IDENTIFICATION AND REMEDIATION OF THE CAUSES OF STUDENTS POOR PERFORMANCE IN ESSAY WRITING IN ENUGU EAST LOCAL GOVERNMENT AREA OF ENUGU STATE

BY

MMAEGBUNAM CHIOMA EMELDA

U13/EDU/LIT/005

DEPARTMENT OF ARTS AND SOCIAL SCIENCES

FACULTY OF EDUCATION

GODFREY OKOYE UNIVERSITY

ENUGU STATE

JULY, 2017.

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**TITLE PAGE**

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A RESEARCH WORK SUBMITTED TO THE HEAD OF THE DEPARTMENT OF ARTS AND SOCAIL SCIENCES, FACULTY OF EDUCATION,GODFREY OKOYE UNIVERSITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF EDUCATION (B.ED) IN ENGLISH AND LITERARY STUDIES EDUCATION

JULY, 2017.

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**APPROVAL PAGE**

This project has been approved by the Department of Arts & Social Sciences, in the Faculty of Education, Godfrey Okoye University, Enugu.

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DR. F. N. ENEH DATE

PROJECT SUPERVISOR

.................................................... .........................................

DR. F. N. ENEH DATE

HEAD OF DEPARTMENT

.................................................. ..........................................

PROF. A. E. EZE DATE

DEAN

.................................................. ......................................

EXTERNAL EXAMINER DATE

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**DEDICATION**

This research work is dedicated to my beloved mother, my loving brother and my dearest uncle.

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**ACKNOWLEDGEMENTS**

My gratitude goes to the almighty God, for his love, protection, and guidance throughout my stay in the University.

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**Abstract**

This study was designed on the identification and remediation of causes of students` poor performance in Essay writing in Enugu East Local Government Area, Enugu State. It also assessed the various and possible causes and how each of these causes affect students` performance and result possible strategies to be taken to overcome the problems posed by those causes. The study adopted a descriptive survey design approach in which four research questions were posed. The population of the study consisted of 300 teachers of English Language in the study area, while 130 were selected randomly for the study, out of the total population of English teachers in Enugu East Local Government Area. Questionnaire of four point scale was used as the instrument was adequately validated with its reliability established using a test – retest reliability technique. Data collected were analyzed using mean score. The result showed that some problems identified to be the militating causes includes; Inadequate training and experience of English teachers, ineffective use of instructional materials during teaching and learning of essay writing and students` negative attitude towards essay writing. Based on the findings of the study, it was recommended that, government should put into consideration professional training and qualifications of teachers during employment also should encourage educational bodies to organise seminars, workshops and conferences for teachers. On the same note, government should provide and also utilization of adequate instructional materials.

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**CHAPTER ONE**

**INTRODUCTION**

**Background of the Study**

The rate of poor performance in Essay writing in Senior Secondary School Certificate Examination is not only shocking but also frightening. In the last few years, for instance from 2007-2009 statistic recorded an alarming average of 60% failure in Essay writing for three consecutive years. West African Examination Council (WAEC) 2009. This result of course calls for urgent attention on the part of those who are the operators of secondary education in Nigeria. Uwadiae, (2009) in his paper presented at WAEC monthly seminar maintained that the percentage of failure rate in Essay writing in the past five years surpasses that of the percentage of credit level.

According to Wikipedia, an essay is generally a piece of writing that give the authors own argument. Essay are commonly used as literary criticism, political manifestoes, learned argument, observation of daily life, recollections and reflection of the author. Media report shows that the performance of students in written, reading and spoken English is not encouraging, but there are several other factors that could undermine the performance of students in essay writing such as background of the student, teachers, interest, government and attitude towards academic work.

It is very important to emphasize here that the qualification of English teachers whose sole responsibility is to teach reading, writing and speaking skills, will enhance good or poor performance of students. In order to ensure for accuracy, create motivation and interest, a good qualified English teacher should be placed in charge to teach students. Government negligence and failure to provide the necessary teaching aids has also contributed to the poor performance of student in English Language. It is the responsibility of the government to provide necessary instructional material to help in teaching of essay writing skills to the students of various levels of education. This should be done, so as to avert the influence of mother tongue in essay writing.

A breakdown of the statistic on the failure rate for 2006 revealed that out of 1,064,587 students who took the examination, 25.63% recorded credit and above, 34.85% made pass while 36.93% got failure marks. In 2007, 1,025, 027 students, only 267,251 (26.07%) scored credit and above, 441,009 candidates failed (41.13%) and 316,767 (24.68%) represented 223,568 students recorded pass and (40.18%) of 387,758 students scored F9. In 2009, 929,271 candidates sat for the May/June West African Secondary School Certificate examination (WASSCE), out of which (29.03%) got credit and above, 33.91% scored pass while 32.91% failed. In 2011, out of 1,190,393 who registered for English Language 1,160,049 actually sat for the examination while only 2,119 or 0.18% came out with distinction, 263,777 or 22.16% came out with credit pass 76,224 or 6.40% failed while there were 51.312 incident of malpractice.

The West African Examination Council (WAEC) recently released students, have traced the poor performance by candidates in English language as a result of poor Essay writing skills, between 2002-2008 to government and parents, this putting their quest for education into tertiary institutions in jeopardy. Performance of students in the May/June West African Senior School Certificate Examination (WASSCE) with the period, according to WAEC has declined with mass failure recorded in English Language because of poor performance in essay writing and called on the stake holders to initiate measures to arrest the trend. Ojo, (2002) posits that many students perform poorly in Essay writing because of their inadequate skills in listening and reading comprehension which is an essential in Essay writing .

There is need to integrate guideline and counseling strategies with classroom activities. This is essential because constant failure in Essay writing as a topic in English language, causes frustration among secondary school students. This is because most institutions of higher learning in Nigeria do not offer admission to students who do not possess at least a credit level pass in English language. Also, most employers prefer recruiting candidates with credit or pass in English language to those who fail the subject. More importantly, in this modern and dynamic case when academic excellence is the priority and order of the day, this basic problem requires prompt attention.

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

As human societies emerged, the development of writing was driven by pragmatic exigencies such as exchanging information, maintaining financial accounts, codifying laws and recording history. Around the 4th millennium BCE, the complexity of trade and administration in Mesopotamia outgrew human memory, and writing became a more dependable method of recording and presenting transactions in a permanent form. In both ancient Egypt and Mesoamerica, writing may have evolved through calendrics and a political necessity for recording historical and environmental events.

In this study therefore, main focus was to identify some of the failure in secondary school examination in English Language as a result of poor performance in essay writing in Enugu East Local Government Area of Enugu State with a view to proffering solution.

