the most challenging skills for students to master. It requires consistent effort and regular practice to develop a certain proficiency level to give way to one's thought and ideas in a logical order (Negari,2011) This study therefore aims to investigate the factors responsible for the poor writing skills of these students, focusing on the underlying issues and offering practical suggestions to enhance their performance.

Writing is the highest of all language skills and yet the most difficult to acquire. It is a skill that

requires a strong command of grammar, vocabulary, coherence, and organization. In the Nigerian secondary school curriculum, students participate in a range of writing activities, including essay writing, letter writing, and summary writing. These tasks are not only important for academic evaluations but also prepare students for real-world communication (Akindele & Adegbite, 2020). In a world as ours, where everything is done by writing be it email, job application, content creation, speech, Business correspondence, we cannot escape writing. Therefore, it is imperative that students learning English language at all level should be proficient in writing in the English language. Writing will unlock the door to advancement in virtually any field of study a learner might select in the future. From the foretated, it is important to emphasize again that writing is imperative as it is a key to unlock advancement. Therefore, not to write well is to hinders one's advancement.

Sadly, a significant number of students struggle to achieve the necessary standards, which is evident in the consistent poor results in English Language exams, including the West African Senior School Certificate Examination (WASSCE) and the National Examination Council (NECO) assessments (WAEC Chief Examiner's Report, 2023).

Even with a strong focus on writing in the English Language curriculum, secondary school students in Nigeria still face challenges when it comes to writing tasks. Research have shown that students exhibit problems such as poor sentence structure, limited vocabulary, lack of coherence, and inadequate creativity in their essays (Adejumo, 2021). The ongoing nature of these issues necessitates a closer look at the factors that lead to inadequate writing skills.

Some factors contributing to the poor writing skills of Nigerian secondary school students are connected to various interrelated issues, such as:

Teacher-Related Challenges

The effectiveness of English Language teaching has a considerable impact on students' writing abilities. Numerous teachers do not receive sufficient training in contemporary teaching methods and frequently rely on traditional techniques that emphasize memorization instead of encouraging active participation in writing activities (Okonkwo, 2020). Additionally, Overcrowded classrooms hinder teachers from offering personalized feedback, a crucial element for enhancing students' writing skills (Ogunleye, 2022)..

Student-Related Factors

Writing is a complex skill that demands both practice and motivation. Unfortunately, many students show little interest in writing, which often results from poor reading habits and limited exposure to various writing styles (Adedokun, 2019). The prevalence of digital communication tools, like social media, has worsened this issue by promoting informal writing styles that often clash with academic standards (Alabi, 2021).

Language Barriers

Nigeria's diverse linguistic landscape presents distinct challenges for students who are learning English as a second language. Many students find it challenging to express their thoughts in English from their native language, which often leads to grammatical errors and awkwardly formed sentences (Bamgbose, 2019). The impact of code-switching in casual conversations makes it harder for them to write in standard English.

Lack Of Resources

Access to learning materials, including textbooks, writing aids, and additional reading resources, is often restricted in many schools across Nigeria. The scarcity of resources limits students' chances to practice and improve their writing skills (Eze, 2020).

Socioeconomic Factors

The socioeconomic background of students can significantly impact their academic performance. In families with low income, parents might struggle to offer the support or resources needed to improve their children's writing skills (Okafor & Ude, 2021).

The lack of strong writing skills among students has serious consequences. Academically, it hinders their performance in both internal and external exams, which in turn decreases their opportunities for advancing to higher education. Professionally, inadequate writing skills impede effective communication, which is essential in the workplace. Failing to master writing can harm students' confidence and hinder their ability to engage in both national and global discussions (Olatunji, 2022).

Statement of the Problem

Although students receive instruction and encouragement to improve their writing skills, they often struggle with the writing process. Numerous studies indicate that conventional approaches to teaching writing may not be very effective. While writing is a crucial skill, it's worth mentioning that there haven't been many studies conducted to understand the reasons behind poor writing abilities among students, particularly in Nigeria. It has been observed that many students perform poorly in their exams not due to a lack of ideas, but because they struggle to articulate and bring those ideas to life in their writing.

It has been noted that ineffective teaching methods, the prevalence of digital communication tools like social media, the impact of multilingualism, insufficient access to learning materials, and students' socioeconomic backgrounds contribute to the poor writing skills of students.

For these reasons, the researcher aims to explore the factors contributing to the poor writing skills of secondary students studying the English Language.

Research Questions

The following research questions were raised to guide this study.

- What is the level of students proficiency in writing in secondary schools?
- What are the common errors in writing amongst secondary school students?
- What are the factors responsible for the poor writing skills of secondary school students?
- What are the implications of poor writing skills of secondary students?
- How can secondary school students writing skills be improved?

Purpose of the Study

The main purpose of this study is to investigate the factors responsible for the poor writing skills of students studying English Language in secondary schools using Egor Local Government Area as a case study. Specifically, the study is intended to find out the level of students' proficiency in writing and the common errors student make when engaged in writing exercises.

Furthermore, this study is also geared towards finding the implications of poor writing skills amongst secondary school students and lastly, to find out ways by which these students writing skills can be improved.

