
**RELATIVE EFFECTS OF TWO MODES OF VIDEO INSTRUCTION
ON SENIOR SECONDARY SCHOOL STUDENTS' ACHIEVEMENT
IN ESSAY WRITING IN NSUKKA LOCAL GOVERNMENT,
ENUGU STATE**

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Abstract

This study investigated the relative effects of two modes of video instruction on senior secondary school students' achievement in essay writing. The study was carried out in public schools in Nsukka Local Government Area of Enugu State. The design adopted for the study was pretest-posttest non-equivalent groups quasi-experimental design. The population of the study was 3,424 SS2 students, while the sample size of 174 SS2 students drawn from four intact classes in four co-educational schools using purposive sampling was used. Narrative essay writing achievement test (NEWAT) which has a reliability index of 0.93 as determined through the use of Pearson Correlation formula was used for data collection. Mean and Standard Deviation were used to answer the research questions and ANCOVA was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that students taught essay writing using video instruction with student-student interaction performed better than the students taught using video instruction without student-student interaction. The findings also showed that male students performed better than their female counterparts; and that there is a significant difference in the mean achievement scores of male and female students in essay writing in favour of male students. The study recommended among others that English language teachers should incorporate video instruction with student-student interaction in their teaching-learning process; and that in-service training should be regularly organized for teachers on how to use video instruction with student-student interaction in the teaching of essay writing.

Key Words: Video instruction, essay writing, achievement

Introduction

English language plays a unique role in the enhancement of communication among the different groups in multi-ethnic and multi-lingual countries including Nigeria. The role of the English language has not diminished since the attainment of independence rather it has increased. According to Adekola, Shoaga and Lawal (2014), the English language is an important factor in the educational system, more especially when it functions as a medium of instruction in schools. The position of the authors above is corroborated by the assertion of Ngonebu (2015) that the English language was institutionalized in the country as a language of administration, government, education, commerce, industries, law and inter-ethnic communication, religion, health and the rest. Oluikpe (2020) explains that as an official language in Nigeria, Nigerians have to speak English in addition to their mother tongues.

The indispensable roles played by English Language have made it necessary that students should try as much as possible to record positive academic achievement in language learning by acquiring the four basic skills. These skills are listening, speaking, reading, and writing. Listening and reading are known as receptive skills which allow one the opportunity of getting information via listening to speeches or reading works while speaking and writing are known as productive skills where learners are given the opportunity to produce knowledge either by speaking or writing. These four basic skills are interconnected and are all germane to the English language proficiency of students. This is particularly so because the four skills aid effective communication. Effective communication entails following instructions after reading what has been written, conversing, giving and receiving feedbacks which involve speaking and listening skills. This study is, however interested in writing skill.

Writing is the act of communicating one's ideas, opinions and thoughts through the inscription of signs and symbols. It is an activity that humans do not acquire naturally but learn formally and consciously regardless of their geographical location. Ahmed (2010) defined writing as a reflective activity that requires enough time to think about a specific topic and to analyze and classify any background knowledge. Writing, according to Omaggio (2013) is best viewed as a continuum of activities that range from more mechanical or formal aspect of 'writing down' on one hand, to a more complex act of composing on the other hand. Borode (2014) sees writing as a way of representing on paper or other materials what is spoken, heard, read or thought about. Elizabeth (2014) explains that without writing, language learning remains incomplete.

As one of the major aspects of the English language, writing is tested at examinations such as West Africa Senior School Certificate Examination (WASSCE) and National Examinations Council (NECO) SSCE in the form of essay/composition writing and letter writing. Essay writing can be defined as a means of putting down one's ideas, and thoughts in a creative way. Essay writing is a skill that needs to be learnt by all and sundry. As a skill that requires conscious learning, a child learns to write at a very early age till maturity. Students' ability to acquire basic skills needed for understanding and expressing their ideas in their own words is facilitated by essay writing (Fakeye & Ohia, 2016).

