

**Teachers' Perception on Factors Affecting Writing Skills of Nigeria Child.**

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**Abstract**

*The study was to determine the teachers' perception on factors affecting writing skills of Nigeria child. The study was restricted to the primary schools within the geographical territory of Orumba South Local Government Area of Anambra state Nigeria. The design of this study is a description survey design. The population of the study comprised all the 314 primary school teachers in 41 government owned primary schools in Orumba South Local Government Area, Anambra State. The sample of the study consisted of 154 teachers out of 314 teachers and 21 primary schools out of 41 primary schools in Orumba South L.G.A. Simple random sampling techniques (using balloting method) was used to select out teachers used as sample. The instrument used for the study was questionnaire. While method of data analysis mean. The major findings showed that: inadequate instructional materials, poor teacher/pupils relationship, engaging unqualified teachers to teach the concept of writing skills, insufficient time allocation to teach writing skills, poor health and nutritional status of pupils among other things. Influence pupils' writing skills in public primary schools in Orumba South Local Government Area of Anambra state. From the study, the following recommendations were made which include: teachers and parents should also inculcate the habit of motivating and encouraging pupils with good writing skills, respective school management must allocate enough time to teach, practical writing skills, to enable teachers dig deep into the subject matter before the allocated time elapses, various schools management should ensure that a recommended teacher/pupils ratio per class is always maintained. This enables a teacher to carry all the pupils in a class along during lessons.*

**Keywords:** *Teachers' perception, writing skills, Nigeria child.*

## **INTRODUCTION**

The goal of primary education is to coagulate the academic base of a child to enable him to attain greater academic heights in the future. As a result, education at this level is seen as tool as well as an investment which aims at achieving a monumental development in the areas of economy, technology, science, culture and society at large. It is stated clearly in the National Policy on Education (2004) that primary education is a tools for national development of the society and equality of educational opportunities to all Nigerian children irrespective of any real or marginal disabilities. Primary education helps to fortify the foundation for other levels of education, or feat, if achieved; chances of academic problems are likely to reduce drastically.

Moreover, the word “perception” (from the Latin word “percepto”) is the organization, identification and interpretation of sensory information in order to represent and understand the presented information or the environment (Schechter Daniel, 2010) .While “writing” as a concept in the immediate context above defines the particular way which somebody forms letters when he or she writes. Writing skills therefore are the particular ability for writing of a particular individual. That explains; every individual has his or her unique way or style of writing. Each individual’s unique or special writing format describes his or her writing skill.

However, “Teachers’ perception of factors affecting writing skills on Nigeria child”, tends to x-ray the difficult ideas and beliefs of teachers on the influence or factors that affect the abilities of pupils for writing in the primary schools owned by government in the orumba south local government area of Anambra state. Writing plays a crucial role in academic success and it is an essential skill that pupils need to develop. According to Rao (2017), writing provides pupils with diverse opportunities to explore contemporary approaches to conveying their thoughts and ideas in a foreign language. In the process of writing, several variables influence students' writing abilities, including learner motivation and a supportive writing environment. Developing writing abilities requires a stimulating atmosphere that encourages students to write and supports their learning. Through writing, teachers can identify and address pupils' mistakes immediately, providing constructive feedback that helps them improve their writing skills. Therefore, pupils need to develop their writing abilities by practicing consistently and in a supportive learning environment to excel academically and professionally.

Writing skills are a critical aspect of language learning, and pupils must develop their writing abilities along with reading and experiencing the language.

According to Cole and Feng (2015), performance in the development of language is subject to enhancement in writing skills. Writing is often seen as part of teaching and learning of the grammar and syntax of English, which consequently undervalue the significance and nature of writing and influences its development. Writing is an incredibly complex cognitive task that demands its learners to have mastery of the different factors, and these factors differ from the learner's academic history and personal interest to particular linguistic, psychological and cognitive phenomenon (Mitchell (2018). This study particularly disclosed different writing problems and factors that hinder elementary pupils’ writing skills as well as guidelines on how to develop these writing skills in the government schools. pupils face a number of numerous challenges regarding English language skills and mainly in writing skills (Alvi,et al, 2020).

