American Journal of Education and Information Technology
2023; 7(1): 15-21
http://www.sciencepublishinggroup.com/j/ajeit
doi: 10.11648/j.ajeit.20230701.13

Effect of Model Teaching Method on Essay Writing Performance of Senior Secondary School Students in Ekiti State, Nigeria

Obateru Oluwatoyin Tolu[1] Ogunleye Gladys Aderonke[2] Lawal Safi[3]

[1]Faculty of Education Department of Educational Foundations, Federal University, Oye, Nigeria

[2]Department of Languages and Linguistics, BamideleOlumilua University of Education, Science and Technology, Ikere, Nigeria

[3]Department of languages, College of Administrative Studies and Social Sciences, Kaduna Polytechnics, Kaduna, Nigeria

Email address:

oluwatoyin.obateru@yahoo.com (Obateru Oluwatoyin Tolu), ronkeglad1807@gmail.com (Ogunleye Gladys Aderonke), safilawal@yahoo.com (Lawal Safi)

To cite this article:

ObateruOluwatoyinTolu, Ogunleye Gladys Aderonke, Lawal Safi. Effect of Model Teaching Method on Essay Writing Performance of Senior Secondary School Students in Ekiti State, Nigeria. *American Journal of Education and Information Technology*. Vol. 7, No. 1, 2023, pp. 15-21. doi: 10.11648/j.ajeit.20230701.13

Received: October 29, 2022; **Accepted**: December 7, 2022; **Published**: February 21, 2023

Abstract: The research investigated the effects of Model teaching methods on students' attitude and academic performance in essay writing among secondary school students in Ekiti State. It also determined whether gender and school location could influence students' performance in essay writing. The study used quasi experimental design using pre-test, post-test one experimental group and a control group. The population for the study was 16,266 Senior Secondary School students while the sample consisted of 103 SS2 students from two schools which were selected through multi stage sampling technique from the one Senatorial District of Ekiti state. Two instruments were used to pilot the study performance test which was used to determine the proficiency level of the students in essay writing before and after treatment and a questionnaire on students' attitude to essay writing before and after treatment. Face and content validity of the instruments were ensured. The reliability of the questionnaire on the attitude of students towards essay writing was estimated using Cronbach-Alpha reliability method with a reliability coefficient of 0.80. The reliability coefficient of the Essay writing performance test was estimated using test-re-test reliability method. Pearson product moment correlation statistics was used to obtain a reliability coefficient of 0.92. Three research questions and four null hypotheses were postulated to pilot the study. The study showed that the performance of students in essay writing before treatment was below average level. The result revealed that there was a significant difference in the performance of means scores of students in essay writing in experimental group than those in the control group.

Keywords: Effect, Teaching, Method, Performance, Writing, Essay

1. Introduction

Writing is a major means of assessing learners' performance in the educational system throughout the World. Most examination and tests are assessed on the basis of written performance at all levels of Nigeria educational system. Ogunyemi affirms that proficiency in writing is *sine qua non* for students' academic success [13]. He opined that since examinations are conducted through medium of writing, students who cannot clearly articulate in writing what they know may not do well in public examinations.

Writing competence influences in no small measure students' performance in the English language and other subjects examinations. This is not only because essay writing attracts the highest marks obtainable in the subject but also because writing competence is a prerequisite for success in other aspects and courses, i.e. comprehension and summary writing. Students should be made to provide answers to comprehension questions and summary questions in well-constructed sentences. Hence, poor performance in essay writing could lead to poor performance in the English language and this translates to atrociously low performance of students in both internal and external examinations.

Obateru (2019) [12] submits that Success in teaching lies in teachers' hands because they are responsible for

stimulating students' interest and in directing the mood and flow of the class. Thus a probable cause of students' underachievement in essay writing is that of poor methodology. Teachers of writing usually adopt ineffective methods and strategies in the class. The mostly practiced method of teaching used by teachers is the traditional lecture method, which does not require much from them other than the presentation of the lecture over the duration allotted to English language on the school time table. This situation supports Aduwa- Ogiegbaen and Iyamu (2006) observes that English Language teachers in public secondary schools in Nigeria still depend on traditional lecture method in English lessons. Corroborating this view is the study of Afurobi, Izuagba, Obiefuna and Ifegbo (2015) [1] that in our schools, teachers use mainly the lecture method and the implication is that learners are passive and learning tends to be superficial. This therefore, prompted this researcher to investigate if essay writing of students in Ekiti state can be enhanced through Model, Multi-draft and Integrated methods.

