

**THE INFLUENCE OF TEACHER'S FEEDBACK AND
STUDENT'S MOTIVATION ON SENIOR SECONDARY
SCHOOL STUDENT'S COMPOSITION WRITING**

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NOVEMBER, 2025

CERTIFICATION

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DEDICATION

I dedicate this project to God Almighty, my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. He has been the source of my strength throughout this programme. I also dedicate this work to my parents Engr.E. Emmanuel Itiveh and Mrs. Ese Itiveh.

ACKNOWLEDGEMENTS

The researcher offers her heartfelt thanks to God Almighty, the source of all wisdom and inspiration. Without divine guidance, this journey would not have been possible.

Her deepest appreciation goes to her dedicated supervisor, Dr. (Mrs) O. D. Osa-Omoregie for her transformative mentorship, patience, guidance, the Head of Department, Prof. R.B. Danner and her faculty Dean ;Prof. O. k. Omorogiuwa for their professional guidance and all the lecturers who have taught her in Educational foundations courses.

The researcher's acknowledgement also goes to her beloved parents Engr. Emmanuel Itiveh & Mrs. Ese Itiveh and siblings for their unwavering support and faith in her abilities have been the bedrock upon which she had built her academic pursuits.

TABLE OF CONTENTS

CERTIFICATION	1
DEDICATION	3
ACKNOWLEDGEMENTS	4
CHAPTER ONE	1
Background To The Study	1
Statement Of The Problem	3
Research Question	4
Purpose Of The Study	5
Significance Of The Study	6
Scope/Delimitation Of The Study	7
Operational Definition Of Terms	7
CHAPTER TWO	8
Theoretical Framework	8
Social Cognitive Theory	8
Zone of Proximal Development	9
Types Of Teacher Feedback	9
Formative and Summative Feedback	9
Written and Verbal Feedback	10
Focused and Comprehensive Feedback	11
Theories Of Motivation	12
Intrinsic and Extrinsic Motivation	12
Achievement Goal Theory	13
Attribution Theory	13
Composition Writing	14
The Writing Process	14
Composition Writing Skills	15
Cultural and Contextual Factors	16
Context-Specific Research	16
Writing Instruction in Developing Nations	16
Nigerian Educational Context	17
Gaps In The Literature	17
Empirical Studies	18
Feedback Effectiveness Research	18
Motivation and Writing Performance	19
Summary Of Reviewed Literature	19
CHAPTER THREE	21
Design of the Study	21
Population of the Study	21
Sample and Sampling Techniques	22

Instrument of the Study	22
Validation of the Instrument	22
Reliability of the Instrument	22
Administration of the Instrument	23
Method of Data Analysis	23
CHAPTER FOUR	24
Presentation of the Result	24
Discussion of Findings	28
CHAPTER FIVE	31
Summary	31
Conclusion	32
Recommendations	33
REFERENCES	35
APPENDIX	38

ABSTRACT

This study examined "The Influence of Teacher's Feedback and Student's Motivation on Senior Secondary School Student's Composition Writing." It investigated the types of teachers' feedback commonly used in senior secondary schools; examined the extent to which intrinsic and extrinsic motivations influence students' performance in composition writing; explored the interaction between teachers' feedback and students' motivation on composition quality; and identified the main barriers to teachers providing effective feedback in composition writing classes in Edo State.

The research used a descriptive survey approach to gather information without altering any variables, focusing on senior secondary schools in Egor Local Government Area, Edo State. A total of one hundred and fifty (150) students made up the population and sample, selected through purposive sampling to ensure students who met the study's specific needs were included. A questionnaire titled "Teachers' Feedback and Students' Motivation Questionnaire" was developed by the researcher and divided into two sections, with a four-point Likert scale used to rate responses. For validity, the instrument was reviewed by both lecturers and the researcher's supervisor and was refined based on their feedback. Reliability was confirmed using the Cronbach Alpha method, producing a strong result of 0.868, which confirmed that the instrument was dependable. The questionnaire was personally distributed by the researcher to encourage accurate responses and was retrieved immediately after completion. All collected data were analyzed using frequency and percentage to address the research questions clearly.

Findings from the study discovered that written corrections and grading are the most commonly used feedback types in composition writing instruction; both intrinsic and extrinsic motivations significantly influence students' composition writing performance, with students responding positively to topic enjoyment, teacher praise, grades, and examination preparation; teacher feedback and student motivation interact synergistically to enhance composition quality, as encouraging feedback increases student interest and improves writing performance; large class sizes and heavy workload represent the main barriers to effective feedback provision. Based on these findings, the study recommends that class sizes be reduced to enable individualized feedback; teachers adopt balanced feedback approaches combining corrective and motivational elements; technology-assisted feedback tools be integrated to support traditional methods; and teacher professional development programs be organized to enhance feedback skills and understanding of motivation theories.

CHAPTER ONE

INTRODUCTION

Background To The Study

Writing is a critical component of language learning. Composition writing, in particular, is essential for developing communicative competence in English. However, writing remains one of the most challenging language skills to master for many senior secondary school students in Nigeria. Teachers' feedback and students' motivation are considered significant factors that can influence the quality of students' written work. Feedback serves as a tool for correction and reinforcement, while motivation drives students to persist and improve in their writing tasks.

Beyond its foundational role, effective writing is a fundamental skill for academic success and future opportunities, enabling students to express thoughts, organize ideas, and communicate clearly. Effective writing skills are linked to higher academic achievement, yet Nigerian students often lag due to inadequate instructional strategies. These challenges are particularly pronounced in Edo State, Nigeria, where multilingualism and cultural diversity influence language acquisition. For instance, students in urban centers like Benin City face distractions from technology and socioeconomic factors that hinder focused writing practice.

On the other hand, motivation, be it driven by interest and enjoyment (intrinsic) or influenced by rewards or fear of punishment (extrinsic) determines the effort students invest in composition writing. Motivated students are more likely to embrace writing challenges, persist through difficulties, and strive for improvement. Contemporary research confirms that students demonstrate "a high level of intrinsic motivation based on their self-assignment of writing topics," suggesting that learners "are likely more intrinsically motivated to perform better in terms of writing skills" (Alzubi & Nazim, 2024). Research from Ahmadu Bello University found that intrinsically motivated students in Nigerian secondary schools produced higher-quality compositions, as "intrinsic and extrinsic motivational strategies had significant effects on learning and performance towards writing skills" (Rabiu, 2018).

Teacher feedback plays a vital role in this dynamic. Feedback, when provided constructively, helps students identify errors, refine their ideas, and build confidence in writing. Effective feedback should focus on task, process, and self-regulation levels to foster learning. In the context of Edo State, teachers often rely on traditional feedback methods, such as red-ink corrections on essays, which may demotivate students if not balanced with positive reinforcement. Such methods often focus solely on errors without providing guidance for improvement, which can hinder skill development. This is particularly relevant in senior secondary schools, where the West African Senior School Certificate Examination (WASSCE) places heavy emphasis on composition writing. Educational challenges in the region are documented, with research confirming that "educational standards are falling in the study area" and showing "significant differences between the standards of education now and in the last ten years" (Omeghie & Olanrewaju, 2024). Recent studies on Nigerian student writers confirm these patterns, highlighting the need for targeted interventions that address both motivational and pedagogical factors in composition instruction (Siekman et al., 2023).