Essay writing is of different types. They are expository essay, argumentative essay, descriptive essay and narrative essay. Expository essay is a detailed explanation of a process, an idea or a feeling. Argumentative essay aims at persuading the audience or readers to change their thinking, to get them involved in the ideas it presents and ultimately get them to adopt those ideas. As the name implies, it is usually in form of an argument or a debate for or against a particular motion or topic. Descriptive essay requires actual description of something using concrete and abstract images, and concrete and abstract ideas. The narrative essay, which is the focus of this study, is an essay that requires the writer to relate an event or an incident as an eyewitness would. The writer must ensure that the essay is interesting and convincing so that the reader would enjoy reading it and be led to believe that what he is reading is true. The narrative essay should follow the order in which the events took place, gradually moving the reader to the climax of the story. To impress the reader, the treatment of the subject must be systematic and attractive, and a writer can achieve this by allowing the narration of one event to flow into the next. With a good knowledge of narrative essay, one can write about a succession of events or story which may be factual or imaginary.

Irrespective of the importance of essay writing, various WAEC Chief Examiners' Reports have consistently shown that students' performance in narrative essay has been poor. According to the West African Examinations Council (WAEC) Chief Examiners' Report (2014), students' problem with writing include inadequate preparation manifesting itself in many forms like poor spelling, poor punctuation, inadequate exposure to idiomatic forms of English, lack of familiarity with the required formats, poor grammatical expressions, misinterpretation of questions, failure to adhere to rubrics, among others. Similarly, according to WAEC Chief Examiners' Report (2016), a good number of candidates could not write full length essays because they displayed a lack of grasp of the mechanics of the language. When looking into the reasons for the students' weakness in writing, the researchers realized that narrative essay is not being properly taught in schools.

While teaching narrative essay, the English language teacher usually enters the class, stands authoritatively in front of the students, introduces the topic, tells the students what the topic is all about, asks them questions if he/she wishes, and then gives them notes to copy. In this method of teaching, the teacher dominates classroom activities while the students listen passively and copy the notes given to them without making any input. Besides, the teacher hardly makes use of instructional media that usually arouse the interest of the students. It has been observed by the researchers that the poor performance of students in essay writing is connected with non-utilization of suitable instructional media. In line with this, Alaber (2017) states that many teachers go to class to teach their subjects without any materials to assist the learners and this negatively affects learning. Many teachers dominate classroom activities by not making use of instructional media. Consequently, the amount of students' participation is limited which often results in students not enjoying lessons and missing the benefits of intellectual discovery (Tella, Indoshi & Othuon, 2010). Based on the foregoing, there is the need to embrace better instructional ways of teaching students that are capable of enhancing their participation and academic achievement, especially through the use of instructional media.

Instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, hand-outs, charts, slides, overheads, real objects, and videotape or film, as well as newer materials and methods such as computers, DVDs, CD-ROMs, the

internet, and interactive video conferencing. Types of instructional media according to Omeng and Priscah (2016) are the students themselves, regalia, pictures, boards, overhead projectors, flipcharts and computer-based presentation technology which combine both audio and visual materials. Naumy (2012) categorizes instructional media into three groups namely: Visual, Audio and Audio-Visual. Visual media are those media whose content is received through the sense of sight. Examples of these include books, pictures, photographs, charts, diagrams, maps, posters, drawings, real objects, chalkboard, cartoons and the like. Audio media are media that involve hearing. Examples of audio media are radio, tapes, telephone (handsets), disc recordings, telephone and sound distribution systems. Audio-visual media include films, television, video tapes, demonstrations and motion pictures.