**Statement of the Problem**

Akinbode, (2006) alluded that under achievement in Essay writing at the secondary and even tertiary levels in a noticeable phenomenon in Nigeria educational system. The most noticeable indication of instructional problems associated with poor performance in the WAEC conducted SSCE English examination and the Situation becomes worse every year. Candidates’ performances however, were generally disappointing in the institutions of higher learning, such as universities, polytechnic and colleges of education. The seriousness of the situation is baffling. Nzinga, (2003) lamented the low performance of new entrance at the university of Ilorin and said, the slow clear ignorance of most basic elements of logical interference and most of the students do not have the opportunity to undertake advanced reasoning tasks. From a number of continues assessment and examination conducted by Akinbode for the students over the years, a number of errors and deviant forms in language use have been noticed. Such errors among others includes:

i. A poor knowledge of tenses and sequences of tenses.

ii. Weakness in concord

iii. Winding constructions due to illogical thinking

iv. Wrong use of prepositions.

v. Inability to apply appropriate reading speed to reading materials etc.

The devices which grammar was to limit meaning are its operating principles. It is not surprising that most students in secondary schools lack the mastering of the grammatical principles, which are the higher points of languages. He however, stated that the perceived causes of failure in SSCE Essay writing Examination is as a result of several factors which include; Examination bodies, Government, Parents, Teachers and Students. What then can be done to bring an end to this problem of mass failure of students in English Language because of poor essay writing skills?

**Purpose of the Study**

The main purpose of this study is identification and remediation of the causes of student poor performance in Essay writing in Enugu East Local Government Area of Enugu State. Specifically, the study was undertaken:

a. To find out the teacher factors cause failure of students’ in Essay writing in Senior Secondary School Certificate Examination.

b. To find out the lack of use of instructional materials’ increase students’ failure in Essay writing in Senior secondary School Certificate Examination.

c. To find out the attitudes exhibited by students that cause failure in Essay writing in Senior Secondary School Certificate Examination.

d. To find out the environmental factors cause students’ failure in Senior Secondary School Certificate Examination in Essay writing.

**Research Questions**

1. What teacher factors cause failure of students’ in Essay writing in Senior Secondary School Certificate Examination?

2. Do lack of use of instructional materials increase students failure in Essay writing in Senior Secondary School Certificate Examination?

3. What are the attitudes exhibited by students that cause failure in Essay writing in Senior Secondary School Certificate Examination?

4. What environmental factors cause students’ failure in Senior Secondary school Certificate examination in Essay writing ?

**Significance of the Study**

The study will be of great help to policy makers in the Nigeria Educational System. It will help in the planning for effective implementation in the education sector. It will help the government in their attempt to meet up to the budgetary stipulation laid down by United Nation Education Scientific Cultural Organization (UNESCO), by embarking on the 26% of the national budget to education sector, bearing in mind that a poorly compensated teaching profession would not attract the best minds required to teach the students, the issue of appropriate finding needs to be reconsidered.

This study will be beneficial to the government in the recruitment of teachers where only teachers who specialize in their various fields are recruited, it will enhance better out put. It will equally serve as a challenge to them, to update their knowledge especially in this present computer age in order that they will still remain relevant in their field of endeavors. It will also be a guide to some teachers especially those who stick to particular teaching method so that they can vary their techniques.

The students will also benefit from this work in the sense that it will help them to wake up to the roles they need to play academically to enrich themselves in order to meet up the challenge of the global world.

If the findings and recommendations of this study are implemented by the appropriate authorities, we will not be talking about mass failure of students. It will urge teachers to be committed to their duties, while parents should encourage their wards/children by providing textbooks and conducive learning environment especially as regards to students in Enugu East Local Government Area, bearing in mind that young child today is a potential leader tomorrow.

**Scope of Study**

The scope of the study is identification and remediation of the causes of student poor performance in Essay writing in Enugu East Local Government Area of Enugu State.

**CHAPTER TWO**

**REVIEW OF THE RELATED LITERATURE**

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

**Conceptual Framework**

**Theoretical Framework**

**Empirical Studies**

**Summary of Review of Related Literature**

**Conceptual Framework**

**Concept of Essay writing**

An essay is, generally, a piece of writing that gives the author's own argument but the definition is vague, overlapping with those of an article, a pamphlet, and a short story. Essays have traditionally been sub-classified as formal and informal. Formal essays are characterized by "serious purpose, dignity, logical organization, length," whereas the informal essay is characterized by "the personal element (self-revelation, individual tastes and experiences, confidential manner), humor, graceful style, rambling structure, unconventionality or novelty of theme," etc.

Essays are commonly used as literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author. Almost all modern essays are written in prose, but works in verse have been dubbed essays (e.g., Alexander Pope's *An Essay on Criticism* and *An Essay on Man*). While brevity usually defines an essay, voluminous works like John Locke's *An Essay Concerning Human Understanding* and Thomas Malthus's *An Essay on the Principle of Population* are counterexamples. In some countries (e.g., the United States and Canada), essays have become a major part of formal education. Secondary students are taught structured essay formats to improve their writing skills; admission essays are often used by universities in selecting applicants, and in the humanities and social sciences essays are often used as a way of assessing the performance of students during final exams.

The concept of an "essay" has been extended to other mediums beyond writing. A film essay is a movie that often incorporates documentary filmmaking styles, and focuses more on the evolution of a theme or idea. A photographic essay covers a topic with a linked series of photographs that may have accompanying text or captions.

**Concept of academic writing**

Academic writing and publishing is conducted in several sets of forms and genres. This article provides a short summary of the full spectrum of critical and academic writing and lists the genres of academic writing. It does cover the variety of critical approaches that can be applied when one writes about a subject. However, as Harwood and Hadley (2004) and Hyland (2004) have pointed out, the amount of variation that exists between different disciplines may mean that we cannot refer to a single academic literacy. Writing in these forms or styles is usually written in an impersonal and dispassionate tone, targeted for a critical and informed audience, based on closely investigated knowledge, and intended to reinforce or challenge concepts or arguments. It usually circulates within the academic world ('the academy'), but the academic writer may also find an audience outside, for instance journalism, speeches, pamphlets, etc. Typically, scholarly writing has an objective stance, clearly states the significance of the topic, and is organized with adequate detail so that other scholars may try to replicate the results. Strong papers are not overly general and correctly utilize formal academic rhetoric. While academic writing consists of a number of text types and genres, what they have in common, the conventions that academic writers traditionally follow, has been a subject of debate.Many writers have called for conventions to be challenged, for example Pennycook (1997) and Ivanic (2008), while others suggest that some conventions should be maintained, for example Clark (2009).