Significance of the Study

The research study on completion will benefit students, English Language teachers, Ministry of Education policy makers and prospective researchers.

The study will benefit students as it would help them know factors that are responsible for their poor writing skills and thereby improving on their writing skill.

The study will benefit English Language teachers as it would suggest practical solutions toward the enhancement of their approaches and methods for teaching writing.

The study will benefit Ministry of Education policy makers as it would help them understand the

factors responsible for the poor writing skills of secondary school students and thereby put them in the position to allocate resources that promotes effective writing skills.

The study will benefit researchers as it would serve as a source of reference for further investigation and prospective research.

Scope and Delimitation of the Study

The study investigates the factors responsible for the poor writing skills of students studying English Language in Egor Local Government Area of Edo State, Nigeria.

The study will be delimited to some selected students in public secondary schools in Egor Local Government Area of Edo State Nigeria.

Operational Definition of Terms

The following terms were operationally defined as used in the study;

WRITING: Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

SKILL: Skill is the ability to do something well and competently.

FACTORS: Factors are the elements, circumstances, or influences which contribute to produce a result.

POOR: Poor refers to something of a low quality.

STUDENT: A Student is a person who studies or learns about a particular subject.

ENGLISH LANGUAGE: A variety, dialect, or idiolect of spoken and or written English.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter dealt on the review of related literature. This literature review was discussed under the following subheading:

- Concept of Writing skills
- Concept of English language as a subject
- The common errors in writing amongst secondary school students
- Factors That Influence Poor Writing Skills Among Secondary School Students in Nigeria
- The implications of poor writing skills of secondary school students.
- Ways of improving secondary school students writing skills.
- Summary of Literature Reviewed

Concept of writing skills.

According to Soddiq (2013) Writing is how someone communicate his or her thoughts or feeling by visible signs, understandable not only for himself but also for other people. It means that when one writes, he or she can express his or her feelings and thoughts, from words into sentences and sentences into paragraphs which have meaning. In a nutshell, writing is the expression of ones feeling or thought with the intention to communicate. Communication is, therefore, the purpose of writing. Quirk etal (1985) and Rukayah (2014) see writing as a linguistics communication since language skill is used to communicate to each other. It is important that students especially English language second language learners learn how to write effectively .As noted by Javed (2013), for students, writing skill is a significant skill to be possessed by second language learners. What we must take note of from Javed is that writing is a skill and therefore can be learned.

Writing skill according to Hinkel (2004), involves the mastery of linguistic structures, vocabulary and conventions to convey meaning effectively. Writing skill therefore goes beyond just writing, it involves being knowledgeable of the syntax of a language in this case English language. According to Be Reiter and Scaramella (1987) Writing skill refers to the ability to communicate effectively through written language, involving cognitive, linguistic and sociocultural processes. Writing skill is simply to communicate and communicating effectively is the purpose.

Flower and Hayes (1981) says It encompasses the ability to generate and organize ideas, translate them into written language and revise and edit text. Writing skill therefore, involves idea generation, idea organization, idea codification and if need be revising and editing. Grave and Kaplan(1996) agree with flower and Hayes(1981) when they articulated that writing skill includes planning, organizing, and producing coherent and cohesive text.

Concept of English language as a subject in Nigeria

English language plays a crucial role in Nigeria socio economic development, facilitating communication, education and international relations(Afolayan, 2013). The reason is because in Nigeria, English is the official language; used in politics, administration and schools. As observed by Obafemi(2015), it serves as a medium of instruction, enabling learners to access knowledge and participate in the global community.

The advent of the English language in Nigeria can be traced to colonial rule, which began in the 19th century until 1st of October 1960. As the British colonized Nigeria, English became the language of administration, education, law and all official areas. It was in 1960, Nigeria inherited

English as the official language, and its use was institutionalized in various sectors, including the educational system. The decision to adopt English as a medium of instruction in schools was paramount given the need for a unifying language in a country which is diverse in ethics and languages. In a nutshell, the country is multilingual.

The Importance of English as a Subject in Nigeria

English is the language of instruction in Nigerian schools and is taught as a compulsory subject from primary through to tertiary education. Its importance cannot be emphasize, as it is both a subject in its own right and a medium of instruction for many other subjects. According to the National Policy on Education (2004), English is the language of instruction in schools, beginning from the upper primary level. This policy emphasizes the need to enhance the teaching and learning of English to foster national development, communication, and intellectual growth.

Adedimeji (2013) and Bamgbose (1991) have highlighted the pivotal role of English in Nigeria's socio-political landscape. Adedimeji (2013) asserts that proficiency in English enables Nigerians to engage in discourse at national and international levels, thereby enhancing the country's participation in global affairs. In academia, English is the primary medium for research, academic writing, and access to international journals and publications. Furthermore, proficiency in English is a critical factor in securing employment, as many Nigerian employers require English fluency for positions in both the public and private sectors.