From the foregoing, it could be deduced that the use of instructional media in the classroom has a lot of advantages. This, therefore, calls for the introduction of innovative instructional media that will not only allow for students' active participation in the classroom but may also be useful in the facilitation of their achievement and interest in essay writing. One instructional medium that may be useful in this regard is Video Instructions (VI). Video instruction (VI) is one of the technological tools that may aid the teaching and learning process. It is an instructional delivery approach that combines still and motion pictures in its pictorial presentation. Alibi (2013) observes that video, as a means of instruction, is capable of helping teachers teach effectively with learners understanding the lesson better.

Research studies have established that VI produced positive learning outcomes. For instance, previous studies in the United States of America have supported the idea that visual media along with traditional methods of teaching can increase student performance, indicating that students learned more with the visual media such as videotape (Eick & King, 2012). Similarly, in Nigeria, Aninweze (2014) conducted a study on the effect of two instructional delivery approaches -Video Taped Instruction (VTI) and Power Point Presentation (PPP) on students' achievement and retention in Biology in Nsukka Education Zone of Enugu State. The result of the study showed that the students taught Biology using VTI achieved and retained better than those taught using the PPP. In the context of this study, video instruction is defined as an instructional delivery approach that combines both aural and visual sensory channels to achieve various teaching and learning objectives. This study sought to ascertain if the students exposed to video instruction with student-student interaction will perform better in essay writing than those exposed to video instruction without student-student interaction.

To achieve the aim of this study, the researcher had two experimental groups. They are experimental group 'one' and experimental group 'two'. The experimental group one was exposed to video instruction with student-student interaction while experimental group two was exposed to video instruction without student-student interaction. The major difference between video instruction only and video instruction with student-student interaction is that in the former, students are taught narrative essay writing using only video, whereas in the latter the students are taught the same narrative essay using video and at the same time involving in interaction among themselves while the teacher serves as a guide. In other words, student-student interaction involves students reacting to each other's actions, attitude and opinions during class session. The researchers sought to use these two groups to determine students' academic achievement in essay writing.

Academic Achievement has to do with performance in school subject determined by assignment, test and examination scores. Bossaert, Doumen, Buyse and Verschueren (2011) define academic achievement as student's success in meeting short or long term goals in education. In the context of this study, academic achievement is defined as the positive or negative outcome of a learner's effort in school. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important (Odeh, Oguche, & Dondo, 2015). A learner may record positive achievement if he or she performs very well and becomes successful in his or her examinations. On the other hand, a learner may record low achievement if he or she fails to perform well and becomes unsuccessful in his or her examinations. This study seeks to find out if the use of VI will enhance students' achievement in essay writing.

It is important to note that students' achievement in learning may be influenced by gender. Gender refers to the social attributes and opportunities associated between women and men and girls and boys (Adimora, 2012). It is behaviour and characteristics that bring about the differences between male and female (Akabogu & Ajiwoju, 2015). Men and women are socially different in that society lays down different social roles for them and expects different behaviour patterns from them. In many circumstances, women and men tend to use language differently but studies have shown obvious

discrepancies on the influence of gender in students' academic achievement in language learning. A study conducted by Omeje (2009) shows that males performed better than females in letter writing. Yet, study conducted by Musibau and Adigun (2010) indicated that gender has no significant influence on students' performance. The study carried out by Akabogu and Adeyemi (2012) shows that females perform better than males in expository essay writing. As a result of the differences in research findings, this study sought to find out whether the use of VI as a medium of instruction will have any significant difference in the achievement of male and female students in essay writing.

This study is timely in this technological era when a lot of technological tools are employed in teaching and learning. Students will benefit a lot from VI which was found to be effective because their achievement in essay writing in particular and English language as a whole will improve. Integration of VI in the teaching and learning of narrative essay will provide an opportunity for students to participate actively in the teaching and learning process, thereby reducing the boredom usually associated with the teaching and learning of essay writing. This study also provided opportunities for a better understanding of Flow theory which emphasizes holistic sensation that people feel when they act with total involvement. Based on above discussion, it is clear that there was need to carry out this study which sought to examine the effects of video instruction on students' academic achievement in essay writing in Nsukka Education Zone of Enugu State.