**Concept of performance studies**

Performance studies is an interdisciplinary field that studies performance and uses performance as a lens to study the world. The term 'performance' is broad, and can include artistic and aesthetic performances like concerts, theatrical events, and performance art; sporting events; social, political and religious events like rituals, ceremonies, proclamations and public decisions; certain kinds of language use; and those components of identity which require someone to do, rather than just be, something. Consequently, performance studies is interdisciplinary, drawing from theories of the performing arts, anthropology and sociology, literary theory, and legal studies.

Performance Studies has been challenged as an emerging discipline. Many academics have been critical of its instability. As an academic field it is difficult to pin down; either that is the nature of the field itself or it is still too young to tell. There are, however, numerous degree-granting programs that train researchers being offered by universities. Some have referred to it as an "inter discipline" or a "post discipline."

Performance Studies tends to concentrate on a mix of research methods. The application of practice-led or practice-based research methods has become a widespread phenomenon not just in the anglophone world. As such research projects integrate established methods like literature research and oral history with performance practice, i.e. artistic autoethnographic approaches and verbatim theatre. The documentation of *Practice-as-Research in Performance* (PARIP), a devoted research project conducted at the University of Bristol between 2001 and 2006, offers a number of inspiring articles and portraits of such research projects and was key for a breakthrough of using creative thinking within this subject field.

# Importance of Essay Writing

It is no more a difficult task to search for the material for an essay but what is complicated is the arrangement and assembling of the material while writing an essay. Assembling and creating a flow in writing an essay is an art in its own. Essay writing is an essential part of your academic year. Students think of essay writing as a boring and worthless activity but essay writing tends to hold much worth.

Let us look at why essay writing is important:

* Knowledge Embedment:

Listening to a lecture is not just an assurance of knowledge embedding. It is best to achieve knowledge through writing. An essay is a good method to embed all the facts and figures together which had been received by different sources.

* Intellectual Development:

Essay writing helps in stimulating the intelligence and leads to intellectual development. It is a good exercise to practice for examination and for career opportunities where writing skills matter a lot. Writing skills are important in all fields and therefore writing essays helps in quality writing.

* Gauge for Academic Score:

Essay writing teaches the students to evaluate, analyze and think critically. In this way the students can polish their writing skills and can obtain good marks. Essay writing affects many things in academics of students. Due to good analytical skills students can do great wonders in field work. Moreover it helps in getting good grades as mentioned above, adds star to your reputation etc.

Writing is the basis of all education and therefore students must write effectively and develop the habit of writing for better opportunities in future.

E.M. Forster (2014) once said, “How do I know what I think until I see what I say?” Writing ability shows the capability of one’s own thought power and opinions in ways that may surprise even the writer himself. An essay is a good method to embed all the facts and figures together which had been received from different sources. It requires simplifying and explaining the complex ideas. Learning to go from the complex to the simple makes the piece of writing more acceptable to the readers. Listening to a lecture cannot assure knowledge embedding. Essays serve as a tool to test the students' knowledge by assessing their arguments, analyses, and specific examples, as well as the conclusions they draw regarding the material covered in the course. When the students write an essay, they are actually trying to express themselves. Therefore, improving their essay writing skills, with appropriate vocabulary and well organized writing style, will only help them to express themselves in a more logical way. Besides, the students can show creativity in each stage of the process of writing an essay. It is an opportunity for them to use their imagination, produce words out of the pictures they have had in their minds and pen them down in a creative fashion by improving their essay writing skills the students can grow to be a very talented and creative writer, speaker and a logical thinker. However easier it may seem to find a material for an essay, the difficulty lies in the assembling and arrangement of the material in to a good essay.

Creating a flow in writing an essay is an art in its own. Hence, all of these involve a lot of creativity and intelligence, which contributes to the intellectual development of the student and helps the student become sharp and organized in his academics and daily life. Our world is all about writing. Tweeting, posting, messaging, emailing, and other forms of communication have some form of writing involved.

According to willet (2011) Writing skills are important in all fields and therefore students must be careful in quality writing. The better the students get at it, the better they will be able to represent them Selves on social media as well as in their professions, as writers whose writings are worth reading. The California Writing Project, University of California whose goal is to strengthen the value of accumulating knowledge to improve writing skills, shows various examples of how improved writing skill can help the students in the workplace:“According to most corporate leaders, employees who are skilled in writing are the most likely to be promoted and the least likely to be outsourced or eliminated.” and “More than 90 percent of mid-career professionals recently cited the ‘need to write effectively’ as a skill of ‘great importance’ in their day-to-day work.”Therefore, the students should be made to see their academic writing assignments as a good investment in their career and not as

a medieval form of scholarly torture.

Obviously the first issue is for government to meet the budgetary stipulation laid down by the United Nations Educational, Scientific and cultural organization (UNESCO) by embarking on 26 percent of the national budget for education sector. If many less endowed countries such as Ghana Botswana can meet the requirement, it is in excusable that Nigeria has refused to the somewhat is needed in prioritization of sectional allocations by drawing down on less important areas which as far as we can see include payment and a enrolment of public officials for the benefit of the educational sector. In June, a very crucial time in school system being the period when examination are written, teachers are picked for paying of some allowances, it took government sometimes before it acceded to the demand by the time it did, valuable time had been loss which may explain the bad result we had now.

**Teacher Factor**

Under this we have the following sub-headings

a. Availability of qualified teacher

b. Methods of teaching

c. Availability of instructional materials

d. Negative attitude of teachers and students towards Essay writing.

a. **Availability of Qualified Teachers**

Studies on the qualified teacher and teacher experience on student learning have found a positive relationship between teachers’ effectiveness and their years of experience, but the relationship observed is not always a significant or an entirely linear one (Klitgaard & Hall, 1974; Murnane & Phillips, 1981). The evidence currently available suggests that while inexperienced teachers are less effective than more senior teachers, the benefits of experience level off after a few years (Rivkin, Hanushek, & Kain, 2000). The relationship between teacher experience and student achievement is difficult to interpret because this variable is highly affected by market conditions and/or motivation of women teachers to work during the child-rearing period. Harris and Sass (2007) point to a selection bias that can affect the validity of conclusions concerning the effect of teachers’ years of experience: if less effective teachers are more likely to leave the profession, this may give the mistaken appearance that experience raises teacher effectiveness. Selection bias could, however, work in the opposite direction if the more able teachers with better opportunities to earn are those teachers most likely to leave the profession. It is almost common to see teachers who specialize in other filed, for example communication etc, teaching Essay writing at the Senior Secondary level. Unqualified and non-specialist teachers, recruited in our secondary schools to teach Essay writing is a major and serious impediment to effective teaching and learning. This has seriously hindered the subject as Adetola, (2014), states that the quality of education falls because some teachers who are not qualified to teach a particular subject are recruited into our schools today. It is observed that one cannot give what he or she does not have. Those who understand the social and educational significance of a subject, teach with greater success than those who teach it because it appears on the syllables and timetable.