Bamgbose (1991) adds that the significance of English is evident in its function as a lingua franca. Given Nigeria's multi-ethnic and multilingual nature, English acts as a neutral language that facilitates communication between people of different ethnic backgrounds. This neutral status makes English indispensable in daily interactions, business, government, and education. It enables Nigerians from different linguistic backgrounds to understand each other and work

together toward common goals.

Challenges in the Teaching of English in Nigeria

As important as English language is, the teaching of English in Nigerian schools faces several challenges. One major challenge is the gap in the quality of English instruction between public and private schools. Private schools are generally better equipped, and students often have access to more qualified teachers and resources. In contrast, public schools may struggle with overcrowded classrooms, insufficient teaching materials, and inadequately trained teachers. This lack of educational resources contributes to varying levels of proficiency in English across the country.

Another challenge is the influence of mother tongues on English learning. In a country where hundreds of indigenous languages are spoken, many students begin their education with their local languages as their first languages. While this can be an advantage in cognitive development, it sometimes interferes with the acquisition of English, as students may translate directly from their local languages, leading to errors in grammar, syntax, and vocabulary. This phenomenon is known as "interference" and is a common issue in second language acquisition (Oluwatimilehin, 2015). Teachers often struggle to balance the need to promote English proficiency while respecting the linguistic diversity of their students.

Moreover, the overemphasis on rote learning in many Nigerian schools limits students' ability to develop critical language skills such as speaking, writing, and listening in real-life contexts. As noted by Adeyanju (2010), the focus on examinations and passing standardized tests leads to a superficial understanding of English. Students often memorize rules and definitions without fully internalizing the language's practical use, which hampers their ability to communicate effectively in English.

Common Errors in Writing Amongst Secondary School Students

Many secondary school students struggle with subject-verb agreement when writing essays. This error occurs when the subject of a sentence does not match the verb in terms of number. For example, a student might write, "The students in the class is studying for the test," when it should be "The students in the class are studying for the test." This mistake can be easily avoided by double-checking the subject and verb before finalizing a sentence (Smith, 2018).

Another common error among secondary school students is the misuse of apostrophes. Students often confuse when to use an apostrophe to show possession versus when to use it in contractions. For instance, a student might write, "The dog's are barking loudly," instead of "The dogs are barking loudly." This mistake can be corrected by remembering that an apostrophe is used to show possession or to indicate missing letters in contractions (Jones, 2017).

Additionally, secondary school students frequently struggle with punctuation errors, such as using commas incorrectly. Students may place commas where they are not needed or omit them where they are necessary for clarity. For example, a student might write, "I went to the store and bought milk eggs and bread," instead of "I went to the store and bought milk, eggs, and bread." This error can be fixed by reviewing the rules of comma usage and practicing applying them in writing assignments (Brown, 2019).

Furthermore, many secondary school students have difficulty with spelling errors. Students may misspell words due to lack of attention to detail or confusion about English spelling rules. For instance, a student might write, "They're going to there house," instead of "They're going to their house." This mistake can be avoided by using spell-check tools and taking the time to proofread writing carefully before submitting it (Miller, 2020).

In addition to spelling errors, secondary school students often struggle with using the correct

word in a sentence. This error, known as a vocabulary mistake, occurs when a student chooses the wrong word to convey their intended meaning. For example, a student might write, "The weather is very affective today," instead of "The weather is very effective today." This mistake can be corrected by expanding one's vocabulary through reading and actively learning new words (Wilson, 2016).

Moreover, secondary school students commonly make errors in sentence structure. Students may write run-on sentences or fragments that do not convey a complete thought. For example, a student might write, "I went to the store I bought some milk," instead of "I went to the store and bought some milk." This error can be fixed by understanding the basic components of a sentence, such as subjects, verbs, and clauses, and practicing constructing clear and concise sentences (Davis, 2018).

Additionally, secondary school students often struggle with using correct verb tense in their writing. Students may switch between past, present, and future tenses without realizing it, leading to confusion for the reader. For example, a student might write, "She will go to the party tomorrow, but yesterday she is sick," instead of "She will go to the party tomorrow, but yesterday she was sick." This error can be avoided by paying attention to the timeline of events in a piece of writing and ensuring consistency in verb tense throughout (Martinez, 2017).

Furthermore, secondary school students frequently misuse pronouns in their writing. Students may use pronouns incorrectly, leading to ambiguity or confusion for the reader. For example, a student might write, "John told Mary that he was going to the store," without specifying who "he" refers to. This mistake can be corrected by being specific and clear when using pronouns, especially in complex sentences with multiple characters (Garcia, 2019).

In addition to pronoun errors, secondary school students often struggle with maintaining

consistency in point of view. Students may switch between first-person, second-person, and third-person perspectives within a single piece of writing, creating a disjointed or confusing narrative. For example, a student might write, "I went to the store, and you should too," instead of "I went to the store, and he should too." This error can be fixed by choosing a point of view and sticking to it throughout the writing (Lee, 2018).

Moreover, secondary school students commonly make errors in using articles (a, an, the) correctly. Students may omit articles where they are needed or use them incorrectly, leading to awkward or unclear sentences. For example, a student might write, "She is student," instead of "She is a student." This mistake can be avoided by understanding the rules of article usage in English and practicing applying them in writing assignments (Nguyen, 2020).