Moreover, this section will remain incomplete if pupils home or family background are not mentioned here as teachers views on the factors affecting pupils’ performance in public primary schools. It is a verifiable fact that some homes have a history or tradition of formal

education whereas reverse is the case in some other homes. In summary, pupils from the two categories of homes cannot achieve the same result in learning process and the later is expected to achieve a better success when compared to the former. This study then aims at investigating teachers' perception of factors affecting the writing skills of Nigerian children.

### **Statement of the Problem**

Poor writing skill in Nigerian children, especially pupils in public primary schools, has a lot of negative and unwanted outcomes. A pupil with such an issue finds it very difficult to put up a written composition at a later age. The pupil's inability to be creative in his writing makes him fail in writing. Furthermore, according to a survey conducted by the chronicle of Higher Education (2006), 61% of high school teachers said their students have never written a paper that was more than five pages. When pupils lack skills in these areas, their writing may also be unsatisfactory in multiple ways from poor grammar and syntax to unclear organization, weak reasoning and arguments.

The interdisciplinary nature of academics makes it difficult for average and mediocre pupils to develop adequate writing skills. However, little effort has been made by teachers to develop the writing skills of pupils. Matters have not been helped by limitations such as the poor remuneration of teachers, ill-trained teachers, large classes and inadequate supervision.

However, such a result defines a student with undeveloped writing skills during the primary level of education, and such poses a great danger if not corrected.

### **Purpose of the study**

The main purpose of the study was to determine teachers' perception of factors affecting the writing skills of pupils in primary schools in Orumba South L.G.A of Anambra State, Nigeria. Specifically, the study tends to:

- Identify teachers' perceptions of the factors affecting pupils' the writing skills in public primary schools in Orumba South Local Government Area.
- Find out the extent to which these factors influence pupil writing skills.
- Suggest possible ways of improving the condition in schools to improve pupils writing skills in public primary schools in Orumba South Local Government Area.

### **Significance of the study**

This study will immensely benefit the government, school administrators, teachers, pupils, parents, policy-makers; curriculum planners, and future researchers from the list of the beneficiaries of the findings made from this study.

Therefore, the outcome or findings of the study is expected to be of good help to the government when they arrive at the need to provide required facilities needed by the school to have the pupils writing improved on.

The school administrators also stand a chance of benefiting from the findings. This is because the knowledge of the factors affecting the writing skills of pupils, resulting from teachers' views, will make them encourage teachers to be aware of or watch out for these factors

during the teaching-learning process. They do this by engaging teachers in seminars, workshops, conferences, etc.

This study will assist the teachers to have an insight on how to assist their students and perfect their writing skills.

Again, the policy makers will benefit from the findings particularly at the primary education level to provide appropriate strategies that would enhance teaching-learning process of writing skills to the pupils.

### **Research questions**

In view of the objectives of the study, the following research questions were posed;

1. What are the teachers' perceptions of the factors affecting writing skills of public primary school pupils in Orumba South Local Government Area?
2. To what extent do these factors influence pupils' writing skills in public primary schools in Orumba South Local Government Area?
3. What are the ways of improving the conditions of primary schools to enhance the writing skills of public primary schoolpupils in Orumba South Local Government Area?

### **Method**

A survey research design was dimmed feat and suitable for the topic because the study sleeked opinion of respondent on teachers' perception of factors affecting writing skills of pupils in primary schools in Orumba South Local Government Area of Anambra State. Again, the size of the population which is too large coupled with a huge sum of money for transport all made the design appropriate for the topic. The study was restricted to the primary schools within the geographical territory in Orumba South Local Government Area of Anambra state.Orumba South Local Government Area is bounded to the South by Aguata Local Government Area of Anambra State, to the East by Arondizuogu in Imo State, to the North by Orumba North Local Government Area of Anambra State and to the West by Isuochi in Umunnochilocal government Area of Abia state.The population of the study comprised of all the 314 primary school teachers in the 41 government owned primary schools in Orumba South Local Government Area, Anambra State.The sample of the study consisted of 154 teachers out of 314 teachers and 21 primary schools out 41 primary schools in Orumba South L.G.A. Simple random sampling techniques (using balloting method) was used to sample out teachers used as sample.