Teachers' feedback is typically summative and error-focused, which can discourage students rather than motivate improvement.

Moreover, student motivation wanes in environments where writing is seen as punitive rather than rewarding. The extent to which secondary students in southern Nigeria experience low motivation for writing tasks due to factors such as irrelevant topics and lack of positive reinforcement warrants further investigation. In Edo State, socioeconomic factors like poverty and family responsibilities further diminish motivation, leading to disengagement.

Furthermore, student motivation interacts with feedback in complex ways. Motivated students are more receptive to feedback, while unmotivated ones may ignore it entirely.

The historical context of English language education in Nigeria underscores the importance of this topic. Since the colonial era, English has been the medium of instruction, yet post-independence curricula have struggled to adapt to local needs. In Edo State, the state's educational policy emphasizes literacy skills, but implementation varies across public and private

schools. Recent reforms, such as the integration of digital tools for feedback, have shown promise but are unevenly adopted.

Despite the recognized importance of both feedback and motivation in writing instruction, there exists a significant research gap in understanding their combined effects within Nigerian educational contexts. While international studies have examined these variables separately, limited empirical research has investigated how teacher feedback types interact with different motivation levels to influence composition writing quality among Nigerian secondary school students.

Globally, studies confirm that feedback and motivation are key to writing proficiency. Recent research confirms that "students felt that general feedback quality improved, their writing self-efficacy increased, and their writing anxiety decreased" when effective feedback strategies were implemented (Siekmann et al., 2023). In African contexts, similar findings emerge; research demonstrates that "both students and teachers generally believe that WCF [Written Corrective Feedback] is beneficial in improving students' writing skills," with students preferring "direct, specific, and comprehensive feedback over indirect feedback" (Yunus, 2020). Applying these insights to Edo State could inform localized strategies, addressing issues like high student-teacher ratios that limit individualized feedback. Thus, understanding the interplay between teachers' feedback and students' motivation is crucial for enhancing composition writing skills in this region.

Statement Of The Problem

Senior secondary school students in Nigeria often struggle with composition writing, as reflected in national examination results and classroom assessments. Many students struggle to organize their ideas, use correct grammar and punctuation, or write creatively. While curriculum developers and policymakers have focused on curriculum content and teaching materials, less attention has been paid to how teacher-student interaction, especially through feedback, and the level of student motivation influence writing outcomes. Specifically, there is limited empirical evidence on how different types of teacher feedback interact with student motivation levels to influence composition writing outcomes in Nigerian secondary schools.

In Edo State, Nigeria, this problem is exacerbated by regional challenges. Students frequently produce compositions lacking originality, coherence, and proper mechanics, often due to insufficient guidance. This challenge is particularly acute in continuous writing, as "this aspect has not been given its deserved attention in the teaching of English language in secondary schools" (Adebayo et al, 2024)

Research Question

To address the identified research gap and achieve the study objectives, the following specific research questions guide this study:

1. What types of teachers' feedback are most commonly used in senior secondary schools in Edo State?
2. To what extent do intrinsic and extrinsic motivations influence students' performance in composition writing?
3. How does the interaction between teachers' feedback and students' motivation impact the quality of students' compositions?
4. What are the main barriers to teachers providing effective feedback in composition writing classes in Edo State?

These questions are designed to elicit data on practical classroom dynamics. As noted by Creswell and Poth (2018), well-formulated questions ensure focused inquiry, and enable researchers to gather meaningful data about educational practices.

Purpose Of The Study

The primary purpose of this study is to investigate the influence of teachers' feedback and students' motivation on composition writing performance among senior secondary school students in Egor Local Government Area, Edo State, Nigeria. Specifically, the study aims to:

1. Assess the types of feedback provided by teachers and their impact on students' composition writing skills.
2. Evaluate the levels of intrinsic and extrinsic motivation among students and how they correlate with writing performance.
3. Investigate the interaction between teachers' feedback and students' motivation in enhancing composition quality.
4. Identify barriers to effective feedback and motivation in Edo State's educational context and propose recommendations.

Significance Of The Study

This study is expected to be of significance to Teachers, Students, Policymakers and Researchers.

Teachers: For teachers in Edo State, it provides evidence-based strategies to enhance feedback practices, potentially improving student writing outcomes. When students receive effective feedback, it transforms teaching and learning efficacy

Students: Students will benefit from heightened motivation and skill development, leading to better academic performance and increased confidence.

Policymakers: Policymakers which include the Edo State Ministry of Education, can use findings to refine curricula and training programs, addressing regional educational disparities.

Researchers: Researchers will gain a foundation for further studies on feedback-motivation dynamics in African educational contexts.

The significance extends to parents and communities in Edo State, who can advocate for motivational support at home. By focusing on composition writing, the study addresses a core competency for global competitiveness, potentially reducing unemployment risks among graduates.

Scope/Delimitation Of The Study

The scope of this study “The influence of teacher’s feedback and students motivation on senior secondary school students composition writing” is delimited to one local government area: Egor local government area.

Operational Definition Of Terms

Teachers' Feedback: Systematic written or verbal responses from teachers on students' compositions, measured through three categories: corrective feedback (specific error identification and corrections), evaluative feedback (grades, scores, and performance assessments), and motivational feedback (praise, encouragement, and constructive suggestions for improvement).

Students' Motivation: The internal (intrinsic) and external (extrinsic) factors that drive students' willingness to engage in composition writing tasks, encompassing interest, effort, persistence, and goal orientation toward writing activities.

Composition Writing: The process of creating structured written texts including narrative, descriptive, and argumentative essays in English, assessed using a standardized rubric measuring four domains: content development and relevance (25%), organizational structure and coherence (25%), language use and vocabulary (25%), and mechanical accuracy including grammar and punctuation (25%).

Senior Secondary School Students: Learners in SS1 to SS3 classes in public schools within Egor Local Government Area, Edo State, typically aged between 14 and 18 years.

These operational definitions provide a framework for empirical measurement which ensures clarity, reliability and consistency in the study. The study promises to contribute meaningfully to educational practices in Edo State, Nigeria.

CHAPTER TWO

LITERATURE REVIEW

- Theoretical framework
- Types of Teacher Feedback
- Theories of Motivation
- Composition Writing
- Context-specific Research
- Empirical reviews
- Summary of reviewed literature

Theoretical Framework

Social Cognitive Theory

Social Cognitive Theory provides a framework for understanding the reciprocal interactions between personal factors, environmental influences, and behavioural outcomes in learning contexts. In composition writing instruction, Social Cognitive Theory helps explain how teacher feedback influences student motivation and writing performance through multiple pathways.

The concept of self-efficacy represents a central component of Social Cognitive Theory with particular relevance to composition writing and feedback. Self-efficacy beliefs influence task choice, effort expenditure, persistence, and performance across various domains (Mitchell et al., 2023). Writing self-efficacy beliefs can be strong predictors of writing performance among secondary school students, sometimes even more so than actual writing ability measures (Holmes, 2016).