Additionally, secondary school students often struggle with parallel structure in their writing. Students may fail to maintain consistency in the structure of their sentences or lists, resulting in confusion for the reader. For instance, a student might write, "She likes swimming, hiking, and to read," instead of "She likes swimming, hiking, and reading." This lack of parallel structure can be fixed by carefully reviewing and editing one's writing to ensure that all elements are presented in a consistent and clear manner. By addressing these common issues in article usage and parallel structure, students can improve the overall quality of their writing and effectively communicate their ideas to their readers (Smith, 2019). In order to help students master these concepts, educators can provide targeted lessons and exercises that focus on practicing correct article usage and maintaining parallel structure in writing assignments (Brown, 2018). By emphasizing the importance of these foundational writing skills, educators can help students build a strong foundation for academic success and effective communication in their future endeavors.

Factors That Influence Poor Writing Skills Among Secondary School Students in Nigeria

Writing is an important skill, it places a vital role in the academic success of a student .Nevertheless, poor writing skills has become a concern among secondary school students in Nigeria. We will here consider the factors influencing this challenge.

Lack of Reading Culture: The lack of a reading culture. Reading helps students develop vocabulary, comprehension, and an understanding of different writing styles by different writers. However, many Nigerian students do not read outside the classroom, which affects their writing skills negatively. According Akinmoladun (2015) many students do not read for fun, which limits their writing skills. This problem is worse in rural areas, where there are fewer reading materials available.

Inadequacy of Teaching Methods: The teaching methods used in schools also influences writing skills of students. Traditional methods that focus on memorization and rote learning do not encourage creativity. Many teachers focus on grammar and spelling rather than helping students articulate their ideas in their own words thereby improving their writing. Adebayo (2018) points out that teachers often do not give students enough opportunities to practice writing in different styles or revise their work. This lack of practice and feedback limits students' writing skills.

Lack of proficiency in English language: A very factor that influences poor writing skills is lack proficiency in English . Many Nigerian secondary students speak a local language as their first language, making it difficult to learn English grammar, vocabulary, and structure (Oluwatimilehin, 2017). Students with low English proficiency struggle to write clearly, organize sentences, use correct vocabulary, and follow grammar rules. This issue is more common in rural schools, where students have limited exposure to English(Adedayo (2019).

Large Class Sizes: Large class sizes also influence writing skills of students. With classrooms

overcrowded, teachers find it impossible to give individual attention to students . Ajao and Tiamiyu (2020) argue that the high student-to-teacher ratio in many schools makes it difficult for teachers to engage students or provide timely feedback, limiting students' ability to improve their writing.

Implications of poor writings kills of secondary school students.

Poor writing skills significantly affect students' academic success. One of the major consequences is poor performance in national exams like the West African Senior School Certificate Examination (WASSCE) and the National Examination Council (NECO) exams. Reports from WAEC (2022) indicate that a large percentage of students fail English Language due to their inability to write well-structured essays and answers in examinations.

Poor writing skills hinder students from articulating their ideas effectively in assignments and coursework, which can negatively impact their grades

Moreover, students who find writing challenging, frequently face difficulties in other subjects that demand descriptive answers, including history, literature, and social sciences. Okonkwo (2021) notes that these students may understand concepts but fail to articulate their knowledge effectively, leading to poor academic outcomes. Over time, this can result in a lack of motivation and diminished interest in learning.

In addition to academic performance, poor writing skills can significantly impact students' future career prospects. Proficient writing is essential in various fields, such as journalism, law, business, and public administration. Afolayan (2019) emphasizes that employers often seek

candidates who can communicate effectively through written reports, emails, and proposals. Therefore, students who graduate with weak writing abilities may struggle to secure employment or advance in their careers.

Moreso, tertiary education demands solid academic writing skills for tasks such as research papers, reports, and project work. Bello and Ajibola (2020) highlight that students who enter universities with poor writing foundations often face difficulties in meeting academic writing standards. This can result in lower grades, extended study times, or even failure in academics. As a result, inadequate writing skills restrict students' chances for further education and career advancement.

The inability to write effectively can also impact students' confidence and their ability to move up socially. Eze (2020) argues that students who struggle with writing often experience low self-esteem, particularly when they are unable to express themselves adequately in class discussions, essays, or examinations. This lack of confidence might prevent them from engaging in academic activities, which could lead to further isolation from opportunities for educational growth.

Furthermore, writing plays a crucial role in participating in public discourse, advocating for social change, and engaging in thoughtful discussions. Ogunleye (2021) notes that individuals with poor writing skills may find it challenging to contribute to societal issues, write formal letters, or engage in policy debates. This can restrict their capacity to advocate for themselves and engage meaningfully in national development.

Ways of improving secondary school students writing skills.

Tackling the problem of inadequate writing skills among secondary school students in Nigeria requires a multifaceted approach. First, teacher training programs should be enhanced to incorporate modern, student-centered writing instruction techniques (Igbokwe, 2022). Teachers ought to be motivated to incorporate creative writing exercises, peer review sessions, and digital writing tools to actively engage their students.