b. **Method of Teaching**

A method is a way of doing things. Gallilus, (2010), states that a teacher must assume the role of resource brokers. The implication of this is that teachers should become familiar with a variety of instructional delivery methods, rather than rely on one best way. The finding in this study run contrary to the above assertions as the essay writing teachers in public secondary school depend heavily on the traditional method in English Lessons while the intensive use of prescribed textbook and the use of lecture method in delivery lessons are prevalent, the debate and group methods of teaching are occasionally used.

d. **Negative Attitude of Teachers and Students towards Essay writing**

Researcher have generally shown that teacher`s influence affect students` attitude towards subjects. It will be observed that the behaviour of most English teachers deviate from the expected normal behaviour of teachers. They tend to exhibit very “queenish” characteristics which scares students away from essay writing. Some English teachers create the impression to the students that essay writing is difficult and not meant for everybody to study except for those with exceptional endowment like themselves who teach the subject. Some of them behave in such ways that the students may not like to imitate. They make people around them to be conscious of words coming out from their mouth lest they make grammatical errors. They exhibit extreme neurotic behaviour either in the class or outside the classroom. Some see English teachers as bad people, those who over dress as in order to imitate the white men culture, they are seen as people who speak too much grammar. Their English teacher who are guilty of these accusations . They seen to be unnecessary very fast while teaching and do not involve their students in regular classes. Some do not give adequate corrections to English assignment, others do not have the patience or time to work out problems in different ways or methods so that students can adapt to a convenient method, while others do not mark exercises or assignments given to students if they do, they are not marked in good time for students to correct their mistakes. It is a well known fact that modelling is a way of learning. If students do not like their teacher`s behaviours and consequently do not feel like modelling such behaviours they develop negative attitude to the teacher and his subject.

Sperling, (1982) buttressed the fact by indicating that the credibility of the communicator (that is the teacher) or changes in the attitude of another person is important.

The teacher`s prestige is likely to influence whether or not students accept his communication or teaching. He pointed out to concomitant component of credibility: The first is the teacher`s expertness (for example, the teacher`s education, position or age) to increase students believe in him and the validity of what he say. The second is the trustworthiness, for instance what does the students stand to gain if they alter their attitude as a result of what the teacher says?

**Environmental Factor**

A mounting widens for the potency of early environment is shaping letter cognitive abilities. It has been investigated largely through the studies of intellectual growth in twins reared in type by adoption and the efforts of parents’ early deprivation of their children Bloom, (1984). In a related development, Ibrahim, (1984) stated that the home environment can be a handicap for a child in the school; in life or it may be a source of special advantages. According to him, poverty through malnutrition can exit influence on students’ performance. poor living condition can also influence the health of the child and directly or indirectly affect the ability to learn Essay writing . Many schools especially those in urban centers, are located in area where there is a busy movement and activities of many people. It was observed that many people use the school premises as short cut to their destination.

**Student Factor**

Students perform poorly due to lack of adequate preparation, inability to understand question that demand a high level of thinking, flagrant breach of rubrics, thus answering more question than required due to poor command of English. Students often feel that Essay writing does not require continuous and serious attention like other subjects such as mathematics, physics and chemistry. They often put up a nonchalant/liaises-fair attitude towards the subject. Others believe it is an “A” subject. As a result, the students make little preparation before entering for Essay writing examination. They are rather more interested in whatever short cut that is available to obtain the certificate and go their ways.

**Theoretical Frame Work**

This is concerned with the ideas and principles in which a particular subject is based, rather than with practice and experiment. It is also a formal set of ideas that is intended to explain why some things happen or exist. Some of the psychologist have propounded several theories to explain the concept of learning and its process, each of them viewing it from different perspective.

**Theories of Learning**

Learning theories refer to theoretical frame work which try to explain how people and animals learn, thereby helping us understand the inherent complex process of learning. Learning therefore refers to a change in human performance or performance potential brought about as a result of the learners interaction with the environment. There are three main categories of learning theories namely, Behaviorism which focus only on the objectively observable aspects of learning.

Cognitive theories which look beyond behavior to explain brain based learning.

Constructivism learning as a process in which the learner actively constructs or builds new ideas or concepts. There are three assumptions of behaviorism which includes,

1. Learning is manifested by a change in behavior .
2. The environment shapes behavior.
3. The principles of contiguity and reinforcement.

The classical conditioning or stimulus response (S R) theories without reinforcement are, Ivan Pavlov’s theory, Watson’s learning theory and Guthries’s learning theory. While stimulus Response (S R) with reinforcement or operant conditioning or trial and error theory include; E.L. Thorndike’s theory of connectionism, B.F. skinner’s theory of learning and Hull’s theory of learning.

Ivan Pavlov (1849 1936) major findings and their applications to learning through his classical experiment led to the discovery of some general principles of learning which one of them is inhibition. In this principle, Pavlov cited a situation where a stimulus blocked a response that would occurred. Even when an unconditioned stimulus (UCS) is presented, the dog did not response (salivate) as a result of interference inhibitions. He further made distinct, the inhibition into two types know as the external inhibition and internal inhibition.

The researcher focuses his attention on external inhibition which is a situation where the conditioned response (CR) is inhibited by external factors in identification and remediation of the student poor performance in essay writing such as over crowded classes, noise making and other extraneous distracting factors as the case of class room situation. These factors hinder, teaching and learning of students on essay writing.