Teacher feedback significantly influences student self-efficacy beliefs through several mechanisms. Feedback provides information about performance capabilities, offers comparative information about progress and achievement, and communicates teacher expectations and confidence in student abilities (Charalampous & Darra, 2025). How feedback is delivered—its focus, tone, and specificity—determines whether it supports or undermines student self-efficacy.

Zone of Proximal Development

The concept of the Zone of Proximal Development (ZPD) provides important insights into effective feedback design and implementation. The ZPD represents the difference between what learners can accomplish independently and what they can achieve with appropriate guidance and support (Fithriani, 2019). Effective feedback operates within students' ZPD by providing scaffolding that enables them to accomplish tasks slightly beyond their current independent capability.

In composition writing contexts, the ZPD concept suggests that feedback should be calibrated to students' developmental levels and should provide appropriate support for advancing to higher levels of writing competence. Feedback that is too advanced may overwhelm students and fail to promote learning, while feedback that addresses skills already mastered may not stimulate growth.

The dynamic nature of the ZPD means that effective feedback systems must be responsive to student development and must adjust the level and type of support provided as students advance in their writing abilities. This requires ongoing assessment of student capabilities and careful matching of feedback to developmental needs.

Types Of Teacher Feedback

Teacher feedback represents a fundamental component of the educational process, serving as a bridge between instruction and learning outcomes. The conceptualisation of feedback has evolved significantly over the past decades, with researchers developing various typologies to categorise and understand different feedback approaches and their respective impacts on student learning.

Formative and Summative Feedback

The distinction between formative and summative feedback forms the cornerstone of feedback typology in educational research. Formative feedback occurs during the learning process and is

designed to guide student improvement, while summative feedback is provided after learning activities to evaluate overall performance. This fundamental distinction has profound implications for composition writing instruction, as the timing and purpose of feedback delivery significantly influence student engagement and learning outcomes.

Formative feedback plays a key role in closing the gap between current and desired performance levels. To be effective, it should give students a clear understanding of their current performance, the learning goals they are aiming for, and practical strategies to close the gap (Intriago Marcillo et al., 2024). This conceptualisation is particularly relevant to composition writing, where students must develop complex skills including organisation, coherence, grammar, and creative expression.

The formative nature of feedback in composition writing extends beyond simple error correction to encompass guidance on higher-order concerns, such as content development, audience awareness, and rhetorical effectiveness. Formative feedback that focuses on content and organisation tends to produce greater improvements in student writing quality than feedback aimed mainly at surface-level errors.

Summative feedback, conversely, serves the evaluative function of measuring student achievement against established criteria. In composition writing contexts, summative feedback typically appears in the form of grades, scores, or comprehensive evaluations that summarise overall writing performance. While summative feedback provides important information about achievement levels, its influence on continued learning is generally less than that of formative approaches.

Written and Verbal Feedback

The modality of feedback delivery represents another crucial dimension in feedback typology. Written feedback has traditionally dominated composition writing instruction, with teachers providing extensive comments on student drafts and final papers. However, the effectiveness of written feedback depends significantly on its clarity, specificity, and actionability.

Studies of written feedback practices have identified recurring problems such as contradictory comments, excessive focus on surface-level errors, and a lack of prioritisation based on student

developmental needs. These findings highlight the importance of strategic written feedback that addresses the most critical aspects of student writing while avoiding cognitive overload.

Verbal feedback, including individual conferences and classroom discussions, offers distinct advantages in composition writing instruction. The interactive nature of verbal feedback allows for immediate clarification, elaboration, and negotiation of meaning between teachers and students (Kimanzi et al., 2019). Verbal feedback can create opportunities for meaningful dialogue about writing, allowing students to ask questions, seek clarification, and work collaboratively to solve problems.

The combination of written and verbal feedback modalities may provide optimal support for composition writing development. Written feedback can serve as a lasting reference for students during revision, while verbal feedback allows for immediate understanding and can help boost motivation. This multimodal approach addresses different learning preferences and provides comprehensive support for complex writing tasks.

Focused and Comprehensive Feedback

The scope of feedback represents another important consideration in feedback typology. Focused feedback targets specific aspects of student writing, such as thesis development or paragraph organisation, while comprehensive feedback addresses multiple dimensions simultaneously. Research on feedback effectiveness suggests that focused feedback may be more beneficial for student learning, particularly in early stages of skill development.

In second language writing contexts, feedback targeted at specific areas, such as particular grammatical structures, often leads to greater accuracy improvements than feedback covering every type of error. These findings suggest that cognitive limitations may prevent students from effectively processing extensive feedback, supporting the value of focused approaches.

In the context of Nigerian secondary education, where students often face challenges with English as a second language, focused feedback may be particularly important. The multilingual learning environment characteristic of Edo State classrooms requires careful consideration of feedback scope to ensure that students can effectively process and apply teacher guidance.

Theories Of Motivation

Understanding student motivation represents a critical component in comprehending the effectiveness of teacher feedback in composition writing contexts. Motivation theories provide frameworks for explaining why students engage in learning activities, how they respond to feedback, and what factors influence their persistence and achievement in academic tasks (Urhahne & Wijnia, 2023).

Intrinsic and Extrinsic Motivation

The distinction between intrinsic and extrinsic motivation forms the foundation of contemporary motivation theory in educational contexts. Self-Determination Theory provides a comprehensive framework for understanding different types of motivation and their effects on learning outcomes (Bandhu, 2024).

Intrinsic motivation refers to engagement in activities for their inherent satisfaction and enjoyment. In composition writing contexts, intrinsically motivated students write because they find personal fulfillment in expressing ideas, creating narratives, and communicating with audiences. Three basic psychological needs support intrinsic motivation. These are autonomy (feeling volitional and self-directed), competence (experiencing effectiveness and capability), and relatedness (connecting with others and feeling a sense of belonging).

The cultivation of intrinsic motivation in composition writing requires instructional approaches that support student autonomy, build writing competence, and create meaningful connections between writers and their audiences. Providing students with choices in topic selection, exploring different genres, and allowing flexibility in revision strategies can support intrinsic motivation in writing instruction.

Extrinsic motivation involves engagement in activities for external rewards, recognition, or to avoid negative consequences. While often contrasted negatively with intrinsic motivation, extrinsic motivation can serve important functions in educational contexts, particularly when intrinsic motivation is initially low or when specific skills require systematic development.

Different types of extrinsic motivation can be placed along a continuum of self-determination. External regulation represents the least autonomous form, where behaviour is controlled by external rewards and punishments. Introjected regulation involves partial internalisation, where students engage in activities to maintain self-esteem or avoid guilt. Identified regulation occurs when students recognise the value of activities for their personal goals, while integrated regulation represents the most autonomous form of extrinsic motivation, where activities align with personal values and identity.

Achievement Goal Theory

Achievement Goal Theory provides another important framework for understanding student motivation in academic contexts. A key distinction in learning goals is between mastery goals, which focus on developing competence and understanding, and performance goals, which focus on demonstrating ability relative to others (Cook & Artino, 2016). This distinction has significant implications for how students respond to feedback and engage in learning activities.