The Model Method which is otherwise called the Product approach of writing centres on the written text which serves as a model for the learner. In this method, it is assumed that minimal error can be achieved in writing by the students when they are given the composition of a good writer to study before commencing on their own writing which is almost similar to the model given. Akinwamide, (2013b) [4] opined that the underlying principle of the model method is that the teacher identifies a model written by a proficient writer and this is given to students to study. The students then study the styles and the techniques of the expert writer and imitate such style and technique to enhance their essay writing skill. Also, the language structure learnt in the model would strengthen written exercises by imitation and manipulation of grammatical patterns. Examples of such writing tasks are shown in Controlled Compositions in which students would be given a paragraph and asked to perform substitutions, expansions or completion exercises. Badger and White (2000) [5] note that the Model Method is mainly concerned with knowledge about the structure of language. Researchers explain that model method encourage students to write an essay which may be identifiable to the miniature provided by the teachers. Ismail and Abdulrahim (2015) [8] submitted that the basic aim of model method is to provide linguistic knowledge to the students rather than improving their writing skills.

1.1. Statement of the Problem

Notably, the problems that Nigerian students encounter in second language (L2) writing seem to be similar to those encountered by learners in other cultural contexts. Ferris (2010) [7] explained that most L2 learners have difficulties in writing due to limited exposure to the written L2 language. They then have inadequate knowledge and control of language resources such as syntactic knowledge, semantic knowledge, rhetorical structures to convey their ideas and awareness of social context of written texts. Eventually they are likely to lack confidence in producing written texts in academic and professional contexts due to lack of the use of appropriate methods and strategies for the teaching and learning of writing.

Several research works aimed at improving the level of students' competence in writing have been carried out. For instance, Fakeye (2002) [6] examines the effect of instruction in componential and rhetorical strategies on students' achievement in essay writing and found that the strategies are effective means of improving students' competence in essay writing. Oyinloye and Gbenedio (2010) [14] also examine the effect of different methods (combination of reading-writing, lecture anddiscussion methods) with linguistics packages on students' achievement in essay writing. Akinwamide (2013a) [3] examine the effect of process approach on students' continuous writing.

The researcher believes that if a more effective method is employed students would improve. The linguistic package used by these researchers was designed to lay emphasis on some aspects of grammar such as phrases, clauses, sentences, paragraphs and punctuation marks. Consequently, the study investigated the effect of model method on the attitude and performance of senior secondary school students in essay writing in Ekiti State, Nigeria.

1.2. Purpose of the Study

The general purpose of the study is to investigate the effect of model method on the attitude and performance of senior secondary school students in essay writing in Ekiti State, Nigeria:

1) Investigate the effect of model method on the performance of secondary school students in essay writing.
2) Determine the influence of gender and attitude on students' performance in essay writing.
3) Determine the influence of location on students' performance in essay writing.

1.3. Research Questions

The following research questions were raised for the study:

1) What is the difference in the mean score of students taught with model method and those in the control group in pre-test and post-test scores?
2) What are the attitudinal and gender mean scores of students based on groups?
3) What are the mean scores of students in essay writing based on location and groups?

1.4. Research Hypotheses

The following research hypotheses were tested at 0.05 level of significance:

1) There is no significant difference in the attitudinal and gender mean scores of students in experimental and control groups before and after the treatment.
2) There is no significant difference in the pre-test and post-test mean scores of students in experimental group and those in the control group base on location.

2. Research Methodology

This study employed the pre-test, post-test, quasi-experimental design. Model teaching method is independent variables while students' performance in essay writing was the dependent variable. Students' attitude, gender and school location were intervening variables. The population of this study was 16,266 senior secondary school II students from 187 secondary schools in Ekiti state during 2019/2020 academic session. The population of the SS II students for that academic session was collected from the Department of Research and Statistics Ministry of Education Ado-Ekiti, Ekiti State. The sample of this study was 103 Senior Secondary School II students selected from two senior secondary schools in Ekiti state using multi-stage sampling technique. At the first stage, two local government areas are selected from Ekiti central senatorial district using simple random sampling technique. At the second stage, one school was selected from each local government area using simple random and purposive sampling technique for the study. At the third stage intact class was selected from each sampled school for the study. The stratified random sampling technique allowed the stratification of the school location into urban and rural. The research instrument are: Questionnaire on Students Attitude Towards Essay Writing (QSATEW) and Essay writing performance Test (EWPT) was adapted from past questions of West African Examination Council (WAEC)**.** The data obtained through the administration of the instruments was analysed using descriptive and inferential statistics. The research questions were answered using descriptive analysis of means, standard deviation, and bar chart. Inferential statistics of Analysis of variance (AN OVA) was used to test hypotheses 1 and 2 to determine the effect of treatment on students' performance in essay writing in hypotheses 3. All hypotheses were tested at 0.05level of significance.

