

Leveraging Students' School Literacy Practices and English Composition Writing Assessment Data for Accountability and Decision-making in Lagos State, Nigeria

BY

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Background of the Study: English Language

Statistics of Candidates’ Performance in English Language in WASSCE for School Candidates 2015 to 2023 in Nigeria

Year	Total sat	A1 – C6	%
2015	1583797	902947	(57.01)
2016	1538299	1069170	(69.50)
2017	1551649	1029271	(66.33)
2018	1564535	894259	(57.15)
2019	1548866	1107893	(71.52)
2020	1533954	1175727	(76.64)
2021	1552564	1358755	(87.51)
2022	1597139	1081145	(67.69)
2023	1609867	1066319	(66.24)



WRITING IS THE BIG ISSUE: (WAEC, 2021).

Writing is a literacy practice that involves physical, mental, emotional and psychological maturity which makes it a bit more difficult than other language skills.

Writing is not a heavyweight championship!



STATEMENT OF THE PROBLEM



In the contemporary educational landscape, the integration of some literacy practices in the school to improve the teaching learning processes and students' academic performance have gained significant attention.

Despite this growing integration, students' levels of exposure to school literacy practices remained inadequately explored especially in Lagos State.

Hence, this study.

PURPOSE OF THE STUDY

To identify the school literacy practices among Lagos State public senior secondary school students.

To determine the students' levels of exposure to their identified school literacy practices.

To assess the students' academic performance in the English composition writing assessment variables for accountability and decision making.

To establish the extent to which the students learn English composition writing using their school literacy practices.

RESEARCH QUESTIONS

What are the school literacy practices among Lagos State public senior secondary school students in, Nigeria?

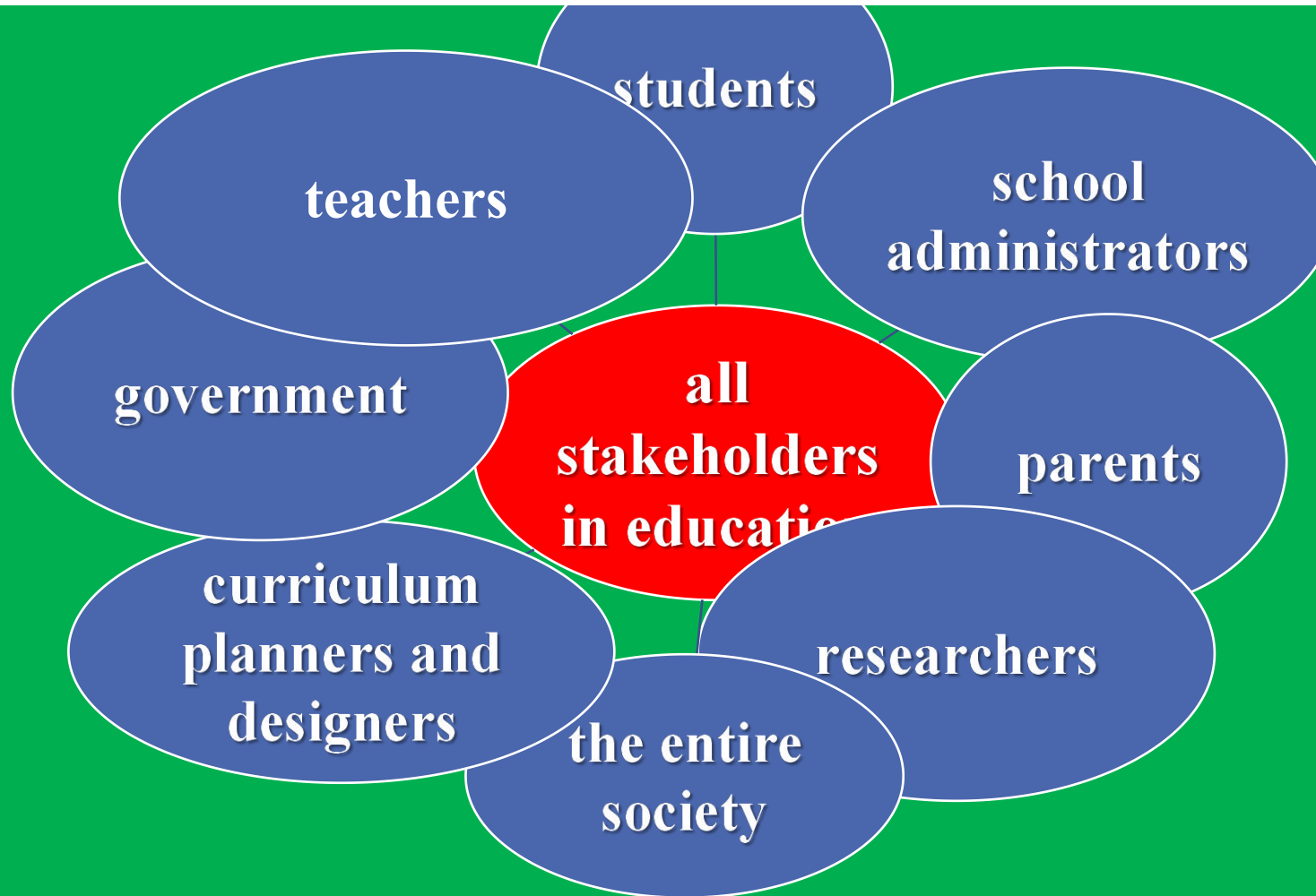
To what extent are Lagos State public senior secondary school students exposed to the identified school literacy practices?