**Theory of Bandura’s social cognitive theory**

Teacher efficiency is derived from Bandura’s social cognitive theory and self efficacy theory. Bandura (2007) defined self-efficacy as beliefs in one’s capabilities to organize and execute the course of action required to produce given attainments. Bandura (2007) postulated four sources of self-efficacy that may contribute to teacher efficacy: mastery experiences, physiological and emotional arousal, vicarious experience, and social persuasion. Self-efficacy influences a person’s choices, actions, the amount of effort they give, how long they preserve when faced with obstacles, their resilience, their thought patterns and emotional reactions, and the level of achievement they ultimately attain (Banduar, 2007) self-efficacy also determines how well knowledge and skills are learned. The teacher efficacy in teaching and learning continues to interest researchers and practitioners like, Shannen (2008) defined teacher efficacy as the teacher’s belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context. Woolfolk (2001) added that teacher efficacy is the teachers’ motivation to persist when faced with obstacles, and the willingness to effort to overcome those obstacles. Some of the most powerful influences on the development of teacher efficacy is the teachers’ motivation to persist when faced with obstacles, and the willingness to effort to overcome those obstacles. Some of the most powerful influences on the development of teacher efficacy are mastery experiences during student teaching and the induction year. Previous research has found that some aspects of efficacy increase during student teaching while other dimensions may decline (Hoy & Woolfolk, 2000). According to Bandura (2007), mastery experiences are the most powerful source of efficacy information. The perception that a performance has been successful can rise efficacy beliefs and provide the source for the belief that future performances in a similar vein will also be successful.

The level of physiological and emotional arousal that a teacher experiences with a successful performance can also enhance efficacy beliefs. As teaching efficacy on managing and operating teaching successfully through instructional strategies, classroom management, and the student engagement (Schannen M. & Woolfolk Hoy, 2001). There have been many researchers who have studied the teaching efficacy of pre-service teachers or novice teachers later such as Robert, Harlin & Ricketts (2006) who studied on longitudinal examination and agricultural science student teacher and found that teaching efficacy was related to teaching practice experience of the student. Posnanski (2007) found that the constructivist framework of the course appeared to have an impact on the future teachers’ beliefs about their ability to teach effectively, including modelling of effective instruction and practical experiences with school-based curricula activities serve to improve the teaching efficacy of pre-service teachers. It implication on the effective teaching and learning in senior secondary school cannot be over emphasized because it takes the availability of a qualified teachers who specialized in a particular subject to effectively teach the student.

**Empirical framework**

A study by James (2008) examined the number of qualified teachers in essay writing and its relationship to student’s academic performance in public secondary schools in a sample of Enugu East L.G.A of Enugu State. This descriptive study used a post-hoc dataset. An instrument titled “Quantity and Quality of Teachers and students Academic Performance” (QQTSAP) was used for the study. Twenty-one (21) public secondary schools, one in each L.G.A from a population of Thirty-one (31) LGA in the State, were sampled. The senor secondary school certificate Examination result from 2000/01 to 2004/05 were used to analyze students academic performance and reflected some concern in the school system. The data were analyzed using ANOVA and spearman rank correlation coefficient to test the three operational hypothesis. Finding this study showed teachers qualifications, experience and teacher-student ratio were significantly related to student academic performance. These finding can be used to guide planner about the need for qualified teachers to facilitate effective teaching and learning in secondary Schools in Nigeria.

Amoo (2002) reported that there were wide gaps demand and supply of qualified teachers in Osun state. Shortage of qualified teachers as revealed by finding of this study was expressed as 44% in the 1978/80 session, 56% in the 1980/81 sessions and 51% in the 1981/82 sessions. He recommended that the state government ensure the finding of the State Colleges of Education so that they could train well-qualified teachers and address the problem of teacher shortage in her study on internal efficiency of Osun State public Secondary Schools from 1997/98 to 2002/2003, Akmsolu (2005) reported that Osun public Secondary Schools experienced wastage. She stressed further that out of every one Nigeria Naira (N 1) spent by the government, 45 kobo (N 0.45) was wastage in the period of the study as a result of high repetition, high failure and drop out rate in the system. In the organization of Economic Cooperation Development (OECD 2008) study on school and quality, the authors reported that there are many factors that contribute to quality in education, such as students and backgrounds, staff and the ethos, curriculum and expectation with the school. As the literature described here suggests, teachers are a vital pre-requisite for student attainment of educational goals and objectives. These studies serves as a strong board for study, that investigated whether there is a relationship between the quality and quantity of teachers and students academic performance.

The study by Henry (2009) examined the effect of teachers qualification on the performance of senior Secondary student in physics. The purpose was to determine whether the status of the teachers has any impact on the performance of the students in physics. The survey type of descriptive research design was adopted. The sample for the study consist of 100 senior Secondary School. Physics students in Ekiti State and the teachers that prepared and presented the students in each school for 2009/2010 West African School Certificate Examination. The year’s result summary for each school was collected with the bio-data of their respective physics teachers. Four hypothesis were postulated and tested at 0.05 significance level. The data collected were analyzed using inferential statistic. The result reveled that students taught by teachers with higher qualification performed better than those taught by teachers with lower qualification. It was also showed that students performed better in physics when taught by professional teachers. The result also showed that teacher’s gender has no effect on their ability to impact knowledge on the students much as he/she is a skilled teacher in that field of study. However, the experience of the teacher is significant at impacting the student’s academic performance in physics. Based on the findings, it was recommended that experienced in higher level should teach physic at the certificate class.

**Summary of Reviewed Literature**

In summary, the research reviewed that literature of Essay writing in English language is an obligation for admission into all the discipline in the various institutions of higher learning. This is the view that the teacher has to posses some qualities/skills that will enable him/her transfer the required knowledge in Essay writing effectively, thereby, achieving the accepted results. Instructional materials was also reviewed, it stimulates students’ interest, motivates learning, makes teaching easy and makes learning meaningful and concrete.

There are three main categories of learning theories namely; behaviourism for observable aspects of learning, Cognitive theories, this look beyond behaviour to explain brain based learning; Constructivism, helps learners build new ideas or concepts. It is in the midst of these gaps that this research focused on identification and remediation of the causes of student poor performance in Essay writing in Enugu East Local Government Area of Enugu State.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

This chapter presents the research methodology under the following sub-leadings: Research Design, Area of the Study, Population of the Study, Sample and Sampling Procedure, Instrument for Data Collection, Validity of Instrument, Reliability of Instrument, Data Collection Procedure and Data Analysis Procedures.

**Research Design**

This is essentially a descriptive survey research design, which is a research that studies a group of people or item by collecting and analyzing only few or item that represents the entire population.

**Area of the Study**

The area of study is Enugu East local government Area of Enugu State.

**Population of the Study**

The study population comprised all the English teachers in the secondary schools in Enugu East Local Government area. There are secondary schools in Enugu East local Government Area with a total population of three hundred (300) teachers of English language. post primary schools management Board (PPSMB 2012). This formed the population of the study.

**Sample and Sampling Techniques**

A total number of 130 respondents will be used for this study and it will be made up of English teachers in Enugu East Local Government Area. A simple random sample procedure was adopted in choosing the population of the study as it involves a fairly large community of Enugu East Local Government Area which is the area under the research study, hence indicate a heterogeneous population.