The instrument used for the study was questionnaire. 154 questionnaires designed to elicit response from teachers and pupils sampled from the twenty-one (21) selected schools were prepared. The questionnaire seeks to obtain information on the teachers perception on factors affecting writing skills of pupils in primary schools in Orumba South L.G.A of Anambra State. Questionnaire was printed and distributed to the 154 respondents (teachers) in the 20 selected governments owned secondary schools in Orumba South Local Government Area of Anambra state.

The data collected were analyzed using mean. Mean was used to answer the research questions. The questionnaire were designed in five (4) point likert scale model of:

Strongly Agree (SA) 4 Points

Agree (A) 3 Points

Disagree (D) 2 Points

Strongly Disagree (SA) 1 Point

To determine the cutoff point of the study, the nominal values were added up and the mean determined thus:

$$\bar{x} = \frac{\sum fx}{N}$$

Where

$\bar{X}$  = Mean rating

$\sum$  = Summation

F = Frequency of the respondents

N = Total number of respondents of each item

The mean of the nominal scale was calculated as follows:

$$\bar{x} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

Therefore, the mean score that was 2.5 and above was taken as Accepted while any mean score that falls below 2.5 is taken as rejected

## ANALYSIS OF RESULT

### Research Question One:

What are the teachers' perceptions of the factors affecting writing skills of public primary school pupils in Orumba South Local Government Area of Anambra state?

**Table 1: Mean Responses on the teachers' perception of the factors affecting writing skills of public primary school pupils**

S/N	ITEMS	SA	A	D	SD	N	$\bar{X}$	Remark
1	Inadequate instructional materials	85	33	23	18	154	3.1	Accepted
2,	Poor teacher/pupils relationship	91	35	20	8	154	3.4	Accepted
3,	Engaging unqualified teachers to teach the concept of writing skills	90	50	10	4	154	3.5	Accepted
4.	High teachers pupils skills	88	49	12	5	154	3.4	Accepted
5.	Insufficient time allocation to teach writing skills	73	41	29	11	154	3.2	Accepted
6.	Poor health and nutritional status of pupils	80	38	21	20	154	3.2	Accepted
7	Lack of motivation/ encouragement from teachers and parents	96	30	15	13	154	3.6	Accepted

From research table 1, item 1, 2, 3, 4, 5, 6 and 7 with the mean scores of 3.1, 3.4, 3.5, 3.4, 3.2, 3.2 and 3.6 respectively were accepted by the respondents because the mean score were above the cut-off mark of 2.5 acceptances. This indicate that inadequate instructional materials, poor teacher/pupils relationship, engaging unqualified teachers to teach the concept of writing skills, high teachers pupils skills, insufficient time allocation to teach writing skills, poor health and nutritional status of pupils and lack of motivation/ encouragement from teachers and parents are the teachers' perception of the factors affecting writing skills of public primary school pupils in Orumba South Local Government Area of Anambra state. From research table 1, item 1, 2, 3, 4, 5, 6 and 7 with the mean scores of 3.1, 3.4, 3.5, 3.4, 3.2, 3.2 and 3.6 respectively were accepted by the respondents because the mean score were above the cut-off mark of 2.5 acceptances. This indicate that inadequate instructional materials, poor teacher/pupils relationship, engaging unqualified teachers to teach the concept of writing skills, high teachers pupils skills, insufficient time allocation to teach writing skills, poor health and nutritional status of pupils and lack of motivation/ encouragement from teachers and parents are the teachers' perception of the factors affecting writing skills of public primary school pupils in Orumba South Local Government Area of Anambra state.

**Research Question Two**

To what extent do these factors influence pupils' writing skills in public primary schools in Orumba South Local Government Area of Anambra state?