What are the students' academic performances in English composition writing in terms of the assessment variables?

To what extent do the students learn English composition writing using their school literacy practices?

USEFULNESS OF THIS ASSESSMENT DATA

This assessment data will be useful for decision-making by the following stakeholders:



METHODOLOGY

7 COMPONENTS



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graph TD; A[7 COMPONENTS] --- B[Research Design]; A --- C[Population]; A --- D[Sample & Sampling Procedure]; A --- E[Instruments & Instrumentation]; A --- F[Validity & Reliability]; A --- G[Data Collection]; A --- H[Data Analysis];
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Research
Design

Population

Sample
&
Sampling
Procedure

Instruments
&
Instrumentation

Validity
&
Reliability

D a t a
Collection

Data
Analysis

METHODOLOGY

Research Design

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graph TD; A[Research Design] --> B[Descriptive survey]
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A vertical blue line connects the 'Research Design' box to the 'Descriptive survey' box, indicating a hierarchical relationship.

Descriptive survey

METHODOLOGY

Population

All the senior secondary school English Language students from the 326 public senior secondary schools in Lagos State.

Sample and Sampling Techniques

Multi-stage sampling technique was used to select 540 students

Purposive

e SS2
class was
selected

Cluster

The 87,991 SS2
students in Lagos
State public senior
secondary schools
was already
clustered into six
educational districts
(Districts 1, 2, 3, 4, 5,
& 6)

Random

From the 6
districts, 3
educational
districts were
selected

Random

From each of the 3
districts, 3 public
schools were selected

Random

Thereafter,
60 SS2
students
were
selected
from each
school

Instruments and Instrumentation

- **Two (2) instruments were used for this study: a test (ECWT); and a questionnaire (SQSLP).**
- **ECWT = Essay Composition writing Test (2 questions to choose 1).**
- **Maximum marks obtainable from the test = 50 marks (Content (10), Org (10), MA (10) & Exp. (20)).**
- **ECWT was adopted from WASSCE past questions within SS1 & 2 schemes of work.**
- **SQSLP was developed by the researcher. Sections A (Demographics) & Section B (other items).**
- **5 & 4 points Likert-type Rating Scales.**

METHODOLOGY

Validity

ECWT: Done by WAEC before WASSCE, and revalidated by 3 SS2 English teachers

- SQSLP: Done by 3 Measurement & Evaluation Experts)
- SQSLP: pilot tested in 2 schools not used in the main study.