**Instruments for Data Collection**

Structured questionnaire items were used to obtain information. The items in the questionnaire were designed to measure the question posed by the four research question which guided the study. The questionnaire comprised of section A and B, which includes bio data of the respondent and items respectively. It was structured based on four response rating scales, Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

**Validity of the Instrument**

The instrument was validated by two experts in Essay writing and an expert in Measurement and Evaluation in Godfrey Okoye University, Faculty of Education. The experts made necessary corrections and modifications. All corrections that were suggested by these experts were effected by the researcher.

**Reliability of the Instrument**

A test-retest reliability method was adopted to determine the reliability of the instrument. The instrument was administered to a representative group of students of Enugu North Local Government Area outside Enugu East Local Government Area. After two weeks of administration, the instrument was administered again to the same group of teachers. The two scores obtained from the two administrations were collected, the correlation co-efficient obtained using cronbach alpha was 0.88. This indicates that the instrument is reliably high.

**Data Collection Procedure**

The questionnaires were administered to the English teachers used for the study. The researcher spent three days in administering and collecting completed questionnaire through the help of research assistants. These completed questionnaires which were all properly filled and returned were used for the analysis. These representing 100% return rate.

**Data Analysis Procedure**

For the data analysis, mean was used in answering the research questions. The mean response on each item was computed by multiplying the frequency of each response made with the appropriate scale value. The sum of the values obtained for each items was divided by the total number of respondents to get the mean (X); and the mean was interpreted strictly in relation to the Likely scale used.

Numerical values were attached to the different rating follows:

Strongly Agree (SA) = 4 points

Agree (A) = 3 points

Disagree (D) = 2 points

Strongly Disagree (SD) = 1 point

Where the mean score that is greater or equal to 2.50 is regarded as agree and mean scores less than 2.50 is regarded as disagree.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

This chapter deals with the presentation of data analysis and results obtained from the research questions. These are on table 1-4, respectively

**Research Question I**

What teacher factors cause failure of students’ in Essay writing in Senior Secondary School Certificate Examination?

**Table I:** Mean response on the teachers` factors that causes failure of students in essay writing in senior secondary school certificate examination.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/No** | **ITEMS** | **SA**  **4** | **A**  **3** | **D**  **2** | **SD**  **1** | **TOTAL** | **X** | **REMARKS** |
| 1 | Inadequate training of teachers affects students’ performance in Essay writing . | 85 | 45 | - | - | 475 | 3.65 | A |
| 2 | Lack of Essay writing teachers in schools causes poor performance. | 60 | 68 | - | 2 | 444 | 3.41 | A |
| 3 | Inexperienced Essay writing teachers affect the student’s performance | 110 | 20 | - | - | 500 | 3.84 | A |
| 4. | Teacher other than those who studied Essay wr1iting teach English and this affects students performances adversity | 80 | 57 | 8 | 15 | 522 | 4.01 | SA |
| 5 | Inadequate continuous assessment in Essay writing affect students performance | 95 | 35 | - | - | 485 | 3.73 | A |

**Source:** From the data collected by the researcher.

from above table one, the computed mean score of individual items ranges from 3.41 to 4.01, respectively. The items majorly fall under the ‘agreed’ and ‘strongly agreed’ regions. On item 4 which has the highest mean score of 4.01, the respondents strongly agreed in most of the secondary schools that teachers other than those who studied Essay writing teach English and other related subjects in the school.

**Research Question II**

Do to lack of use of instructional materials increase students failure in Essay writing in Senior Secondary School Certificate Examination?

**Table II:** Mean response on how the lacks of use of instructional materials increase students’ failure in essay writing in senior secondary school certificate examination.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA**  **4** | **A**  **3** | **D**  **2** | **SD**  **1** | **TOTAL** | **X** | **REMARKS** |
| 6 | Teaching Essay writing without the use of instructional materials causes poor performance of students | 90 | 40 | - | - | 480 | 3.69 | A |
| 7 | Lack of instructional material in teaching and learning of Essay writing causes poor performance | 75 | 42 | 2 | 11 | 441 | 3.39 | A |
| 8 | Some teachers do not know how to make use of instructional material | 49 | 46 | 20 | 15 | 389 | 2.99 | A |
| 9 | Students are not exposed to these instructional materials early enough | 10 | 80 | 35 | 5 | 355 | 2.73 | A |
| 10 | Teachers rarely use material base on essay | 120 | 10 | - | - | 510 | 3.92 | A |

**Source:** From the data collected by the researcher.

**Findings:** The computed mean scores of individual items from the table two above ranges from 2.73- 3.92 respectively. The items fall on the “agreed” region. Form items 9 and 10 with total mean scores of 2.73 and 3.92, the respondents agreed that students are not exposed to these instructional materials early enough and teachers rarely use language laboratory in teaching and due to the adoption by the English teacher lead to students’ poor performance in Essay writing . This according to them explains that the effectiveness of any learning outcome will depend on a great deal on the suitability of the teaching method adopted by the English Teacher.

On the other hand, it was discovered that teacher’s poor preparation of essay lesson affect students’ performance. The respondents on items 6 and 7, noted that the effective use of instructional materials by the English teacher during essay lesson cause students poor performance in Essay writing in Senior School Certificate Examination.

**Research Question III**

What are the attitudes exhibited by students that cause failure in Essay writing in Senior Secondary School Certificate examination?

**Table** **III** Mean response on attitudes exhibited by students that causes failure in essay writing in senior secondary school certificate examination.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/No** | **ITEMS** | **SA**  **4** | **A**  **3** | **D**  **2** | **SD**  **1** | **TOTAL** | **X** | **REMARKS** |
| 11 | Most students stay away from essay lessons cause poor performance | 45 | 85 | - | - | 435 | 3.34 | A |
| 12 | Poor student’s background in English causes poor performance in essay writing | 109 | 21 | - | - | 499 | 3.83 | A |
| 13 | Most students do not realize the importance of Essay writing until it is too late | 35 | 95 | - | - | 425 | 3.26 | A |
| 14 | Student buy English texts to read always |  | 10 | 30 | 90 | 180 | 1.38 | SD |
| 15 | Students slow interest in Essay writing causes poor performance | 55 | 60 | 10 | 5 | 426 | 3.26 | A |

**Source:** From the data collected by the researcher.

**Findings:** From the above table -3, the computed mean scores of individual items range from 1.38 to 3.83, respectively.