Additionally, schools ought to foster a reading culture by offering well-stocked libraries and motivating students to engage in extensive reading. Research by Adeyemi (2021) suggests that exposure to diverse reading materials significantly improves students' writing abilities by enhancing their vocabulary, grammar, and comprehension skills.

Curriculum developers ought to incorporate additional writing exercises into the school syllabus. Ongoing assessment through essay writing, report writing, and creative writing tasks can assist students in building confidence and skill in their writing abilities. Schools should also host writing competitions and workshops to motivate students to practice and enhance their skills.

Summary of Literature Reviewed

This chapter reviewed relevant literature. with respect to the following subheadings;

Concept of

Writing skills, concept of English language as a subject, the common errors in writing amongst secondary school students, factors that influence poor writing skills among secondary school students in Nigeria, the implications of poor writing skills of secondary school students, and ways of improving secondary school students writing skills.

Poor writing skills is a significant issue common amongst secondary school students in Nigeria

stemming from the poor teaching method, to students attitude towards writing, students lack of reading habit, Insufficient provision of learning materials etc.

Students fail to see the resultant effect and implications of poor writing skills but however in this chapter, the ways of improving student writing skills, were also discussed.

CHAPTER THREE

METHODOLOGY

This chapter presents the methods and procedures for conducting this study. They are 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 research design adopted for this study was Descriptive Survey Research Design. It was deemed appropriate because the study was directed towards analyzing the factors responsible for the poor writing skills of students studying English Language. The method was primarily concerned with the collection of data for the purpose of analyzing the writing skills of the students using a representative sample of the population.

Population of the study

The population of the study consist of all Senior Secondary School Two (SSSII) students studying English Language in 4 inter classes in the 13 public secondary schools in Egor local government Area of Edo State.

Sample and Sampling Technique

Using the simple random sampling technique, 4 public secondary schools were selected. Thomas (2020) stated that simple random sampling technique is a sampling method that ensures that each member of a population has an equal chance of being chosen as a respondent. All SSS 2 students in 4 inter classes, make up the sample.

Research Instrument

The instrument used for the collection of data was a structured questionnaire. The questionnaire was designed based on the purpose of the study, using the four point Likert scale. The questionnaire titled FACTORS RESPONSIBLE FOR THE POOR WRITING SKILLS OF STUDENTS STUDYING ENGLISH LANGUAGE IN NIGERIA, EGOR LOCAL GOVERNMENT AS A CASE STUDY, had two sections, A and B, Section A dealt with the demographic information of the respondents while section B contained items on the variables under the study.

Validation of the Instrument

The instrument was validated by the researcher's project supervisor and two other experts in the Department of Educational Foundations, their corrections and contributions were used to draw up the final copy of the instrument.

Reliability of the Instrument

The reliability of the research instrument was done using the Cronbach Alpha. Twenty students who were not part of the sample were given the instrument to respond to.

Method of Data Collection

The researcher visited the schools and personally administered the questionnaire to the

students. The questionnaire were collected back immediately after administering to prevent any getting lost.

Method of Data Analysis

The data collected was analyzed using descriptive statistics of frequency, percentage, mean and standard deviation.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This section focuses on the presentation of results collected from the investigation. The findings are also discussed. The analyses were done in relation to both the demographic data of the respondents and the research questions examined.

Table 1: Distribution of respondents by Sex.

Sex	Frequency	Percentage (%)
Male	67	44.7
Female	83	55.3
Total	150	100

Source: Field Survey 2024

Results in Table 1 show that 67 or 44.7% of the sampled respondents are male while 83 or 55.3% are female. This means that female participants are more than male participants in the study. The sex distribution of respondents is demonstrated in the bar chart below:

Research Question 1: What is the level of student's proficiency in writing in senior secondary schools?

Table 2: Distribution of responses on the level of student's proficiency in writing in senior secondary schools

	ITEMS	N	Mean Score	Remark
1	Student perform poorly in English language writing exercises.	150	3.43	Agree
2	Student do not organize or plan before writing.	150	1.76	Disagree
3	Student are not confident in their ability to write clearly and effectively.	150	3.12	Agree
4	Student do not find writing task enjoyable.	150	2.81	Agree

Source: Field Survey, 2024.

The data in Table 2 above shows that items 1, 3, 4, , met the mean score standard of 2.50 and, therefore, were all agreed. Item 2 did not meet the mean score standard of 2.50 and, therefore, was disagreed. The table displays the results of a survey assessing students' attitudes and behaviours towards English language writing exercises. It shows that most students agree that they perform poorly in writing, lack confidence in their writing abilities, and do not find writing tasks enjoyable. However, they disagree with the statement that they do not organize or plan before writing. Overall, the data suggests that students may struggle with writing due to a lack of confidence and enjoyment in the task. These findings indicate that students may benefit from additional support and encouragement in developing their writing skills. It is clear that many students face challenges when it comes to writing in English and may need more guidance and practice to improve. By addressing their lack of confidence and enjoyment in writing tasks, educators can help students become more proficient and comfortable in expressing themselves through written communication. Ultimately, fostering a positive attitude towards writing may lead to better outcomes and increased proficiency in the English language.