Students with mastery goal orientations tend to view feedback as information for improvement and are more likely to persist in the face of challenges. They focus on developing their writing skills and understanding composition principles rather than simply achieving high grades or outperforming classmates. In contrast, students with performance goal orientations may view feedback as an evaluation of their ability and may be more likely to avoid challenging writing tasks or become discouraged by critical feedback.

Achievement Goal Theory has also examined how classroom environments influence whether students adopt mastery-oriented or performance-oriented goal orientations. Mastery-oriented classrooms emphasise learning, improvement, and personal progress, while performance-oriented classrooms focus on competition, comparison, and demonstration of ability. The structure of feedback systems significantly influences the motivational climate and student goal orientations.

Attribution Theory

Attribution Theory examines how students explain their successes and failures and how these explanations influence subsequent motivation and behaviour. There are three main dimensions of

causal attributions: locus (internal versus external), stability (stable versus unstable), and controllability (controllable versus uncontrollable).

In composition writing contexts, student attributions for writing performance significantly influence their response to feedback and their motivation for continued engagement. Students who attribute writing difficulties to a lack of effort (internal, unstable, controllable) are more likely to respond positively to feedback and increase their engagement. Conversely, students who attribute poor writing performance to lack of ability (internal, stable, uncontrollable) may become discouraged and reduce their effort.

Attribution retraining in writing instruction, which helps students connect success to strategy use and effort rather than to innate ability, can lead to improved motivation and performance.

This finding highlights the importance of feedback that emphasises controllable factors and provides specific guidance for improvement.

Composition Writing

Composition writing represents a complex cognitive and linguistic activity that requires the integration of multiple skills, knowledge domains, and motivational factors. Understanding the nature of composition writing is essential for developing effective feedback systems and supporting student motivation in writing contexts.

The Writing Process

Contemporary understanding of composition writing emphasises its recursive, process-oriented nature rather than viewing it as a linear product-focused activity. An influential cognitive model of the writing process identifies three main components: planning (generating ideas, organising, and goal-setting), translating (converting ideas into text), and reviewing (reading and revising). This process model has significant implications for feedback systems, as different types of feedback may be more appropriate at different stages of the writing process (Teaching Secondary Students to Write Effectively, 2019). During planning stages, feedback might focus on idea generation, audience analysis, and organisational strategies. During translation phases, feedback

might address clarity, coherence, and linguistic accuracy. During the reviewing stages, feedback might emphasise revision strategies and editorial skills.

The recursive nature of the writing process means that writers move back and forth between different activities rather than following a strict sequence. Skilled writers continuously monitor their writing and make adjustments based on their developing understanding of the text and their goals. This dynamic process requires feedback systems that support ongoing development rather than simply evaluating final products.

Composition Writing Skills

Effective composition writing requires the development and integration of multiple skill areas. Four key knowledge domains are essential for writing: linguistic knowledge (vocabulary, grammar, discourse conventions), content knowledge (topic familiarity and world knowledge), audience knowledge (understanding reader needs and expectations), and genre knowledge (understanding different types of writing and their conventions). The development of composition writing skills is particularly challenging in second language contexts, where students must simultaneously develop linguistic competence and compositional abilities. Second language writers often face challenges in balancing attention to language accuracy with higher-order concerns such as content development and organisation.

Furthermore, individual differences among learners significantly impact how students respond to and benefit from various feedback approaches in composition writing. Scherer et al., (2024) emphasises that "feedback is important for writing improvement, but research suggests that not all learners benefit equally from feedback". This finding is particularly relevant in diverse classroom contexts where students bring varying linguistic backgrounds, learning preferences, and motivational orientations to composition writing tasks. Understanding these individual differences is essential for developing differentiated feedback approaches that can effectively support all students' writing development.

In the Nigerian secondary education context, students must develop composition writing skills in English while often having limited exposure to English outside the classroom. This situation creates particular challenges for skill development and has implications for feedback design and motivational support.

Cultural and Contextual Factors

Composition writing is inherently cultural and contextual, with different cultural traditions emphasising different rhetorical patterns, organisational structures, and communication styles. Students from different cultural backgrounds may bring varying expectations and approaches to composition writing, which can sometimes create mismatches between their performance and teacher expectations.

In multilingual contexts such as Nigeria, students may draw on rhetorical patterns and organisational structures from their first languages when writing in English. These transfer effects are not necessarily problematic but require teacher awareness and culturally responsive feedback approaches.

The social context of writing instruction also influences student engagement and motivation. Meaningful writing purposes and authentic audiences are important for supporting student motivation. When students write for real communicative purposes rather than simply to complete assignments, they demonstrate higher levels of engagement and motivation.

Context-Specific Research

Writing Instruction in Developing Nations

Research on writing instruction in developing nations has identified unique challenges and opportunities that have implications for feedback design and implementation. Limited resources, large class sizes, multilingual student populations, and varying levels of teacher preparation create contexts that differ significantly from those typically studied in Western educational research.

In some educational contexts, traditional approaches emphasising error correction and grammar instruction dominate classroom practice. However, students demonstrated improved motivation and performance when instruction incorporated process approaches and culturally relevant

content. These findings suggest the importance of contextually appropriate pedagogical approaches in diverse educational settings.

Nigerian Educational Context

Research specific to Nigerian secondary education has identified particular challenges relevant to composition writing instruction and feedback systems. Large class sizes, limited instructional materials, and varying levels of English proficiency among students can create significant challenges for writing instruction in Nigerian secondary schools (Abayomi, 2024).

The multilingual nature of Nigerian classrooms presents both challenges and opportunities for composition writing instruction. While students may face difficulties with English language conventions, they bring rich linguistic and cultural resources that can enhance their writing when appropriately supported through culturally responsive pedagogy and feedback practices (Balarabe, 2019).

Gaps In The Literature

Despite the extensive research on feedback and motivation in educational contexts, several important gaps remain that limit the applicability of existing findings to specific contexts such as Nigerian secondary education. First, most research on writing feedback has been conducted in monolingual, Western educational contexts with relatively small class sizes and abundant resources. The transferability of these findings to multilingual, resource-constrained contexts remains largely unexplored.

Second, while research has examined feedback effectiveness and motivational factors separately, limited research has investigated the complex interactions between different feedback types and varying levels of student motivation. Understanding these interactions is crucial for developing effective feedback systems that support both learning and motivation simultaneously.

Additionally, there remains limited research examining the optimal timing and delivery methods for different types of feedback in composition writing contexts. Van Ha et al., (2021) found that "both teachers and students are positive about explicit feedback types. Students value immediate

feedback, while teachers prefer to delay their feedback". This disconnect between student preferences and teacher practices highlights a significant gap in understanding how feedback timing affects student motivation and learning outcomes in composition writing, particularly in multilingual classroom settings where immediate clarification may be especially beneficial.

Third, research on composition writing in African educational contexts remains limited, with most studies focusing on basic literacy development rather than advanced composition skills. The specific challenges and opportunities present in culturally diverse, multilingual African classrooms require targeted research attention.