Reliability

SQSLP:

The reliability coefficient of .89 was obtained using Cronbach Alpha.

PROCEDURES FOR DATA COLLECTION

- ☐ After obtaining permission from the relevant authorities, the data collection exercise was done by the researcher (with 5 trained research assistants).
- ☐ The same students who completed SQSLP & wrote ECWT on the same day
- ☐ Data collection lasted for 2 weeks.
- ☐ Retrieval rate 489 (90.6%).
- ☐ Also, 5 seasoned WASSCE English Language examiners marked the scripts after thorough coordination with the already prepared marking schemes.

METHODOLOGY...

Data Analysis

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graph TD; DA[Data Analysis] --- FC[Frequency Counts]; DA --- P[Percentages]; DA --- MD[Mean Deviation]; DA --- SD[Standard Deviation];
```

**Frequency
Counts**

Percentages

**Mean
Deviation**

**Standard
Deviation**

Table 1

School literacy practices among the students	
S/N	School literacy practices
	Use of:
1	Mobile phones
2	Marker board
3	Radio
4	Pictures/images
5	Magazines
6	Newspapers
7	Tape recording cassettes
8	Projector
9	Computers
10	E-mail
11	Online videos
12	Interactive games
13	Blogs
14	Social networks
15	Instagram
16	WhatsApp
17	Internet
18	Textbooks
19	Television
20	Facebook
21	Google
22	Google Hangout
23	Live Chat
24	Myspace
25	Skype
26	Snapchat
27	Twitter
28	2go
29	Wikis
30	Yahoo Messenger
31	YouTube
32	Lecture
33	Group discussion
34	Group projects
35	Dramatisation
36	Demonstration
37	Study trip
38	Discovery Method
39	Debate/argument
40	Radio and Video

FINDINGS: Research Question 1

The students were exposed to 40 school literacy practices which included use of mobile phones, marker board, radio, pictures/images, computers, online videos, interactive games, social networks, whatsapp, internet, textbooks and television, youtube, among others.

FINDINGS CONT.

It could be inferred that a reasonable number of school literacy practices exist among Lagos State public senior secondary school students. This result was in line with Abdulrahaman, et al. (2020) who identified use of computer representations, graphic web-based applications, animation, online platforms, videos, multimedia interactive teaching materials, multimedia aided teaching, educational videos from YouTube, audio, graphics, audio- visuals, pictures, texts and images, among others as practices used in the teaching-learning processes to provide unrestricted access to quality education for better academic performance in school.

RESULT AND DISCUSSION

Research Question 2: What are the Lagos State public senior secondary school students' levels of exposure to school literacy practices?

This section presents the opinion of Lagos State public senior secondary school students on how often they engaged in the school literacy practices they indicated that they partook in. The students' responses to each of the items were used to determine their levels of exposure to school literacy practices which were categorized into “never”, “rarely”, “sometime”, “often” and “very often”. The respondents' perceptions are presented in Table 4.1:3 using frequency counts, percentages, mean and standard deviation.

Table 2

Respondents' levels of exposure to school literacy practices							
Statement	Never	Rarely	Sometimes	Often	Very Often	Mean	Standard Deviation
Use of:							
mobile phones	158 (32.7)	92 (19.0)	111 (23.0)	63 (13.0)	59 (12.2)	2.5300	1.37879
marker board	26 (5.4)	27 (5.6)	48 (10.0)	70 (14.6)	308 (64.3)	4.2672	1.17843
radio	272 (57.4)	62 (13.1)	65 (13.7)	41 (8.6)	34 (7.2)	1.9515	1.30529
pictures/images	84 (17.5)	62 (12.9)	142 (29.6)	84 (17.5)	107 (22.3)	3.1420	1.37243