Research Question 2: what are the common errors in writing amongst secondary school students?

Table 2: Distribution of responses on the common errors in writing amongst secondary school students

S/N	ITEMS	N	Mean Score	Remark
5	Student often make grammatical errors such as tense inconsistency when writing.	150	2.83	Agree
6	Student often make punctuation errors when writing.	150	1.65	Disagree
7	Student often make spelling errors when writing.	150	2.68	Agree
8	Student often find it challenging organizing ideas and developing coherent paragraphs	150	2.71	Agree

when writing.			
---------------	--	--	--

Source: Field Survey, 2024.

The data in Table 3 above shows that items 1, 3, 4 met the mean score standard of 2.50 and, therefore, were all agreed; Item 2 did not meet the mean score standard of 2.50 and, therefore, was disagreed. students struggle with various aspects of writing, including grammar, spelling, and organization of ideas. The majority of students agree that they often make grammatical and spelling errors, as well as find it challenging to organize their thoughts into coherent paragraphs. This suggests that there is a need for further instruction and support in these areas to help students improve their writing skills. By addressing these challenges through targeted instruction and practice, students can develop the necessary skills to communicate their ideas effectively in writing. Providing guidance on how to structure a paragraph, use grammar and spelling correctly, and organize thoughts cohesively can help students overcome these obstacles. With the right support and resources, students can become more confident and proficient writers. With the right support and resources, students can become more confident and proficient writers. By addressing these challenges through targeted instruction and practice, students can develop the necessary skills to communicate their ideas effectively in writing. Providing guidance on how to structure a paragraph, use grammar and spelling correctly, and organize thoughts cohesively can help students overcome these obstacles. This suggests that there is a need for further instruction and support in these areas to help students improve their writing skills. In doing so, students will be better equipped to express themselves clearly and persuasively in their academic and professional endeavors. By offering feedback and encouragement, educators can help students build confidence in their writing abilities and encourage them to continue honing their skills. Additionally, incorporating opportunities for students to engage in peer review and revision can

further enhance their writing proficiency. Ultimately, with ongoing practice and support, students can become more adept at crafting well-written and articulate pieces that effectively convey their ideas. This investment in improving writing skills can have long-lasting benefits for students as they progress in their academic and professional pursuits.

Research Question 3: What are the factors responsible for the poor writing skills of secondary school students?

Table 4: Distribution of responses on the factors responsible for the poor writing skills of secondary school students

ITEMS	N	Mean Score	Remark
1. Poor teaching methods in writing affects student writing skills.	150	2.59	High Extent
2. Students do not have access to writing guides in school.	150	2.18	Low Extent
3. Student do not engage in consistent writing practices.	150	2.51	High Extent
4. Overcrowded classroom hinder teachers from offering personalized feedback as a crucial element for enhancing students writing skills	150	1.50	Low Extent

Criterion Mean: 2.50 Grand Mean: 2.29

Source: Field Survey, 2024.

Table 4 presents an analysis of the factors contributing to poor writing skills among secondary school students. Among the identified factors, poor teaching methods was seen as the most significant, with a mean score of 2.59, reflecting a strong agreement that

inadequate teaching strategies affect students' writing abilities. This factor is marked as having a "High Extent" impact. Additionally, students' lack of consistent writing practice was also recognized as a crucial factor, with a mean score of 2.51, indicating that the failure to engage in regular writing exercises is significantly detrimental to writing development. This factor is similarly noted as having a "High Extent" influence. Lack of access to writing guides in school was considered a less impactful factor, with a mean score of 2.18, which falls below the criterion mean of 2.50. Respondents felt that the absence of writing guides did not have as substantial an effect on students' writing skills, and this factor was classified as having a "Low Extent" impact. Furthermore, overcrowded classrooms were also viewed as having minimal influence on writing skills, with the lowest mean score of 1.50. This suggests that overcrowded classrooms were not seen as a significant barrier to providing personalized feedback, which is often considered key to improving writing abilities. The data suggests that poor teaching methods and inconsistent writing practice are the primary factors responsible for poor writing skills among secondary school students, while lack of writing guides and overcrowded classrooms are perceived as less critical in influencing students' writing performance.

Research Question 4: What are the implications of the poor writing skills of secondary school student?

Table 5: Distribution of responses on implications of the poor writing skills of secondary school student?

ITEMS	N	Mean Score	Remark
5. poor writing skills negatively affects students	150	2.95	Agree

	academic performance in secondary school.			
6.	poor writing skills significantly impacts student ability to express themselves effectively in writing.	150	2.72	Agree
7.	poor writing skills negatively affects future career prospects of student.	150	2.61	Agree
8.	poor writing skills significantly impacts students' ability to express themselves effectively in personal and social situations.	150	2.94	Agree

Source: Field Survey, 2024.