Research Questions

The following research questions guided the study:

1. What is the effect of Video Instruction (VI) with student-student interaction and Video Instruction (VI) without student-student interaction on the mean achievement scores of students in English essay writing?
2. What is the influence of gender on students' achievement in English essay writing?

Hypotheses: The following null hypotheses were formulated for the study and were tested at 0.05 level of significance:

H₀₁: There is no significant difference in the mean achievement scores of students taught essay writing using Video Instruction (VI) with student-student interaction and those taught using Video Instruction only.

H₀₂: Gender has no significant effect on the mean achievement scores of students in essay writing.

Method

This study employed pretest-posttest non-equivalent groups quasi-experimental design. The study was conducted in Nsukka Local Government Area of Enugu State. The population of this study consisted of the entire 2018/2019 SSS 2 students in public secondary schools in Nsukka Education Zone, numbering 3424. The sample consisted of 174 SSS II student (80 males and 94 females) in four intact classes in 4 secondary schools which were purposively selected from the area of the study. Narrative essay writing achievement test (NEWAT) which has a reliability index of 0.93 as determined through the use of Pearson Correlation formula was used for data collection. To achieve the aim of this study, the researcher used two experimental groups. They are experimental group one and experimental group two. The experimental group one was exposed to video instruction with student-student interaction while experimental group two was exposed to video instruction without student-student interaction. The treatment lasted for six weeks. The researchers trained the English Language teachers on how to use the lesson plan that was prepared by the researchers on the use of Video Instruction in the teaching of essay writing before the commencement of the experiment. Data collected were analyzed using Mean and Standard Deviation to answer the research questions and ANCOVA to test the null hypotheses at 0.05 level of significance.

Results

The results were presented in line with the research question and hypotheses that guided the study.

Research Question 1: What is the effect of Video Instruction (VI) with student-student interaction and Video Instruction (VI) without student-student interaction on the mean achievement scores of students in English essay writing?

Table 1: Mean (\bar{X}) and Standard Deviation (SD) of achievement scores of students taught using video instruction with student-student interaction and video instruction without student-student interaction

Group	n	Pretest		Posttest		Adjusted		Mean
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	SD ₂	\bar{X}	
Experiment 1	86	15.97		3.23		27.10	4.58	27.24
Experiment 2	88	14.49	3.06			22.65	3.57	22.51

The data on Video Instruction (VI) involving student-student interaction and those taught using Video Instruction (VI) without student-student interaction in Table 1 revealed that the posttest mean score for students taught using video instruction student-student interaction was (\bar{X} =27.10, SD = 4.58) and adjusted mean of 27.24 while that of students taught with video instruction was (\bar{X} =22.65, SD =3.57) and adjusted mean of 22.51. Students taught English language essay writing using video instruction (involving student-student interaction) therefore, performed better than students taught with video instruction without student-student interaction.

Research Question 2: What is the influence of gender on the mean achievement scores of students in essay writing?

Table 2: Mean and Standard Deviation (SD) achievement scores of students according to gender

Gender	n	Pretest		Posttest		Adjusted		
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	SD ₂	\bar{X}	
Male	81	15.59	3.35			25.37	4.56	25.59
Female	93	14.89	3.08	24.40	4.73		24.21	

Table 2 showed posttest mean score of 25.37 (SD = 4.56) and adjusted mean of 25.59 for male students, while the female students had posttest mean score of 24.40 (SD =4.73) and adjusted mean of 24.21. Male students therefore, performed better than their female counterparts in English language essay writing.

H₀₁: There is no significant difference in the mean achievement scores of students taught essay writing using Video Instruction (VI) with student-student interaction and those taught using Video Instruction only.