3. The Results and Discussions

3.1. Question 1

What is the difference in the mean score of model and control group in pre-test and post-test?

In answering the question, performance mean scores of students exposed to model method and those in the control group in essay writing before and after treatment were computed and compared. The result is presented in Table 1 and Figure 1.

Table 1. *Performance Mean Scores and Standard Deviation of Students in Model and Control groups.*

Methods	N	Pre-test		Post-test		Mean Difference
		Mean	SD	Mean	SD	
Model	45	19.44	2.07	31.89	1.98	12.45
Control	50	20.46	3.03	23.76	4.25	3.30

Table 1 shows that students in the model and control groups had mean scores of 19.44 and 20.46, respectively, prior to treatment. On exposure to treatment, students taught with model method had a mean score of 31.89 compared to their counterparts in the control group with a mean score of 23.76. This means that the model method group did better than those in the control group in essay writing. The chart of model method on students' performance in essay writing is further depicted in Figure 1.

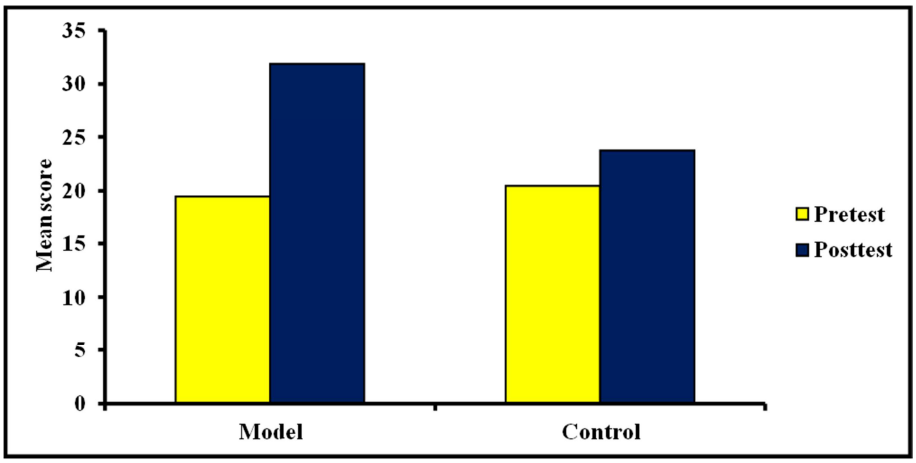


Figure 1. *Bar chart of model and control groups performance in essay writing.*

3.2. Question 2

What are the attitudinal mean scores of students based on groups?

In answering the question, attitudinal mean scores of students exposed to model, integrated and multi-draft methods and those in the control group towards essay writing before and after treatment were computed and compared. The result is presented in Table 4.

Table 2. *Attitudinal Mean Scores and Standard Deviation of Students by Group.*

Methods	N	Pre-test		Post-test		Mean Difference
		Mean	SD	Mean	SD	
Model	45	58.40	7.08	83.62	8.79	25.22
Control	50	60.84	8.30	64.04	7.39	3.20

A cursory look at Table 2 reveals that students exposed to model method and those in the control group had pre-attitudinal mean scores of 58.40 and 60.84 respectively. On exposure to treatment, students exposed to model method had the highest mean score 83.62 while those in the control group had the least mean score of 64.04. This implies that the model method influenced students' attitude in essay writing while students in the control group had the least mean scores.

3.3. Question3

What are the mean scores of students in essay writing based on gender and group?

Performance mean scores of students in essay writing before and after being exposed to treatment were compared based on gender. The result is presented in Table 3.

Table 3. *Performance Mean Scores of Students in Essay Writing by Gender and Group.*

	N	Male				N	Female			
		Pre-test		Post-test			Pre-test		Post-test	
		Mean	SD	Mean	SD		Mean	SD	Mean	SD
Model	21	19.48	2.09	31.57	2.11	24	19.42	2.10	32.17	1.86
Control	26	20.08	2.73	22.62	3.23	24	20.88	3.34	25.00	4.90

Table 3 reveals that male students in the model and control groups had pre-test mean scores of 19.48, and 20.08, respectively. Similarly, the performance mean scores of female students in model and control groups prior to treatment are 19.42 and 20.88, respectively, On exposure to treatment, female students had slightly higher mean scores than their male counterparts in both groups i.e. Model-male-31.57, model-female-32.17 and control-male-22.62, control-female-25.00. The performance mean scores of students in essay writing by gender and treatment is depicted in Figure 2.