magazines	181 (38.3)	94 (19.9)	113 (23.9)	52 (11.0)	32 (6.8)	2.2797	1.26448
newspapers	200 (41.9)	104 (21.8)	101 (21.2)	47 (9.9)	25 (5.2)	2.1468	1.21590
tape recording	296 (63.2)	72 (15.4)	57 (12.2)	19 (4.1)	24 (5.1)	1.7244	1.14237
projector	121 (25.9)	97 (20.8)	111 (23.8)	65 (13.9)	73 (15.6)	2.7259	1.39197
computers	78 (16.2)	66 (13.7)	121 (25.2)	93 (19.3)	123 (25.6)	3.2432	1.39533
emails	113 (23.8)	93 (19.6)	97 (20.5)	79 (16.7)	92 (19.4)	2.8819	1.44335
online videos	170 (35.3)	83 (17.3)	105 (21.8)	71 (14.8)	52 (10.8)	2.4844	1.38002
interact games	122 (25.7)	60 (12.6)	134 (28.2)	89 (18.7)	70 (14.7)	2.8421	1.38189
blogs	275 (58.8)	74 (15.8)	61 (13.0)	27 (5.8)	31 (6.6)	1.8568	1.23598
social networks	170 (35.9)	82 (17.3)	85 (18.0)	61 (12.9)	75 (15.9)	2.5539	1.47642
Instagram	282 (59.0)	49 (10.3)	55 (11.5)	48 (10.0)	44 (9.2)	2.0021	1.39255
WhatsApp	149 (30.9)	45 (9.3)	81 (16.8)	86 (17.8)	121 (25.1)	2.9689	1.58641
internet	96 (20.3)	54 (11.4)	76 (16.0)	108 (22.8)	140 (29.5)	3.2996	1.49944
textbooks	34 (7.1)	12 (2.5)	39 (8.1)	88 (18.3)	309 (64.1)	4.2988	1.17048
television	224 (47.2)	45 (9.5)	72 (15.2)	50 (10.5)	84 (17.7)	2.4211	1.56961
Facebook	217 (45.3)	63 (13.2)	61 (12.7)	61 (12.7)	77 (16.1)	2.4113	1.54024
google	110 (23.5)	52 (11.1)	86 (18.4)	82 (17.5)	138 (29.5)	3.1838	1.54185

Statement	Never	Rarely	Sometimes	Often	Very Often	Mean	Standard Deviation
google hangout	257 (54.1)	63 (13.3)	64 (13.5)	54 (11.4)	37 (7.8)	2.0547	1.35368
live chat	328 (67.8)	64 (13.2)	44 (9.1)	23 (4.8)	25 (5.2)	1.6632	1.14580
myspace	366 (76.9)	40 (8.4)	37 (7.8)	14 (2.9)	19 (4.0)	1.4874	1.03102
skype	366 (78.0)	36 (7.7)	44 (9.4)	16 (3.4)	7 (1.5)	1.4264	0.90430
snapchat	276 (57.4)	50 (10.4)	69 (14.3)	32 (6.7)	54 (11.2)	2.0395	1.41292
twitter	344 (71.8)	46 (9.6)	39 (8.1)	21 (4.4)	29 (6.1)	1.6326	1.17802
2go	394 (82.1)	37 (7.7)	25 (5.2)	12 (2.5)	12 (2.5)	1.3563	0.88608
wikis	416 (87.0)	26 (5.4)	18 (3.8)	8 (1.7)	10 (2.1)	1.2636	0.78879
yahoo messenger	406 (85.5)	20 (4.2)	22 (4.6)	13 (2.7)	14 (2.9)	1.3347	0.91377
YouTube	205 (43.5)	47 (10.0)	77 (16.3)	60 (12.7)	82 (17.4)	2.5053	1.55723
lecture teaching method	21 (4.4)	12 (2.5)	33 (6.9)	84 (17.5)	329 (68.7)	4.4363	1.03071
group discussion	20 (4.2)	16 (3.4)	81 (17.0)	155 (32.5)	205 (43.0)	4.0671	1.05306

group project	16	20	72	137	230	4.1474	1.04304
teaching method	(3.4)	(4.2)	(15.2)	(28.8)	(48.4)		
dramatisation	45	74	135	80	133	3.3897	1.30620
	(9.6)	(15.8)	(28.9)	(17.1)	(28.5)		
demonstration	42	38	107	97	180	3.7220	1.29889
	(9.1)	(8.2)	(23.1)	(20.9)	(38.8)		
study trip	164	70	70	73	93	2.7043	1.55214
	(34.9)	(14.9)	(14.9)	(15.5)	(19.8)		
discovery	95	84	105	73	109	3.0365	1.44608
teaching method	(20.4)	(18.0)	(22.5)	(15.7)	(23.4)		
debating/argument	45	43	124	100	149	3.5748	1.29100
	(9.8)	(9.3)	(26.9)	(21.7)	(32.3)		
radio and video	191	93	81	36	34	2.1471	1.28137
	(43.9)	(21.4)	(18.6)	(8.3)	(7.8)		
Average Mean						2.630108	1.283433

Note: Figures in brackets are in percentages.

FINDINGS CONT.

Table 2 reveals that the students' levels of exposure to the various school literacy practices varied from level one (never) to level five (very often). The table indicates that 308 (64.3%), 70 (14.6%), 48 (10.0%), 27 (5.6%) and 26 (5.4%) of the students were exposed to the use of marker board with levels of exposure at very often, often, sometimes, rarely and never, respectively. This implies that only a few students were at levels one and two. The results also identified that for the use of textbooks and lecture method, the students' levels of exposure ranged from 309 (64.1%) and

FINDINGS CONT.