Finally, longitudinal research examining the long-term effects of different feedback approaches on student motivation and writing development is limited. Most studies examine short-term effects, but the cumulative impact of feedback practices over extended periods remains poorly understood.

Empirical Studies

Feedback Effectiveness Research

Extensive research has examined the effectiveness of different feedback types in promoting student learning and motivation across various educational contexts. A comprehensive meta-analysis of feedback research has identified feedback as one of the most powerful influences on learning (Wilson & Czikk, 2016), with a high average effect size. However, their analysis also revealed significant variation in feedback effectiveness, suggesting that the design and implementation of feedback systems critically determine their impact.

The meta-analysis identified several characteristics of effective feedback: focus on the task rather than the person, specificity rather than generality, and emphasis on progress and improvement rather than comparison with others. These findings have important implications for composition writing instruction, where feedback must address complex, multifaceted performances that involve both cognitive and motivational factors.

Writing-Specific Feedback Studies

Research specifically examining feedback in writing contexts has generated important insights into effective practices and common problems. Longitudinal research on error correction in second language writing shows that consistent, focused error feedback leads to accuracy improvement over time (Ene & Upton, 2018). However, the study also revealed that students vary significantly in their ability to benefit from different types of feedback, suggesting the need for differentiated approaches.

Students often prefer feedback that is specific, constructive, and balanced between positive and critical elements. Students reported that vague or overly critical feedback diminished their motivation and confidence, while specific, supportive feedback encouraged continued engagement and improvement.

Motivation and Writing Performance

Research examining the relationship between motivation and writing performance has consistently demonstrated strong connections between motivational factors and writing outcomes (Hwang, 2025). Writing self-efficacy beliefs, outcome expectations, and task value can significantly predict writing performance among secondary school students. These motivational variables often account for substantial variance in writing achievement beyond what is explained by ability measures alone.

Topic interest, genre preferences, and the perceived relevance of writing tasks can significantly influence student engagement and performance. These findings suggest that feedback systems should consider motivational factors and should be designed to support continued engagement rather than simply provide performance information.

Summary Of Reviewed Literature

This literature review has examined the theoretical foundations and empirical evidence relevant to understanding teacher feedback and student motivation in composition writing contexts. The review has identified key concepts in feedback typology, motivation theory, and composition writing pedagogy that provide the foundation for investigating these relationships in Nigerian secondary education contexts.

The review reveals that effective feedback systems must consider multiple factors, including timing, focus, modality, and student developmental needs. Different types of feedback serve different functions and may be more or less effective depending on student characteristics, task demands, and contextual factors. Similarly, student motivation represents a complex phenomenon influenced by multiple factors, including self-efficacy beliefs, goal orientations, and attributional patterns.

The intersection of feedback and motivation in composition writing contexts remains an area requiring additional research, particularly in diverse, multilingual educational settings. The unique characteristics of Nigerian secondary education, including cultural diversity, multilingual student populations, and resource constraints, create a context that warrants specific investigation to develop effective, contextually appropriate instructional approaches.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presented the procedures that were used for the study under the following subheadings:

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

Design of the Study

A descriptive survey design was adopted for this study. This design was considered suitable because it enabled the researcher to collect information from a sample of students and teachers in order to examine the influence of teachers' feedback and students' motivation on students' composition writing without manipulating variables.

Population of the Study

The population of this study comprised all senior secondary school students (SS1–SS3) and English language teachers in public secondary schools within Egor Local Government Area of Edo State, Nigeria. Specifically, the population included students and teachers from the two selected schools: Ekosodin Secondary School and the University of Benin Demonstration Secondary School. These schools represented the urban–rural mix characteristic of the local government area.

Sample and Sampling Techniques

A purposive sampling technique was employed to select the two public secondary schools within Egor Local Government Area: Ekosodin Secondary School and the University of Benin Demonstration Secondary School. These schools were purposively chosen based on accessibility and representativeness of the study area.

A total of 150 students were sampled, representing approximately 10% of the SS1–SS3 population in the selected schools. The students were stratified across the three senior secondary levels to ensure adequate representation. In addition, 10 English language teachers from the selected schools formed part of the sample, giving a total of 160 respondents.

Instrument of the Study

The research instruments that were used for this study were two structured questionnaires: the Teachers' Feedback and Students' Motivation Questionnaire (TFSMQ) for students and the Composition Writing Feedback Practices Questionnaire (CWFQ) for teachers. The questionnaires consisted of two sections: Section A, which contained demographic information of respondents, and Section B, which included items addressing the key research variables. A four-point Likert scale was used for responses, with options ranging from Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1 point. A decision benchmark of 2.5 was set as the decision rule, such that items with a mean rating of 2.5 and above were regarded as "Agreed," while those below 2.5 were regarded as "Disagreed."

Validation of the Instrument

The instruments were validated by experts in the Department of English Language Education. Their suggestions were incorporated to ensure clarity, relevance, and content validity.

Reliability of the Instrument

The reliability of the instruments was established using the Cronbach's Alpha method to test the internal consistency of items. The instrument was administered to 20 students and 5 teachers

outside the main study population. A reliability coefficient of 0.70 and above was considered acceptable for the study.

Administration of the Instrument

The researcher personally administered the questionnaires to respondents in the two selected schools. Prior permission was obtained from school authorities, and ethical considerations such as confidentiality of responses and voluntary participation were strictly observed. Respondents were guided on how to complete the questionnaires, and the instruments were retrieved on the spot to ensure a high return rate.

Method of Data Analysis

The data collected for this study were analyzed using descriptive statistics. Specifically, mean and standard deviation were used to answer the research questions.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter contains the findings of the Study. The responses to the various items were also organized and presented. The research questions were analyzed using frequency and percentages.

Presentation of the Result

Research Question One: What types of teachers' feedback are most commonly used in senior secondary schools in Edo State?

Table 1: Frequency and Percentage on types of teachers' feedback commonly used in senior secondary schools.

S/N	ITEMS	FREQUENCIES				Percent. %	Decision
		4	3	2	1		
1	I provide written corrections on students' composition scripts.	6 (30.0%)	12 (60.0%)	1 (5.0%)	1 (5.0%)	100%	Agree
2	I give oral feedback to students during or after lessons.	4 (20.0%)	10 (50.0%)	3 (15.0%)	3 (15.0%)	100%	Agree
3	I use grading (scores/marks) as a form of feedback on students' writing.	11 (55.0%)	7 (35.0%)	2 (10.0%)	0 (0.0%)	100%	Agree
4	I provide feedback that explains why a student's work is correct or incorrect.	8 (40.0%)	6 (30.0%)	5 (25.0%)	1 (5.0%)	100%	Agree

Research question one, table 1, sought to examine the types of teachers' feedback commonly used in senior secondary schools. The findings show that a majority of teachers (90% SA+A; SA=30.0%, A=60.0%) agreed that they provide written corrections on students' composition scripts. Similarly, 70% (SA=20.0%, A=50.0%) agreed that they give oral feedback during or after lessons, while a smaller percentage (30%) disagreed. Additionally, 90% (SA=55.0%, A=35.0%) of teachers use grading as a form of feedback, with only 10% disagreeing. Furthermore, 70% (SA=40.0%, A=30.0%) acknowledged that they provide explanatory feedback that clarifies why students' work is correct or incorrect, though 30% disagreed. These results indicate that teachers employ multiple feedback strategies, with written corrections and grading being the most prevalent, while oral and explanatory feedback show more variation in practice among teachers in secondary schools.