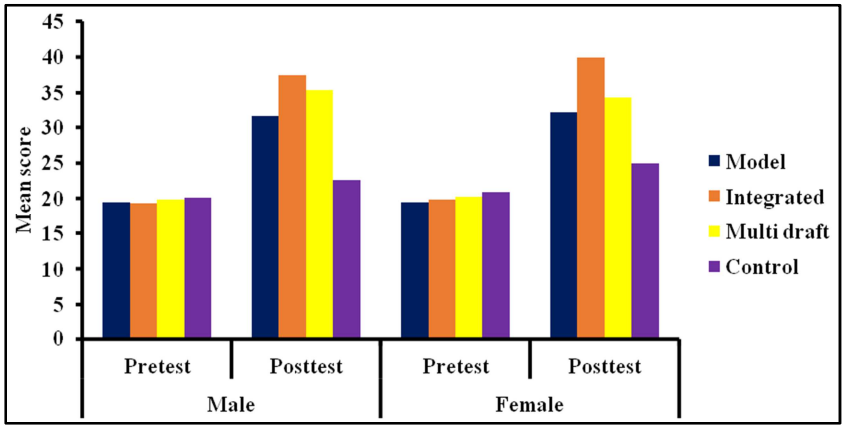


Figure 2. *Bar chart Performance mean scores of students in essay writing by gender and group.*

3.4. Question4

What are the mean scores of students in essay writing based on location and group?

Performance mean scores of students in essay writing before and after being exposed to treatment was compared based on location. The result is presented in Table 4.

Table 4. *Performance Mean Scores of Students in Essay Writing by Location and Group.*

	N	Rural				N	Urban			
		Pre-test		Post-test			Pre-test		Post-test	
		Mean	SD	Mean	SD		Mean	SD	Mean	SD
Model	23	19.39	2.08	32.09	1.73	22	19.50	2.11	31.68	2.23
Control	25	20.56	3.16	23.72	4.31	25	20.36	2.96	23.80	4.27

Table 4 reveals that students from rural schools in the model and control groups had pre-test mean scores of 19.39 and 20.56, respectively. Similarly, the performance mean scores of urban students in model and control groups prior to treatment

was 19.50 and 20.36 respectively. On exposure to treatment, rural students had slightly higher mean scores than their urban counterparts in both groups control i.e. Model-rural=32.09, model-urban=31.68 and control- rural=23.72, control-urban=23.80. The performance means scores of students in essay writing by location and group is depicted in Figure 3.

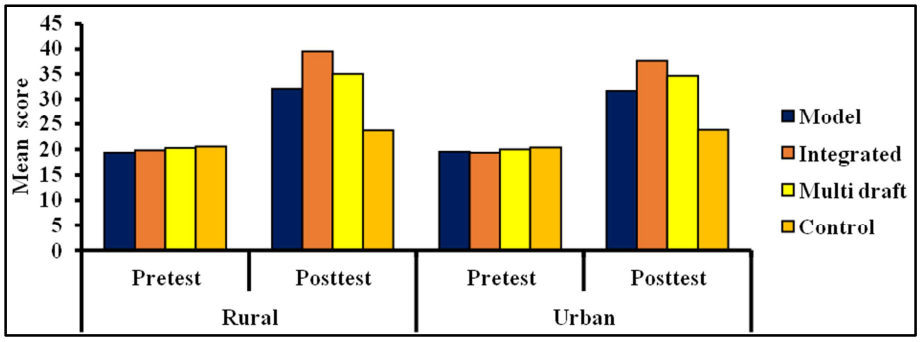


Figure 3. *Bar chart performance mean scores of students in essay writing by location and group.*

4. Testing of Hypotheses

4.1. Hypothesis 1

There is no significant difference in the pre-test mean scores of students' in experimental group and those in the control group.

In order to test the hypothesis, pre-test mean scores of students' in experimental group and those in the control group were computed and compared for statistical significance using Analysis of Variance (ANOVA) at 0.05 level. The result is presented in Table 5.