**Table 2: Mean Responses on the extent do these factors influence pupils' writing skills in public primary schools**

S/N	ITEMS	VHE	HE	LE	VLE	N	$\bar{X}$	Remark
8	Lack of instructional materials such as textbooks, copy books for pupils contribute to pupils poor writing skills,	80	50	15	9	154	3.3	Accepted
9	An over-crowded classroom with poor ventilation can affect pupils health, hence affect their writing skills negatively.	88	49	12	5	154	3.4	Accepted
10	Insufficient time allocation to teach areas which require practical skills negatively affecting pupils\ writing skills.	73	41	29	11	154	3.2	Accepted
11	Poor health\nutritional status of pupils affects pupils' writing skills.	81	37	23	18	154	3.1	Accepted
12.	Poor teacher\pupils relationship negatively affects pupils writing skills.	90	50	10	4	154	3.5	Accepted
13	Lack of motivation/ encouragement from teachers negatively affects pupils writing skills.	88	49	12	5	154	3.4	Accepted

From research table 2, item 8, 9, 10, 11, 12 and 13 with the mean score of 3.3, 3.4, 3.2, 3.1, 3.5 and 3.4 respectively were accepted by the respondents because the mean scores were above the cut-off mark of 2.5 acceptances. This indicate that lack of instructional materials such as textbooks, copy books for pupils contribute to pupils poor writing skills, an over-crowded classroom with poor ventilation can affect pupils health, hence affect their writing skills negatively, insufficient time allocation to teach areas which require practical skills negatively affecting pupils/ writing skills, poor health/nutritional status, poor teacher\pupils relationship negatively affects pupils writing skills, Lack of motivation/ encouragement from teachers negatively affects pupils writing skills are the extent are the extent in which factors influence pupils' writing skills in public primary schools in Orumba South Local Government Area of Anambra state.

### **Research Question Three**

What are the ways of improving the conditions of primary schools to enhance the writing skills of public primary schools in Orumba South Local Government Area of Anambra state?

**Table 3: Mean Responses on the ways of improving the conditions of primary schools to enhance the writing skills of public primary schools**

S/N	ITEMS	SA	A	D	SD	N	$\bar{X}$	Remark
14	Efforts should be made by school managements and parents to provide adequate instructional aids to help pupils in practical writing.	70	44	29	11	154	3.1	Accepted
15.	Parents/teachers should motivate and encouraged pupils by giving out prizes to pupils with the best writing skills	80	50	15	9	154	3.3	Accepted
16.	Teachers should build a very cordial relationship with pupils.	88	49	12	5	154	3.4	Accepted
17.	Enough time should build a very cordial relationship with pupils.	90	50	10	4	154	3.5	Accepted
18.	Recommended teacher\pupils ratio should be maintained.	88	49	12	5	154	3.4	Accepted
19.	Qualified teachers with teaching experiences should be encouraged.	80	50	15	9	154	3.3	Accepted
20,	Parents should endeavor to maintain the health and nutritional status of their children to enhance their writing skills.	88	49	12	5	154	3.4	Accepted

From research table 3, item 14, 15, 16, 17, 18, 19 and 20 with the mean scores of 3.1, 3.3, 3.4, 3.5, 3.4, 3.3 and 3.4 respectively were accepted by the respondents because the mean score were above the cut-off mark of 2.5 acceptances. This indicate that efforts should be made by school managements and parents to provide adequate instructional aids to help pupils in practical writing, parents/teachers should motivate and encouraged pupils by giving out prizes to pupils with the best writing skills, teachers should build a very cordial

relationship with pupils, enough time should build a very cordial relationship with pupils, recommended teacher/pupils ratio should be maintained, qualified teachers with teaching experiences should be encouraged, parents should endeavor to maintain the health and nutritional status of their children to enhance their writing skills are the ways of improving the conditions of primary schools to enhance the writing skills of public primary schools in Orumba South Local Government Area of Anambra state