Table 3: Analysis of covariance of students’ English language essay writing achievement scores by video instruction and gender

Sources Of Variation	Sum of Squares	Df	Mean Square	F	Sig	Effect Size
Covariates						
Pretest	10.101	1	10.101	.612	.435	.007
Main effects (combined)	948.778	2	474.389	28.730	.000	
Group	867.377	1	867.377	52.530	.000	.241
Gender	81.401	1	81.401	4.930	.028	.028
Total	3758.115	173	21.723			

Data in Table 3 showed a statistically significant main effect for instructional video $F(1,169) = 52.530, p = .000$, partial $\eta^2 = .241$. The null hypothesis, therefore, was rejected, indicating that there was a significant difference in the mean achievement scores of students taught using video instruction student-student interaction and those taught using video instruction. The adjusted score for video instruction student-student interaction was 27.24, while that for video instruction was 22.51 as reflected in Table 1. The difference was in favour of video instruction student-student interaction. Video instruction student-student interaction, therefore, was superior to video instruction in English language essay writing. The eta-squared statistic (.241) indicated a small effect.

Ho₂: There is no significant difference in the mean achievement scores of male and female students in English language essay writing.

Table 3 revealed a significant main effect of gender $F(1,169) = 4.930, p = .028$, partial $\eta^2 = .028$. The null hypothesis was rejected, indicating that there was a significant difference in the mean achievement scores of male and female students in English language essay writing. The eta-squared statistic (.028) indicated a very small effect.

Discussion of Results

Findings on the effect of two modes of Video Instruction (VI) on students' achievement in English language essay writing indicate that students taught English language essay writing using video instruction with student-student interaction performed better than the students taught English language essay writing using video instruction without student-student interaction. This finding is in line with the observation of Eick and King (2012) that student-student interaction supports and motivates students to achieve a higher cognitive level and to find a personal meaning for learning.

Better performance of students taught English language essay writing using video instruction with student-student interaction could be attributed to the fact that in students-students interaction pattern, learners react to each other's actions, attitude and opinions during class session. Students are also given multiple opportunities to discuss ideas in small groups, and these are capable of supporting and motivating students to achieve a higher cognitive level, find personal meaning for learning, and achieve better in essay writing.

The findings of this study validate flow theory by Csikszentmihalyi (1975). The theory emphasizes deep concentration on activities and the consequences of this deep involvement. As students engage in student-student interaction, they are usually deeply involved in the learning activities, and this will invariably improve their understanding of the topic and academic achievement.

Findings of the study indicate that male students performed better than their female counterparts in English language essay writing. There was significant difference in the mean achievement scores of male and female students in English language essay writing. The findings are in line with that of Omeje (2009) who found out that males perform better than females in letter writing. This finding contradicts that of Musibau and Adigun (2010) who in their study found out that sex (gender) has no significant influence on students' performance. This finding also disagrees with that of Akabogu and Adeyemi (2012) who discovered that there was significant influence of gender on students' performance in summary writing, and that female students outperformed male students.

The finding of this study which shows that male students performed better than their female counterparts in English language essay writing could be as a result of the fact that males are more inclined to watching videos. When videos which males tend to watch more than females are used for classroom instruction, males are likely to appreciate the use of the media, and also understand whatever is taught through them more than females.

Conclusions

From the findings of this study, it could be concluded that although both video instruction with student-student interaction approach and video instruction without student-student interaction enhanced students' achievement in English language essay writing, the use of video instruction with student-student interaction enhances more students' achievement in English language essay writing since the group achieved slightly higher than their counterparts taught without student-student interaction. Male students performed better than their female counterparts in English language essay writing.

Recommendations

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

- English language teachers should fully incorporate video instruction with student-student interaction in their teaching-learning process to help boost students' achievement in essay writing.
- Government and education authorities should give adequate training to teachers and student teachers on the use of video instruction with student-student interaction by organizing workshops, seminars, conferences and in-service training.
- Curriculum developers should endeavour to incorporate the video instruction with student-student interaction as one of the innovative approaches to the teaching of essay writing in the next review of the curriculum.

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