The respondents on item 13 and 15, with the same total mean score of 3.26 each, noted that most students do not realize the importance of Essay writing until it is too late and students slow interest in Essay writing causes poor performance of the student. Also, on items 11 and 12, the respondents observed that other causes of students’ poor performance in Essay writing are poor students background in English and unavailability of most students during English classes. On items 14, however, the respondents strongly disagree stating that poor performance of students in Essay writing in Senior Certificate is not as a result of the students buying English texts to read always.

**Research Question IV:**

What environmental factors cause students’ failure in Senior Secondary School Certificate Examination in Essay writing ?

**Table** **IV** Mean response on how environmental factors cause students failure in senior school certificate examination in essay writing.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/No** | **ITEMS** | **SA**  **4** | **A**  **3** | **D**  **2** | **SD**  **1** | **TOTAL** | **X** | **REMARKS** |
| 16 | The classrooms in my school are over crowded with more then 50 students in a class | 55 | 75 | - | - | 445 | 3.42 | A |
| 17 | Noise from outside the classroom often leads to loss of concentration during teaching | - | - | 90 | 40 | 220 | 1.53 | D |
| 18 | My school has library that is well equipped with relevant books and adequate space for reading | 10 | - | 40 | 80 | 200 | 1.53 | D |
| 19 | Parents over work their children with domestic chores so they have little time for studies | 20 | 50 | - | 60 | 290 | 2.23 | D |
| 20 | Parents provide materials such as text books for their children to read | 75 | 40 | 15 | - | 450 | 3.46 | A |

**Source:** From the date collected by the researcher.

The computed mean scores of individual items from table four above ranges from 1.53 to 3.46, respectively. On item 16 with a total mean score of 3.42, the respondents agreed that in their schools the classrooms are crowded with over fifty students which seriously contribute to students’ mass failure in Essay writing . Beside, the respondents on item 20 (3.46), agreed that parents provide their children with text books for their studies but strongly disagreed on the fact that parents overwork their children at home which makes it difficult for them to study and pass colorfully during examinations and other class assignments.

More so, the respondents “strongly disagreed” on items 17 and 18 with total mean score of 1.53 and 1.69 respectively that noise from outside the classroom and lack of well equipped libraries in the schools visited has little or nothing to do with students’ mass failure in Senior Secondary School Certificate Examinations.

**CHAPTER FIVE**

**DISCUSSION, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.**

This chapter deals with the discussion of findings, summary, conclusions, recommendations, limitations of the study and suggestion for further studies.

**Discussion of Findings**

In Research question I, This research question seeks to find out the effects of teacher qualification and experience on students performance in SSCE Essay writing .From table 1 and 4, it can be seen that the respondents agreed that inadequate training and inexperience of the teachers affect the students’ performance and, that to be effective; every English teacher must have a deep, sound and extensive knowledge of the subject matter in essay writing. The respondents agreed that no significant change in education can take place unless the teachers are well trained; and that only the teachers with necessary academic and professional qualification should teach Essay writing so as to perform effectively. This agreed with the work of Omelewa, (1977) which states that appropriate academic qualification and professional training are desirable for teachers of all subjects but particularly for teachers who not only have to teach their subjects effectively, but also have responsibilities of safe conduct of practical works; and work of Eze, (2010) states that “good knowledge of grammar is important for without it, it would be hardly impossible for anyone to write well”

Therefore, there is need to give the teaching of Essay writing professional flair. The teaching of Essay writing should no longer be left in the hands of those who were not adequately and appropriately trained. The respondents, all agreed that in the absent of an English teacher, any other teacher is usually called upon to teach the subject and that most English teachers lack adequate knowledge because of the methods and conditions under which they were trained.

In Research Question II: This research question sought to investigate the effects of the use of instructional materials on students’ performance in Essay writing in Senior Secondary School . From items 7 and 10 the respondents agreed that teaching Essay writing without the use of instructional materials cause poor performance of students in school. This agrees with the work of Buffer and Wren (1990) when they asserted that, “A poorly prepared teacher can frustrate the effectiveness of any carefully organized curriculum but professionally prepared teachers can use even an inadequate structured curriculum to build an effective and efficient study’’.

They agreed that lack of instructional materials in teaching and learning of Essay writing cause poor performance. This supports Davies, (1980) who stated that “instructional materials serve to help trainees and students learn more efficiently”. Also, the use of instructional materials in teaching and learning situations arouses interest in the students and make them “physically present in the classroom and as a result, bring their senses into play. The respondents agreed that poor and inappropriate teaching method in teaching Essay writing cause poor performance.

However in Research Question III, seeks to determine the extent students’ attitude towards Essay writing affect their performance. From items 11 and 12, the respondents agreed that most students stay away from classes which eventually affect their performance during and after examination. And that the compulsory nature of Essay writing in Nigeria school, high level of indiscipline in schools, and large class size cause students poor performance. The respondents all agreed that students’ slow interest in Essay writing causes poor performance.

Furthermore research question IV sought to identify the causes of students’ mass failure in Essay writing in Senior Secondary School . The respondents agreed on items 16 and 20 that the crowded nature of the classrooms cause students’ poor performance; and that parents provide their children with textbooks and other materials for studying. However, the respondents on items 1`7 and 18 strongly disagreed stating that noise from outside the classroom and lack of well stoked libraries has little or nothing to do with students’ mass failure in Essay writing in Senior Secondary School

**Summary of Finding**

This study is on the identification and remediation of the causes of student poor performance in Essay writing in Enugu East Local Government Area of Enugu State. The purpose for the study is to identify the various and possible causes, and how each of these causes affect students’ performance and as a result suggest possible strategies to be taken to overcome the problems posed by those causes. Some of the problems identified to be the militating causes includes: inadequate training and experience of English teachers, ineffective use of instructional materials during teaching and learning of Essay writing and the students’ negative attitude towards Essay writing. And based on the findings, some recommendations for improvement were duly made.

**Educational Implications**

The study revealed that inadequate training and inexperience of teachers must have a deep, sound and extensive knowledge of the subject matter in essay writing. This agreed with the work of omelewa, (1977) which states that appropriate academic qualification and professional training are desirable for teachers of all subjects effectively, but also have responsibilities of safe conduct of practical works. Therefore, the government should ensure to employ English teachers who are qualified and have appropriate experiences in teaching essay writing in secondary school.

Also it was revealed from the findings that lack of instructional materials in teaching and learning of essay writing causes poor performance. This support davies (1980), who stated that instructional materials serve to help trainees and students learn more effectively.