### **Discussion of the Findings**

Table 1 revealed that inadequate instructional materials, poor teacher/pupils relationship, engaging unqualified teachers to teach the concept of writing skills, high teachers pupils skills, insufficient time allocation to teach writing skills, poor health and nutritional status of pupils and lack of motivation/ encouragement from teachers and parents are the teachers' perception of the factors affecting writing skills of public primary school pupils in Orumba South Local Government Area of Anambra state. This is in line with Kolade-Oje (2002) is of the opinion that instructional materials provide learning with concrete and practical experiences and bridge the gap between a classroom and the outside world. Also, Adeyoke (2008) highlighted that poor teacher/pupils relationship, emerging unqualified teachers to teach the concept of writing skills and so on contributed to a great extent, in the poor writing skills of pupils.

Table 2 revealed that lack of instructional materials such as textbooks, copy books for pupils contribute to pupils poor writing skills, an over-crowded classroom with poor ventilation can affect pupils health, hence affect their writing skills negatively, insufficient time allocation to teach areas which require practical skills negatively affecting pupils/ writing skills, poor health/nutritional status, poor teacher/pupils relationship negatively affects pupils writing skills, Lack of motivation/ encouragement from teachers negatively affects pupils writing skills are the extent are the extent in which factors influence pupils' writing skills in public primary schools in Orumba South Local Government Area of Anambra state. This is in line with Christenson and Garney (2012), family is the factor found to affect pupils' performance. The factors are parent's expectation and attribution, structure and learning, home environment discipline and parental involvement. Engih-Demir (2019) argued that sizable research has consistently shown that pupils' performance has been influenced by background of family characteristics such as socio-economic status of parents.

Table 3 revealed that efforts should be made by school managements and parents to provide adequate instructional aids to help pupils in practical writing, parents/teachers should motivate and encouraged pupils by giving out prizes to pupils with the best writing skills, teachers should build a very cordial relationship with pupils, enough time should build a very cordial relationship with pupils, recommended teacher/pupils ratio should be maintained, qualified teachers with teaching experiences should be encouraged, parents should endeavor to maintain the health and nutritional status of their children to enhance their writing skills are the ways of improving the conditions of primary schools to enhance the writing skills of public primary schools in Orumba South Local Government Area of Anambra state. Adegbola (2007), suggested that involve patents in concrete activities to improve hygiene facilities at school. They can, for example, construct latrines. Also, take early steps to an environmental friendly school, be recycling, set up a compost bin, arranging kitchen garden, planting trees and making sure that water is not wasted.



## **Recommendations**

After duly surveying the perceptions of teachers' on the factors affecting writing skills of public primary school pupils in Orumba South Local Government Area of Anambra state, the researchers arrived at the following recommendations:

1. Efforts should be geared by respective school management and parents towards the provision of instructional materials that can aid pupils to cope well in practical writing skills.
2. Teachers and parents should also inculcate the habit of motivating and encouraging pupils with good writing skills.
3. Respective school management must allocate enough time to teaching, practical writing skills, to enable teachers dig deep into the subject matter before the allocated time elapses.
4. Various school management should ensure that a recommended teacher/pupils ratio per class is always maintained. This enables a teacher to carry all the pupils in a class along during lessons.
5. Qualified and experienced teachers must be employed to deliver the much expected outcome.

## **Conclusion**

The researchers have done their best towards unveiling the perceptions of teachers on factors affecting writing skills of public primary schools pupils in Orumba South Local Government area of Anambra state. From the findings made, it is clear that lack of instructional materials, absence of encouragement, insufficient time allocation, unqualified and inexperienced teachers, poor teachers-pupils relationship are among the factors that militate against pupils writing skills. Consequently, the above listed factors have resulted to pupils' inability to have their writing skills developed.

Finally, the study aims at re-orientating the major stakeholders/parents and teachers – on their respective roles towards the development of pupils writing skills. Provisions of adequate instructional materials, motivation, allocation of enough time, having the recommended teachers-pupils ratio per classroom and recruiting, training and re-training experience teachers to enhance maximum productivity remain roles to be played by the actor to arrive at this single and all important aim.

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