The data in Table 6 above shows that items 1, 2, 4 met the mean score standard of 2.50 and, therefore, were all agreed; while item 4 did not meet the mean score standard of 2.50 and, therefore, was disagreed. teachers with more years of experience, advanced qualifications, professional development opportunities, and female teachers tend to exhibit higher levels of job satisfaction, which also correlates with better student outcomes, while younger and male teachers show lower satisfaction. The table presents responses to a research question regarding the implications of poor writing skills among secondary school students. The results indicate that poor writing skills are widely viewed as having negative consequences on various aspects of students' lives, particularly in academic and future career contexts. The highest level of agreement was with the statement that poor writing skills negatively affect students' academic performance, with a mean score of 2.95. This suggests that respondents strongly believe poor writing skills hinder students' success in school. The second item, which links poor writing skills to students' ability to express themselves effectively in writing, also received significant

agreement, with a mean score of 2.72, showing that respondents feel writing proficiency is crucial for clear written communication. Respondents agreed that poor writing skills negatively impact students' future career prospects, as reflected in the mean score of 2.61. This suggests that respondents believe the ability to write well is important for professional success. However, the statement that poor writing skills significantly affect students' ability to express themselves in personal and social situations received a mean score of 1.94, indicating disagreement. This suggests that respondents do not view poor writing skills as having a major impact on students' personal and social interactions.

Research Question 5: How can students writing skills be improved?

Table 6: Distribution of responses on students writing skills improvement

ITEMS	N	Mean Score	Remark
Student writing skills can be improved by receiving detailed feedback from teachers on writing exercises.	150	2.95	Agree
Students writing skills can be improved by engaging them more in different writing assignment.	150	2.72	Agree
Student writing skills can be improved through the provision of writing support services such as writing centers and tutoring programs by school.	150	2.61	Agree
Teachers making writing assignment relevant and	150	1.94	Disagree

engaging can improve student writing skills.

Source: Field Survey, 2024.

The data in Table 6 above shows that items 1, 2, 4 met the mean score standard of 2.50 and, therefore, were all agreed; while item 4 did not meet the mean score standard of 2.50 and, therefore, was disagreed. The table presents responses to a research question on how to improve students' writing skills. The results suggest that respondents largely agree that specific strategies can contribute to better writing skills. Notably, the most widely supported method is providing detailed feedback from teachers on writing exercises, with a mean score of 2.95, indicating strong agreement. Engaging students in a variety of writing assignments also received favorable feedback, with a mean score of 2.72, suggesting that increased writing practice is beneficial. The provision of writing support services, such as writing centers and tutoring programs, is viewed as helpful, though with a slightly lower level of agreement (mean score of 2.61). This indicates that while such services are considered valuable, they might not be as universally impactful as direct feedback and increased writing tasks. On the other hand, the statement that making writing assignments more relevant and engaging can improve writing skills was met with disagreement, receiving a mean score of 1.94. This suggests that, according to the respondents, the relevance and engagement of writing assignments may not have as significant an effect on students' writing improvement as other factors. The data highlights that strategies like detailed teacher feedback and varied writing assignments are seen as key to improving students' writing skills, while writing support services are also viewed positively, albeit to a lesser extent.

Discussion of Findings

The study examined the Factors Responsible for the Poor Writing Skills of Students' Studying English Language in Secondary Schools in Nigeria. Table 1 indicates a slightly higher proportion

of female students in the sample. The sex distribution shows that gender does not significantly impact the overall results of the study, as both male and female students are represented. The higher number of female respondents may reflect trends in school enrollment in the surveyed schools, where females are often found in greater numbers in secondary education. Table 2 presents the responses regarding students' proficiency in writing. The findings show that students generally perform poorly in writing exercises. This suggests that there is a widespread issue with writing proficiency among students. Additionally, students report a lack of confidence in writing and they do not find writing tasks enjoyable. These results highlight that students struggle not only with the technical aspects of writing but also with engaging with writing as a subject. This suggests that, while disorganization might be an issue, it is not perceived as a significant factor compared to the other issues identified. Table 3, responses about common writing errors reveal that students frequently make grammatical and spelling errors, and struggle with organizing ideas and developing coherent paragraphs. These results are consistent with the general finding that students' writing skills are underdeveloped, particularly in basic writing mechanics and organization. This may reflect either students' greater awareness of punctuation rules or a lesser emphasis on punctuation in writing tasks. It also addresses the factors contributing to students' poor writing skills. The results show that poor teaching methods and a lack of consistent writing practice are major contributing factors. These findings emphasize the importance of improving instructional methods and ensuring students engage in regular writing exercises to enhance their writing skills. This suggests that while writing skills are seen as crucial in academic and professional settings, their impact on personal and social communication might not be as strongly perceived by the respondents. Engaging students in more writing assignments and providing writing support services such as writing centers are seen as effective strategies. The

findings also suggested that while students value feedback, frequent assignments, and support services, they may not view the relevance or engagement of writing tasks as a key factor in improving their skills. To improve writing proficiency, it is essential to address the identified challenges, such as enhancing teaching quality and promoting engagement with writing tasks.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the study alongside the conclusions drawn from the analysis of data collected and results obtained in the course of the study. The recommendations offered based on the findings of the study are also highlighted.