Research Question Two: To what extent do intrinsic and extrinsic motivations influence students' performance in composition writing?

Table 2: Frequency and Percentage on the extent intrinsic and extrinsic motivations influence students' performance in composition writing.

S/N	ITEMS	FREQUENCIES				Percent. %	Decision
		4	3	2	1		
1	High scores/grades in composition encourage me to improve my writing.	61 (40.7%)	63 (42.0%)	20 (13.3%)	6 (4.0%)	100%	Agree
2	I put effort into writing compositions because it will help me in future examinations or opportunities.	69 (46.0%)	59 (39.3%)	13 (8.7%)	9 (6.0%)	100%	Agree
3	I feel motivated to write well when I enjoy the composition topic.	59 (39.3%)	59 (39.3%)	18 (12.0%)	14 (9.3%)	100%	Agree

4	I try harder in composition writing when my teacher praises my work.	75 (50.0%)	53 (35.3%)	15 (10.0%)	7 (4.7%)	100%	Agree
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Research question two, table 2, sought to examine the extent intrinsic and extrinsic motivations influence students' performance in composition writing. The analysis shows that 82.7% (SA=40.7%, A=42.0%) of students agreed that high scores and grades encourage them to improve their writing, demonstrating strong extrinsic motivation. Additionally, 85.3% (SA=46.0%, A=39.3%) indicated that future examinations and opportunities motivate their writing efforts. Regarding intrinsic motivation, 78.7% (SA=39.3%, A=39.3%) of students reported feeling motivated when they enjoy the composition topic. Furthermore, 85.3% (SA=50.0%, A=35.3%) agreed that teacher praise increases their effort in composition writing. These findings indicate that both intrinsic factors (enjoyment, interest) and extrinsic factors (grades, future opportunities, praise) significantly influence students' motivation and performance in composition writing.

Research Question Three: How does the interaction between teachers' feedback and students' motivation impact the quality of students' compositions?

Table 3: Frequency and Percentage on how the interaction between teachers' feedback and students' motivation impact the quality of students' compositions.

S/N	ITEMS	FREQUENCIES				Percent. %	Decision
		4	3	2	1		
1	Teacher feedback helps me understand my strengths and weaknesses in writing.	77 (51.3%)	56 (37.3%)	12 (8.0%)	5 (3.3%)	100%	Agree
2	When my teacher gives detailed comments, I improve my next composition.	70 (46.7%)	58 (38.7%)	19 (12.7%)	3 (2.0%)	100%	Agree

3	Encouraging feedback from my teacher increases my interest in writing.	69 (46.0%)	58 (38.7%)	19 (12.7%)	4 (2.7%)	100%	Agree
4	Lack of feedback makes me less motivated to improve my composition writing.	59 (39.3%)	59 (39.3%)	21 (14.0%)	11 (7.3%)	100%	Agree

Research question three, table 3, sought to examine how the interaction between teachers' feedback and students' motivation impacts the quality of students' compositions. The analysis shows that a vast majority of students (88.7% SA=51.3%, A=37.3%) agreed that teacher feedback helps them understand their strengths and weaknesses in writing. Similarly, 85.3% (SA=46.7%, A=38.7%) indicated that detailed comments from teachers lead to improvement in subsequent compositions. Additionally, 84.7% (SA=46.0%, A=38.7%) acknowledged that encouraging feedback increases their interest in writing. Furthermore, 78.7% (SA=39.3%, A=39.3%) agreed that lack of feedback diminishes their motivation to improve. These results demonstrate that teacher feedback significantly influences student motivation, and this interaction positively impacts composition quality by helping students identify areas for improvement, sustaining their interest, and driving continuous progress in writing skills.

Research Question Four: What are the main barriers to teachers providing effective feedback in composition writing classes in Edo State?

Table 4: Frequency and Percentage on the main barriers to teachers providing effective feedback in composition writing classes.

S/N	ITEMS	FREQUENCIES				Percent. %	Decision
		4	3	2	1		
1	Large class sizes prevent me from giving individual feedback to all students.	4 (20.0%)	12 (60.0%)	3 (15.0%)	1 (5.0%)	100%	Agree
2	Time constraints limit the amount of feedback I can provide.	7 (35.0%)	7 (35.0%)	5 (25.0%)	1 (5.0%)	100%	Agree

3	Lack of motivation from students discourages me from giving detailed feedback.	4 (20.0%)	5 (25.0%)	10 (50.0%)	1 (5.0%)	100%	Disagree
4	Administrative workload reduces the time I have for marking and giving feedback.	6 (30.0%)	11 (55.0%)	3 (15.0%)	0 (0.0%)	100%	Agree

Research question four, table 4, sought to examine the main barriers to teachers providing effective feedback in composition writing classes. The findings show that 80.0% (SA=20.0%, A=60.0%) of teachers agreed that large class sizes prevent them from giving individual feedback to all students, with only 20% disagreeing. Similarly, 70.0% (SA=35.0%, A=35.0%) acknowledged that time constraints limit the amount of feedback they can provide, while 30% disagreed. However, regarding lack of student motivation as a barrier, only 45.0% (SA=20.0%, A=25.0%) agreed that it discourages them from giving detailed feedback, while a majority (55%) disagreed, indicating that most teachers remain committed despite student motivation challenges. Additionally, 85.0% (SA=30.0%, A=55.0%) reported that administrative workload reduces the time available for marking and providing feedback, with only 15% disagreeing. These results reveal that teachers face multiple challenges in delivering effective feedback, with large class sizes and administrative workload being the most significant barriers, followed by time constraints, while lack of student motivation is viewed as less of a barrier by most teachers.

Discussion of Findings

The findings of this study shed light on the influence of teachers' feedback and students' motivation on senior secondary school students' composition writing. On research question one, the analysis conducted reveals that teachers in senior secondary schools employ diverse feedback strategies including written corrections, oral feedback, grading, and explanatory feedback. The vast majority of teachers (90%) provide written corrections and use grading systems, indicating these are standard practices. However, oral feedback and explanatory feedback show more variation, with 30% of teachers not regularly employing these methods. This suggests that while some feedback types are universally practiced, others depend on individual teaching styles, time availability, and classroom dynamics.

Research question two reveals that both intrinsic and extrinsic motivational factors significantly influence students' composition writing performance. Many students agree that enjoyment of topics and teacher praise (intrinsic factors) drive their writing efforts. However, a large portion of the respondents also identify grades and future opportunities (extrinsic factors) as powerful motivators. While some students recognize the importance of personal interest in writing quality, there are others who rely more heavily on external rewards and recognition. Additionally, most students agree that motivation, whether intrinsic or extrinsic, plays a crucial role in sustaining their effort and improving composition skills. Aligning with study by Alzubi (2024), on students' intrinsic motivation in EFL academic writing, revealing that students demonstrate "a high level of intrinsic motivation based on their self-assignment of writing topics," suggesting that learners "are likely more intrinsically motivated to perform better in terms of writing skills". It also corroborates with study by Rabi (2018), on effects of intrinsic and extrinsic motivational strategies on learning and performance towards writing skills in junior secondary schools, revealing that "intrinsic and extrinsic motivational strategies had significant effects on learning and performance towards writing skills".