Other school literacy practices where the students' levels of exposure were commendable included the use of internet, google, computers, pictures/images, group projects, group discussions, demonstration, debating, dramatization and discovery methods. Table 2 shows that 230 (48.4%) and 137 (28.8%); 205 (43.0%) and 155 (32.5%); 180 (38.8%) and 97 (20.9%); 149 (32.3%) and 100 (21.7%); 140 (29.5%) and 108 (22.8%); 138 (29.5) and 82 (17.5); 180 (38.8%) and 97 (20.9%); 123 (25.6%) and 93 (19.3%); 109 (23.4%) and 73 (15.7%); as well as 107

FINDINGS CONT.

However, the students' levels of exposure to the other 27 school literacy practices with mean score values of less than 3.00 could be considered below average, low/very low. Students who were rarely or never exposed to the practices were considered to have low or very low levels of exposure to the practices. With the grand mean score of 2.63, it could be deduced that on the average, Lagos State public senior secondary school students had low level of exposure to their school literacy practices, and this could affect their academic performance in school. These findings

RESULT AND DISCUSSION

Research Question 3: What are the students' academic performance in English composition writing in terms of the assessment variables

Lagos State public senior secondary school students' academic performance in English composition writing in terms of the assessment variables (content, organization, expression and mechanical accuracy) are presented in Tables 3 and 4.

Table 5

Students' academic performance in English composition writing in terms of expression, content, organization and mechanical accuracy

Score	Expression	Content	Organisation	Mechanical Accuracy
	N (%)	N (%)	N (%)	N (%)
0	0 (0)	9 (1.8)	10 (2.0)	485 (99.2)
0.5	0 (0)	32 (6.5)	34 (7.0)	1 (0.2)
1	8 (1.6)	72 (14.7)	89 (18.2)	1 (0.2)
1.5	12 (2.5)	88 (18.0)	78 (16.0)	1 (0.2)
2	44 (9.0)	80 (16.4)	79 (16.2)	0 (0.0)
2.5	31 (6.3)	45 (9.2)	47 (9.6)	1 (0.2)
3	36 (7.4)	43 (8.8)	41 (8.4)	
3.5	38 (7.8)	29 (5.9)	27 (5.5)	
4	57 (11.7)	28 (5.7)	25 (5.1)	
4.5	33 (6.7)	27 (5.5)	23 (4.7)	
5	32 (6.5)	13 (2.7)	14 (2.9)	
5.5	25 (5.1)	9 (1.8)	9 (1.8)	
6	27 (5.5)	10 (2.0)	11 (2.2)	
6.5	16 (3.3)	4 (0.8)	2 (0.4)	
7	24 (4.9)			
7.5	17 (3.5)			
8	20 (4.1)			
8.5	5 (1.0)			
9	16 (3.3)			
9.5	9 (1.8)			
10	14 (2.9)			
10.5	5 (1.0)			
11	6 (1.2)			
11.5	7 (1.4)			
12	2 (.4)			
12.5	1 (.2)			
13	3 (.6)			
13.5	1 (.2)			
TOTAL	489 (100)	489 (100)	489 (100)	489 (100)
Mean	5.1697	2.3655	2.2868	.0112
SD	2.68874	1.43451	1.42815	.14090

Note: SD means standard deviation; N means frequency; and (%) is percentages. Note: Figures in brackets are in percentages

Table 4

The number of students who had at least a pass mark in content, organization, expression and mechanical accuracy

	Content	Organisation	Expression	Mechanical Accuracy
No of Pass	36	36	39	000
% of Pass	(7.4)	(7.4)	(8.0)	(0.0)
No of Fail	453	453	450	489
% of Fail	(92.6)	(92.6)	(92.0)	(100)
Total	489	489	489	489
	(100)	(100)	(100)	(100)

Note: Figures in brackets are in percentages.

FINDINGS CONT.

Tables 3 and 4 show the students' academic performance in English composition writing in terms of the assessment variables. Out of the 50 marks, 20 marks belonged to expression, and 10 marks for each of content, organisation and mechanical accuracy. It was expected that students who scored at least 50% of the marks allotted to each of the variables, passed the test. Hence, Tables 3 and 4 reveal that majority of the candidates failed the test in terms of all the assessment variables. A total of 453 (92.6%), 453 (92.6%), 450 (92.0%) and 489 (100%) students failed the test in terms of content, organisation, expression and mechanical accuracy respectively.