Summary

This study was conducted to assess the “Factors Responsible for the Poor Writing Skills of Students’ Studying English Language in Secondary Schools in Nigeria. Five research questions were raised. The population of the study consisted of all Senior Secondary School Two (SSSII) students in the 12 public secondary schools in Egor local government Area of Edo State. The sample size for the research was 150 students. The Instrument Used for This Research is the Questionnaire Titled " Factors Responsible for the Poor Writing Skills of Students Studying English Language in Nigeria, Egor Local Government as a Case Study.". The reliability of the research instrument was done using the Cronbach Alpha. The data was analyzed using the Mean and standard deviation mode of analysis.

Findings from the study revealed that;

- Engaging students in more writing assignments and providing writing support services such as writing centers are seen as effective strategies
- Students generally perform poorly in writing exercises due to low proficiency
- Poor teaching methods and a lack of consistent writing practice contribute majorly to students methods of studying English Language.

Conclusions

The poor writing skills of students studying English Language in Nigeria, with Egor Local Government as a case study, can be attributed to several interrelated factors. These include inadequate teaching methodologies, insufficient exposure to quality reading materials, and a lack of practical writing exercises that engage students actively. Additionally, limited access to modern educational resources, coupled with overcrowded classrooms and a dearth of qualified teachers, exacerbate the challenges. Social factors such as the influence of local dialects and the preference for vernacular languages also play a role in hindering the development of proper English writing skills. Moreover, the overall educational system's focus on rote memorization rather than critical thinking and creativity further impacts students' ability to express themselves effectively in writing. Addressing these issues requires a holistic approach that involves improved teacher training, enhanced access to learning resources, and the promotion of a more interactive and student-centered approach to teaching writing. Only through such efforts can students in Egor Local Government and similar regions develop the writing proficiency necessary for academic success and future professional endeavors.

Recommendations

In view of the findings and conclusions arising from this study, the following recommendations are made

1. There should be regular teacher professional development. Workshops should focus on modern methods for teaching writing, grammar, and providing meaningful feedback to students, which will improve their writing skills.
2. There should be a revision of the English language curriculum. Practical writing exercises such as essays, research reports, and creative writing should be integrated into the curriculum to help students practice and develop their writing skills.
3. There should be the provision of adequate writing resources. Access to necessary resources like writing guides, textbooks, and digital tools (e.g., computers, internet access) that promote writing practice and research would help students improve their writing techniques and exposure to various writing styles.
4. There should be increased parental and community involvement: Parents should be encouraged to actively participate in their children's writing development by creating a supportive environment for study and encouraging independent writing and reading.
5. There should be promotion of reading habits among students'. Schools should implement programs that encourage students to read regularly, such as reading clubs, book fairs, or school libraries.

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

**QUESTIONNAIRE ON THE FACTORS RESPONSIBLE FOR THE POOR WRITING
SKILLS OF STUDENTS STUDYING ENGLISH LANGUAGE IN SECONDARY
SCHOOLS IN NIGERIA. EGOR LGA AS A CASE STUDY.
(QFRPWSSSELN)**

SECTION A: Demographic Data

INSTRUCTION: Indicate the extent to which you disagree or agree with the following statement.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Gender: Male [] Female []

SECTION B: What is the level of students proficiency in writing in senior secondary schools?

S/N	Items/Statement	SA	A	D	SD
1	Student perform poorly in English language writing exercises.				
2	Student do not organize or plan before writing.				
3	Student are not confident in their ability to write clearly and effectively.				
4	Student do not find writing task enjoyable.				

Section C: what are the common errors in writing amongst secondary school students?

S/N	Items/Statement	SA	A	D	SD
5	Student often make grammatical errors such as tense inconsistency when writing.				
6	Student often make punctuation errors when writing.				
7	Student often make spelling errors when writing.				
8	Student often find it challenging organizing ideas and developing coherent paragraphs when writing.				

Section D: What are the factors responsible for the poor writing skills of secondary school students?

S/N	Items/Statement	SA	A	D	SD
-----	-----------------	----	---	---	----

9	Poor teaching methods in writing affects student writing skills.				
10	Students do not have access to writing guides in school.				
11	Student do not engage in consistent writing practices.				
12	Overcrowded classroom hinder teachers from offering personalized feedback as a crucial element for enhancing students writing skills.				

Section: E: What are the implications of the poor writing skills of secondary school student?

S/N	Items/Statement	SA	A	D	SD
13	Poor writing skills negatively affects students academic performance in secondary school.				
14	Poor writing skills significantly impacts student ability to express themselves effectively in writing.				
15	Poor writing skills negatively affects future career prospects of student.				
16	Poor writing skills significantly impacts students ability to express themselves effectively in personal and social situations.				

Section F: How can students writing skills be improved?

S/N	Items/Statement	SA	A	D	SD
17	Student writing skills can be improved by receiving detailed feedback from teachers on writing exercises.				
18	Students writing skills can be improved by engaging them more in different writing assignment.				

19	Student writing skills can be improved through the provision of writing support services such as writing centers and tutoring programs by school.				
20	Teachers making writing assignment relevant and engaging can improve student writing skills.				