Therefore the government should provide and supply adequate instructional materials to schools both in Enugu East Local Government Area and other schools within the country for effective teaching and learning of essay writing.

Also a policy should be made that would ensure the provision and utilization of instructional materials by the state.

**Conclusions**

Based on the principal findings, the following conclusions were drawn:

I. Inadequate training of teachers affects students’ performance. And to be effective in teaching Essay writing, every Essay writing teacher must possess a deep, sound and extensive knowledge of the subject matter.

ii. There are no adequate instructional materials for the teaching and learning of Essay writing and in most school the teachers do not make use of instructional materials at all probably because they are expensive and unconvincing; and as such they avoid teaching the tropics that require the use of instructional materials.

iii. The students’ attitudes toward Essay writing as a school subject affect their performance in the subject. Therefore, for effective and excellent performance in Essay writing, every student must develop and put maximum interest in learning Essay writing to avoid poor performance during examinations.

**Recommendations:**

Based on the conclusions, the following recommendations are made with the view of identification and remediation in the teaching and learning of Essay writing in Nigeria secondary schools.

i. The government should put into consideration professional training and qualifications of teachers during employment to ensure better outcomes during examinations. With this, only teachers with professional qualifications should be employed to teach Essay writing in our Secondary Schools.

ii. Government should encourage educational bodies to organize seminars, workshops and conferences for teachers. This can be done by providing subventions thereby enabling them to enrich such seminars, workshops and conferences.

iii. Government should provide and supply adequate instructional materials to schools both in Enugu East Local government Area and other schools within the country for effective teaching and learning of Essay writing .

iv. A policy should be made that would ensure the provision and utilization of instructional materials by the state.

v. The employment of more qualified English teachers in our Secondary Schools both in Enugu East and the country at large.

vi. The government should endeavor as part of the educational obligation help to build and functionally more classes at all levels of education for effective teaching and learning in our schools and for the attainment of the nation’s educational objectives.

**Limitations of the Study:**

The researcher was confronted with a number of obstacles during the course of this study. Some of these limitations are discussed below:

i. **Respondents:**

Some of the respondents exhibited negative character.

Most of the teachers were very reluctant to fill the questionnaire as they felt it is a waste of time and disturbance to their private work.

ii. **Finance:**

There was the problem of inadequate fund to transport the researcher from his home to the schools and places where information could be obtained. Therefore, inadequate finance restricted the researcher from obtaining certain necessary materials for the investigation. Thus, for a successful research work, money is a motivator.

iii. **Problem of getting accurate statistical data**

It was practically difficult on the researcher to get accurate statistical data since there were different levels of teachers with diverse experiences and qualifications and among students from the selected secondary schools in Enugu East Local Government Area of Enugu State.

**Suggestion for Further Studies**

The following suggestions are hereby advised for further studies:

i. This research should be replicated in other secondary schools in and outside Enugu State.

ii. A comparative study should be carried out in various parts of the country using Enugu East Local Government Area since a unified school system is in operation.

iii. A study should be carried out on “parental influence on wards in Escalation of examination misconduct on Essay writing in Nigeria.

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**APPENDIX**

Department of Art and social science Education,

Godfrey Okoye University,

Ugwu Omu-Nike Enugu.

3rd May, 2017.

Dear Respondents,

I am a final year student of the above mentioned institution, carrying out a research project on the topic: **influence of teachers’ attitudes in classroom management in junior secondary schools** in Enugu East Local Government Area of Enugu State.

. This project is for academic purpose. Please I would want you to respond objectively to the questions. I assure you that information obtained would be treated confidentially, I pray you will be able to co-operate with me.

Thanks for your anticipated co-operation.

Yours Faithfully,

**MMAEGBUNAM CHIOMA**

**QUESTIONNAIRE**

**INSTRUCTION**

Please carefully read the instructions in each section of this questionnaire before responding to the statements and or questions that follow. In each section, you are required to indicate how you “agree or disagree” with the statements and questions below where

Strongly agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD)

Using the key below, indicate your feelings by ticking ( √ ) at the appropriate column.

**Research Question I** :What teacher factors cause failure of students’ in Essay writing in Senior Secondary School Certificate Examination?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/No** | **ITEMS** | **SA** | **A** | **D** | **SD** |
| 1 | Inadequate training of teachers affects students’ performance in Essay writing . |  |  |  |  |
| 2 | Lack of Essay writing teachers in schools causes poor performance. |  |  |  |  |
| 3 | Inexperienced Essay writing teachers affect the student’s performance |  |  |  |  |
| 4. | Teacher other than those who studied Essay writing teach English and this affects students performances adversity |  |  |  |  |
| 5 | Inadequate continuous assessment in Essay writing affect students performance |  |  |  |  |

**Research Question II**

Do lack of use of instructional materials increase students failure in Essay writing in Senior Secondary School Certificate Examination?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/No** | **ITEMS** | **SA** | **A** | **D** | **SD** |
| 6 | Teaching Essay writing without the use of instructional materials causes poor performance of students |  |  |  |  |
| 7 | Lack of instructional material in teaching and learning of Essay writing causes poor performance |  |  |  |  |
| 8 | Some teachers do not know how to make use of instructional material and this causes poor performance |  |  |  |  |
| 9 | Students are not exposed to these instructional materials early enough and it affect their performances |  |  |  |  |
| 10 | Teachers rarely use language laboratory in teaching |  |  |  |  |

**Research Question III**

What are the attitudes exhibited by students that cause failure in Essay writing in Senior Secondary School Certificate examination?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/No** | **ITEMS** | **SA** | **A** | **D** | **SD** |
| 11 | Most students stay away from English lessons cause poor performance |  |  |  |  |
| 12 | Poor student’s background in English causes poor performance |  |  |  |  |
| 13 | Most students do not realize the importance of Essay writing until it is too late |  |  |  |  |
| 14 | Student buy English texts to read always |  |  |  |  |
| 15 | Students slow interest in Essay writing causes poor performance |  |  |  |  |

**Research Question IV:**

What environmental factors cause students’ failure in Senior Secondary School Certificate Examination in Essay writing ?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/No** | **ITEMS** | **SA** | **A** | **D** | **SD** |
| 16 | The classrooms in my school are over crowded with more then 50 students in a class |  |  |  |  |
| 17 | Noise from outside the classroom often leads to loss of concentration during teaching |  |  |  |  |
| 18 | My school has library that is well equipped with relevant books and adequate space for reading |  |  |  |  |
| 19 | Parents over work their children with domestic chores so they have little time for studies |  |  |  |  |
| 20 | Parents provide materials such as text books for their children to read |  |  |  |  |