FINDINGS CONT.

These imply that at least 92% of the students failed the tests in terms of content, organization and expression, and not even one student passed the test in terms of mechanical accuracy. Out of the 489 candidates who wrote the test, 485(99.2%) of the students scored zero (0) in mechanical accuracy. These imply that Lagos State public senior secondary school students were not proficient in all the variables considered in English composition writing, especially in mechanical accuracy. Students' poor academic performance in English composition writing might have

FINDINGS CONT.

According to WAEC (2020), many candidates' scripts in English compositions writing were filled with many weaknesses in grammar, vocabulary and punctuation which seriously affected their general performance in writing. While weaknesses in grammar leads to poor academic performance in expression, those in punctuation affect their performances not only in grammar but also in mechanical accuracy. Similarly, Bakare and Obi (2021) found that candidates' English composition writing scripts were bedeviled with many weaknesses



RESULTS AND DISCUSSION

Research Question 4: To what extent do the students learn English composition writing using their school literacy practices?

The students' perceptions on the extent to which they learnt English composition writing using their school literacy practices are presented in Table 5.

Table 5
Students’ views on learning English composition writing using school literacy practices

Statement	Strongly Agreed	Agree	Disagree	Strongly Disagree
I learn how to write good English compositions from social media platforms.	52 (10.9)	102 (21.4)	143 (30.0)	179 (37.6)
My fellow students learn composition writing from social media platforms.	39 (8.4)	92 (19.8)	139 (29.9)	195 (42)
Those literacy practices I indicated above help me in developing my English composition writing skills.	13 (2.7)	43 (9.0)	215 (45.1)	206 (43.1)
I use my school literacy practices to reinforce the English composition writing lessons my teachers taught us in school.	30 (6.4)	49 (10.4)	183 (38.9)	208 (44.3)

Note: Figures in brackets are in percentages

Table 5 indicates that 179 (37.6%) of the respondents strongly disagreed that they used the school literacy practices to learn composition writing in English Language. Similarly, 208 (44.3%) also strongly disagreed that they made use of their literacy practices to reinforce the English composition writing lessons their teachers taught them in school. Surprisingly, a good number of the respondents, 206 (43.1%) very strongly disagreed that their school literacy practices could aid in developing their English composition writing skills. Table 5 further shows that majority, 143 (30%), 183 (38.9%), and 215 (45.1%) of the students disagreed that they used the practices for English composition writing learning purposes; to reinforce the English composition writing lessons their teachers taught them in school; and develop their English composition writing skills respectively. This means that not less than 67.6% of the students had never learnt English composition writing using their numerous social media platforms, and at least 71.9 % of the students perceived that their fellow students did not learn English composition writing using their