Table 5. *ANOVA showing Pre-test Mean Scores of Students in Experimental and Control Groups.*

Variable	Source	SS	df	MS	F	p
Performance in essay writing	Between Groups	33.476	3	11.159		
	Within Groups	1002.553	199	5.038	2.215	.088
	Total	1036.030	202			

p>0.05

Table 5 reveals that there is no significant difference in the mean scores of students' in experimental group and those in the control group (F3,199=2.215, p>0.05). The null hypothesis is not rejected.

4.2. Hypothesis 2

There is no significant difference in the attitudinal mean scores of students in experimental and control groups before treatment.

In testing the hypothesis, attitudinal mean scores of students in experimental and control groups prior to treatment were computed and compared for statistical significance using Analysis of Variance (ANOVA) at 0.05 level. The result is presented in Table 6.

Table 6. *ANOVA showing Attitudinal Mean Scores of Students towards Essay Writing by Treatment.*

Source	SS	Df	MS	F	p
Between Groups	216.345	3	72.115	1.187	
Within Groups	12085.754	199	60.732		.316
Total	12302.099	202			

p>0.05

Table 6 reveals that there is no significant difference in the attitudinal mean scores of students in experimental and control groups before treatment (F3,199=1.187, p>0.05). The null hypothesis is not rejected.

5. Discussion

Findings of the research questions revealed that students exposed to model method performed better than those in the control group in the post-test scores though prior to treatment both the experimental and control groups performed below average in the pre-test mean scores, the improved performance from the model method group could be attributed to the sample text provided to the students as this goes a long way in improving students linguistic and structural knowledge of the components of essay writing.

The result revealed that the attitudinal mean scores of students exposed to model are better than students' attitudinal mean scores in the control group.

The result also revealed that female students performed better than their male counterparts in experimental group control group. The result revealed that school location has no

influence in students performed. This finding negates the study of Monica and Olatunbosun (2013) [11] that students in urban location performed better than students in rural area. The researcher notes that the improved performance exhibited by students in rural area could be as a result of the methods employed in the teaching of essay writing.

The result also revealed that there is no significant difference in the attitudinal mean scores of students in experimental and control groups before treatment. The mean scores of students inexperimental and control groups prior to treatment were computed and compared for statistical significance F3, 199 = 1.187 p > 0.05) thereby not rejecting this hypothesis. This implied that the students were indifferent to the way they were taught and their disposition to essay writing.

The adjusted mean score of students exposed to model method was higher than those of the control group. The model text supplied by the teacher helped in improving the mental image of what the students are to write about though other methods used in the experimental groups enhanced better performance of students in essay writing. Results however revealed that students exposed to the model method performed better than those taught in the conventional way. This is contrary to the view of Ismail et al. (2015) [8] that supplying model text may hinder students from achieving better writing.

Students exposed to the model method had the highest mean scores, they performed better than those in the control group. The study of the organisation pattern of the model text supplied by the teacher could be responsible for their performance. Kirlarska (2008) [9] affirms that the model text did improve students writing significantly.

The result revealed that there is significant difference in the performance mean score of male and female students in experimental and control groups. Female students performed better than the male students exposed to model than the control group.

The study also revealed that there is no significant difference in the attitude of male and female students in experimental and control groups towards essay writing. It implies that the main effect of gender on attitude of students towards essay writing is not significant.

Lastly, the result revealed that there is no significant difference in the performance of rural and urban students in experimental and control groups. Though treatment had significant effect on students' performance in essay writing, the result computed and compared showed that the effect of school location on students' performance in essay writing is not statistically significant. This findings support the studies of Kolawole C. O. O. (1988) [10], Ajetunmobi (2014) and Ezendu (2013) [2].

6. Summary

This study investigated model method as determinant of students' performance in essay writing among Senior Secondary School students in Ekiti State. The purpose of the study was to determine the effects of gender, attitude and location on students' performance in essay writing. The study also investigated the effects of model method on teaching and learning of essay writing. The findings revealed that:

1) The proficiency level of students in essay writing before treatment was below average but high after the treatment.
2) There was a significant difference between the performance of students in essay writing in experimental and control groups.
3) There was significant difference in the attitudinal mean scores of students in experimental and control groups before and after treatment, content relevance of essay writing, organisation relevance of essay writing, expression relevance of essay writing and Mechanical accuracy of essay writing.