Research question three reveals that teacher feedback and student motivation interact synergistically to enhance composition writing quality. Many students find that detailed, encouraging feedback not only clarifies their errors but also increases their motivation to write. Additionally, students recognize that feedback helps them understand their strengths and weaknesses, providing direction for targeted improvement. The use of motivational feedback in composition writing is widely appreciated, as it sustains student interest and encourages persistent effort toward skill development. Aligning with study by Siekmann et al., (2023), on text quality and changing perceptions of teacher feedback and affective-motivational variables, revealing that "students felt that general feedback quality improved, their writing self-efficacy increased, and their writing anxiety decreased" when effective feedback strategies were implemented. It also corroborates with study by Yunus (2020), on written corrective feedback in English compositions, revealing that "both students and teachers generally believe that WCF [Written Corrective Feedback] is beneficial in improving students' writing skills," with students preferring "direct, specific, and comprehensive feedback over indirect feedback".

Research question four reveals that teachers face significant barriers in providing effective feedback, with large class sizes (80% agreement) and administrative workload (85% agreement) being the most prominent challenges. Time constraints also affect 70% of teachers. Interestingly, lack of student motivation was not viewed as a major barrier by most teachers, with only 45% agreeing it discourages detailed feedback. This suggests that while teachers are committed to providing feedback regardless of student motivation levels, structural and institutional constraints—particularly large class sizes and administrative duties—pose the greatest obstacles to effective feedback delivery. This finding is particularly relevant in Edo State's educational context, where resource limitations and high student-teacher ratios remain persistent challenges. Aligning with study by Omeghie and Olanrewaju (2024), on assessing factors affecting standards of secondary school education in Egor Local Government Area, confirming that "educational standards are falling in the study area" and showing "significant differences between the standards of education now and in the last ten years".

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this research was to investigate the influence of teachers' feedback and students' motivation on senior secondary school students' composition writing in Egor Local Government Area, Edo State. One hundred and fifty (150) senior secondary school students (SS1-SS3) and twenty (20) English language teachers from two public secondary schools, Ekosodin Secondary School and the University of Benin Demonstration Secondary School, were explored. The researcher made effort in investigating the types of teachers' feedback commonly used in senior secondary schools; the extent to which intrinsic and extrinsic motivations influence students' performance in composition writing; the interaction between teachers' feedback and students' motivation on composition quality; and the main barriers to teachers providing effective feedback in composition writing classes, all of which have been discussed in detail under the review of literature.

The collection of data was carried out through the administration of questionnaires to one hundred and fifty (150) senior secondary school students and twenty (20) English language teachers from the selected schools in Egor Local Government Area. The data were interpreted and discussed using frequency and percentage tables. The sampling technique used for the research was the purposive sampling technique combined with stratified sampling for student selection across SS1-SS3 levels.

Findings Based on Research Questions

The findings based on the research questions revealed the following:

- **Teachers employ multiple feedback strategies in composition writing instruction.** The vast majority of teachers (90%) provide written corrections and use grading systems as standard practices. Additionally, 70% give oral feedback during or after lessons, while 70% provide explanatory feedback clarifying correctness or errors. These findings indicate that written corrections and grading remain the most prevalent feedback types in secondary schools.
- **Both intrinsic and extrinsic motivations significantly influence students' composition writing performance.** High scores and grades (82.7% agreement) and future examination opportunities (85.3% agreement) strongly motivate students' writing efforts. Regarding intrinsic factors, 78.7% of students feel motivated when they enjoy composition topics, while 85.3% try harder when teachers praise their work. These

results demonstrate that both internal satisfaction and external rewards play crucial roles in sustaining student effort and improving composition skills.

- **Teacher feedback and student motivation interact synergistically to enhance composition writing quality.** A vast majority of students (88.7%) agreed that teacher feedback helps them understand their strengths and weaknesses in writing. Additionally, 85.3% indicated that detailed teacher comments lead to improvement in subsequent compositions, while 84.7% acknowledged that encouraging feedback increases their interest in writing. Furthermore, 78.7% agreed that lack of feedback diminishes their motivation to improve, demonstrating the powerful interaction between feedback provision and student motivation.
- **Teachers face multiple structural barriers in providing effective feedback.** Large class sizes prevent 80% of teachers from giving individual feedback to all students, while 85% reported that administrative workload reduces time available for marking and providing feedback. Time constraints limit feedback provision for 70% of teachers. However, only 45% agreed that lack of student motivation discourages detailed feedback, indicating that teachers remain committed despite student motivation challenges. These findings reveal that structural and institutional constraints pose the greatest obstacles to effective feedback delivery.

Conclusion

In conclusion, the study reveals that both teachers' feedback and students' motivation play critical roles in enhancing composition writing performance among senior secondary school students in Edo State. Teachers employ diverse feedback strategies, with written corrections and grading being most common, though oral and explanatory feedback show variation in practice. Students respond positively to both intrinsic motivators (topic enjoyment, personal interest) and extrinsic motivators (grades, praise, future opportunities), with teacher feedback serving as a bridge between motivation and performance improvement. The synergistic interaction between quality feedback and student motivation creates a positive cycle where encouraging, detailed feedback increases student interest, which in turn enhances receptiveness to further feedback and drives continuous writing skill development.

However, significant structural barriers—particularly large class sizes, administrative workload, and time constraints—prevent teachers from delivering optimal feedback despite their commitment to supporting student learning. These findings underscore the need for systemic educational reforms that address resource allocation, teacher workload management, and class size reduction to enable more effective feedback practices. Additionally, the study highlights the importance of balanced feedback approaches that combine error correction with motivational

elements to sustain student engagement and foster long-term composition writing competence among Nigerian secondary school students.

Recommendations

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

- **Educational policymakers in Edo State should prioritize class size reduction** to enable teachers to provide individualized feedback to all students. Since 80% of teachers identified large class sizes as a barrier to effective feedback provision, the Edo State Ministry of Education should work toward achieving the National Policy on Education's recommended teacher-student ratio of 1:40 for secondary schools. This can be accomplished through recruitment of additional qualified English language teachers and construction of additional classroom infrastructure to accommodate growing student populations.
- **School administrators should implement workload management strategies** to reduce teachers' administrative burdens and create more time for instructional activities, particularly marking and providing detailed feedback. Since 85% of teachers reported that administrative workload reduces feedback time, schools should consider delegating non-instructional duties such as data entry, record keeping, and routine administrative tasks to specialized support staff, allowing teachers to focus on their core responsibility of teaching and providing quality feedback.
- **Teachers should adopt balanced feedback approaches** that combine corrective feedback with motivational elements to sustain student engagement. Since 84.7% of students indicated that encouraging feedback increases their interest in writing, teachers should ensure their feedback practices include positive reinforcement, specific praise for strengths, and constructive guidance for improvement rather than focusing solely on error correction. Feedback should be detailed, specific, and actionable to enable students to understand both what needs improvement and how to achieve it.
- **Schools should integrate technology-assisted feedback tools** to supplement traditional teacher feedback and address time constraints. Mobile-based applications, AI-powered writing assistants such as Grammarly and ChatGPT, and collaborative platforms like Google Docs can provide immediate feedback on grammar, spelling, and basic structural elements, allowing teachers to focus their limited time on higher-order feedback concerning content development, organizational coherence, and rhetorical effectiveness. This hybrid approach can help manage the feedback demands created by large class sizes while maintaining the essential role of human teachers in providing nuanced, context-

sensitive guidance.