In addition, overwhelming majority (88.2%) and (83.2%) of the students did not believe that their school literacy practices could be used to develop their English composition writing skills, as well as reinforce their English composition writing lessons respectively. Generally, the findings imply that public senior secondary school students in Lagos State, Nigeria were ignorant of the fact that they could leverage on their school literacy practices to improve their academic performance in English composition writing. This finding was contrary to the views of Akinbadewa (2020) who established that literacy packages significantly enhanced students' learning, and students should leverage their school literacy practices for exercises, improved understanding and better academic performance.

CONCLUSION

- **This study established students' woeful performance in all the English composition writing assessment variables, especially mechanical accuracy and that accounted for their overall discouraging performance in English composition writing.**
- **On the average, the students were not sufficiently exposed to the numerous school literacy practices they identified.**
- **Students did not leverage their limited exposure for English composition writing learning purpose.**
- **These findings accounted for their poor performance in the test.**

CONCLUSION CONT.

- **This implies that their teachers did not use most of the school literacy practices very often for writing composition teaching and learning purposes.**
- **Such negligence, ignorance or inefficiency from teachers have severe consequences on students' academic performance.**
- **This is because teachers' factors (characteristic, personality, background, content knowledge, pedagogy, expertise, belief, experiences, etc) are key drivers of students' academic performance.**

CONCLUSION CONT.

- **These findings (assessment data) would be of immense benefit to all education stakeholders.**
- **It would expose teachers, students, school administrators, parents, researchers, curriculum planners and designers, government and the entire society to how students' level of exposure to and perceptions towards school literacy practices accounted for their academic performance in English composition writing.**
- **This enlightenment would ginger them to device measures to improve students' academic performance in English composition writing using**

RECOMMENDATIONS

- ❑ Government and policymakers should leverage these findings to develop targeted interventions to increase students' level of exposure to school literacy practices and improve their writing skills.**
- ❑ Policymakers should leverage these findings to inform other policies and initiatives aimed at providing support for teachers and students in utilising school literacy practices effectively for improved academic performance in English composition writing..**

RECOMMENDATIONS CONT.

- ❑ Curriculum planners and designers should incorporate more school literacy practices into the curriculum to increase the engagement/motivation in the teaching and learning of English composition writing.
- ❑ Public senior secondary school students in Lagos State should leverage the relevant school literacy practices to enhance their academic performance in English composition writing.
- ❑ English Language teachers in Lagos State public senior secondary schools should expose their students to relevant school literacy practices that could enhance their abilities in English composition writing.

The background of the image shows the silhouettes of several graduates in academic regalia. They are standing against a sky with soft, warm light from a low sun, creating a hazy, golden glow. Two graduation caps are seen in mid-air, having just been tossed by the graduates. The overall mood is one of joy and accomplishment.

THANK
YOU AND GOD BLESS YOU