7. Conclusion

Based on the findings of this study, the study concluded that the neglect suffered in the teaching of essay writing in English language and the subsequent low performance of students in this aspect of the subject was caused by wrong methodology applied to the teaching of essay writing. It was discovered that the commonest method used by language teachers in Ekiti State senior secondary schools was the teacher centred method. The study however, concluded that student centred methods influenced students' performance in essay writing. It was established that if students were exposed to learner-centred methods they would acquire and develop the needed skills in essay writing.

8. Recommendations

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

1) Conscious effort must be made to arouse the interest of students in learning how to write effectively in a coherent and logical manner.
2) Teachers in the secondary school should adopt these methods (Model) in giving appropriate steps and skills while teaching essay writing.
3) Seminars and workshops should be organized by the government to train teachers on the use of these methods.
4) Proper monitoring should be done to ensure that teachers implement the methods appropriately. The school authorities should allow follow-p on the implementation of these strategies, giving necessary encouragement to the teachers.

9. Limitation / Suggestions for Further Studies

This study only considered Model teaching method as determinants of students' performance in essay writing

among senior secondary school students. In view of the findings and the limitations of the study, the following suggestions are made for further.

1) The study should be replicated using university students.
2) The study could be replicated using primary school pupils to ascertain if pupils would be able to process the stages of writing.
3) The study could be replicated in other states of the federation.

References

[1] Afurobi, A., Izuaba, A., Obiefuna, C., &Ifegbo, P. (2015) Effects of the use of Lecture Method and Word on the Performance of Students Taught Curriculum Studies. *Journal of Education and Practice*, 6 (18): 142-149.

[2] Ajetunmobi, O. P. (2014). Two Problem-solving Methods and Primary School Pupils Performance in Mathematics Achievement Tests in Ekiti State. Unpublished Ph.D Thesis, Ekiti State University, Ado-Ekiti.

[3] Akinwamide, T. K. (2013a). The Influence of Process Approach on English as a Second Language Students' Performances in Essay Writing English *Language Teaching.* 5 (3): 16-29.

[4] Akinwamide, T. K. (2013b). The Outcomes of Multiple-draft Method on the Performance of Secondary School Students in Continuous Writing. *Studying English Language Teaching* 1 (1): 54-63.

[5] Badger, R. and White, G. (2000). A Process Genre Approach to Teaching Writing. *ELT Journal* 54 (2): 153-160.

[6] Fakeye, D. O. (2002). *Relative effects of instruction in componential and rhetorical strategies on Secondary School Student's achievement in essay writing in Ibadan.* Unpublished Ph.D Thesis Dept. of Teacher Education, University of Ibadan, Ibadan.

[7] Ferris, D. R. (2012), Writing Instruction. In: Burns, D. & Richards, J. C. (eds) The Cambridge Guide to Pedagogy & Practice in Second Language Teaching. Cambridge University Press.

[8] Ismail, F. B &AbdulRahim, B. S. (2015) Role of Model Essay in Developing Malaysian schools: A Review of literature. *Mediterranean Journal of Social Sciences,* 62 (1) 56-61.

[9] Kirlaska, M (2008) *Introducing Multiple-Draft Assignment in the writing classroom* retrieved 12/11/2017 wwww.2eithschriptschreiben.com

[10] Kolawole, C. O. O (1988*) Linguistic Inputs and Three Method of Presentation as Determinant of Students Achievement in Senior Secondary School Essay Writing. Unpublished P*h.D Thesis, Department of Teacher Education, University of Ibadan, Ibadan.

[11] Monica A. & Olatunbosun O. (2013). Effect of Scaffolding Strategy on Learners' Academic Achievement in Integrated Science at the junior Secondary School Level. *European Scientific Journal*, 9 (19) 20-31.

[12] Obateru O. T. (2018) Effects of Model, Multi-draft and Integrated Teaching Methods on the learning outcomes of senior secondary school students in Essay Writing, in Ekiti State, Nigeria *Unpublished Ph.D Thesis. Ekiti State University, Ado Ekiti.*

[13] Ogunyemi, K. O. (2014). *Two modes of reactive focus-on-form strategies as determinants of Senior Secondary School Students learning outcomes in the English Language essay writing.* Unpublished Ph.D Thesis Dept. of Teacher Education. University of Ibadan.

[14] Oyinloye, G. O. &Gbenedio, U. B. (2010). Investigating the Effects of Method with Linguistic Packages on Secondary School Students' Achievement and Attitudes in Expression in Essay writing in Nigeria*. Kamla- Raj Anthropologist,* 12 (3) 189-196.