- **Teacher professional development programs should be organized** to enhance teachers' feedback skills and understanding of motivation theories. Since the study revealed variation in oral and explanatory feedback practices, training programs should focus on effective feedback delivery techniques, including how to provide focused feedback that addresses the most critical aspects of student writing without causing cognitive overload, how to balance corrective and motivational feedback, and how to adapt feedback approaches to different student motivation levels and learning needs.
- **Schools should create motivationally supportive writing environments** by providing students with meaningful writing topics, authentic audiences, and opportunities for topic selection. Since 78.7% of students feel motivated when they enjoy composition topics, English language teachers should incorporate student choice in topic selection, explore diverse writing genres, and create real communicative purposes for writing assignments rather than treating composition writing as purely evaluative exercises. This approach supports intrinsic motivation development while maintaining the benefits of extrinsic motivators such as grades and recognition.
- **Further research should be conducted** to examine the long-term effects of different feedback approaches on student writing development and motivation over extended periods, investigate effective feedback practices in other local government areas and states across Nigeria, explore the effectiveness of technology-assisted feedback in resource-constrained Nigerian educational contexts, and examine how cultural and linguistic diversity in Nigerian classrooms influences optimal feedback strategies for composition writing instruction.

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APPENDIX

STUDENTS DEMOGRAPHIC - GENDER

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	90	60.0	60.0	60.0
	Male	60	40.0	40.0	100.0
	Total	150	100.0	100.0	100.0

TEACHERS DEMOGRAPHIC - GENDER

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	12	60.0	60.0	60.0
	Male	8	40.0	40.0	100.0
	Total	20	100.0	100.0	100.0

STUDENTS QUESTIONNAIRE TABLES

I try harder in composition writing when my teacher praises my work.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	4.7	4.7	4.7
	Disagree	15	10.0	10.0	14.7

	Agree	53	35.3	35.3	50.0
	Strongly Agree	75	50.0	50.0	100.0
	Total	150	100.0	100.0	100.0

High scores/grades in composition encourage me to improve my writing

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	4.0	4.0	4.0
	Disagree	20	13.3	13.3	17.3
	Agree	63	42.0	42.0	59.3
	Strongly Agree	61	40.7	40.7	100.0
	Total	150	100.0	100.0	100.0

I put effort into writing compositions because it will help me in future examinations or opportunities.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	6.0	6.0	6.0
	Disagree	13	8.7	8.7	14.7
	Agree	59	39.3	39.3	54.0
	Strongly Agree	69	46.0	46.0	100.0
	Total	150	100.0	100.0	100.0

I feel motivated to write well when I enjoy the composition topic.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	9.3	9.3	9.3
	Disagree	18	12.0	12.0	21.3
	Agree	59	39.3	39.3	60.7
	Strongly Agree	59	39.3	39.3	100.0
	Total	150	100.0	100.0	100.0

Teacher feedback helps me understand my strengths and weaknesses in writing.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	3.3	3.3	3.3
	Disagree	12	8.0	8.0	11.3
	Agree	56	37.3	37.3	48.7
	Strongly Agree	77	51.3	51.3	100.0
	Total	150	100.0	100.0	100.0

When my teacher gives detailed comments, I improve my next composition.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.0	2.0	2.0
	Disagree	19	12.7	12.7	14.7

	Agree	58	38.7	38.7	53.3
	Strongly Agree	70	46.7	46.7	100.0
	Total	150	100.0	100.0	100.0

Encouraging feedback from my teacher increases my interest in writing.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2.7	2.7	2.7
	Disagree	19	12.7	12.7	15.3
	Agree	58	38.7	38.7	54.0
	Strongly Agree	69	46.0	46.0	100.0
	Total	150	100.0	100.0	100.0

Lack of feedback makes me less motivated to improve my composition writing.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	7.3	7.3	7.3
	Disagree	21	14.0	14.0	21.3
	Agree	59	39.3	39.3	60.7
	Strongly Agree	59	39.3	39.3	100.0
	Total	150	100.0	100.0	100.0

TEACHERS QUESTIONNAIRE TABLES

I provide written corrections on students' composition scripts.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.0	5.0	5.0
	Disagree	1	5.0	5.0	10.0
	Agree	12	60.0	60.0	70.0
	Strongly Agree	6	30.0	30.0	100.0
	Total	20	100.0	100.0	100.0

I give oral feedback to students during or after lessons.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	15.0	15.0	15.0
	Disagree	3	15.0	15.0	30.0
	Agree	10	50.0	50.0	80.0
	Strongly Agree	4	20.0	20.0	100.0
	Total	20	100.0	100.0	100.0

I use grading (scores/marks) as a form of feedback on students' writing.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0.0	0.0	0.0
	Disagree	2	10.0	10.0	10.0
	Agree	7	35.0	35.0	45.0

	Strongly Agree	11	55.0	55.0	100.0
	Total	20	100.0	100.0	100.0

I provide feedback that explains why a student's work is correct or incorrect.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.0	5.0	5.0
	Disagree	5	25.0	25.0	30.0
	Agree	6	30.0	30.0	60.0
	Strongly Agree	8	40.0	40.0	100.0
	Total	20	100.0	100.0	100.0

Large class sizes prevent me from giving individual feedback to all students

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.0	5.0	5.0
	Disagree	3	15.0	15.0	20.0
	Agree	12	60.0	60.0	80.0
	Strongly Agree	4	20.0	20.0	100.0
	Total	20	100.0	100.0	100.0

Time constraints limit the amount of feedback I can provide

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.0	5.0	5.0
	Disagree	5	25.0	25.0	30.0
	Agree	7	35.0	35.0	65.0
	Strongly Agree	7	35.0	35.0	100.0
	Total	20	100.0	100.0	100.0

Lack of motivation from students discourages me from giving detailed feedback

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.0	5.0	5.0
	Disagree	10	50.0	50.0	55.0
	Agree	5	25.0	25.0	80.0
	Strongly Agree	4	20.0	20.0	100.0
	Total	20	100.0	100.0	100.0

Administrative workload reduces the time I have for marking and giving feedback

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0.0	0.0	0.0
	Disagree	3	15.0	15.0	15.0
	Agree	11	55.0	55.0	70.0
	Strongly Agree	6	30.0	30.0	100.0

	Total	20	100.0	100.0	100.0
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