

---

# **Influence Of Pidgin On Student's Achievement In English Essay Writing In Delta North Education Zone**

By

**DOMINIC NGOZI PATIENCE**

*GENERAL STUDIES DEPARTMENT*

*FEDERAL COLLEGE OF EDUCATION (TECHNICAL) ASABA*

**PHONE NUMBER:** 07032560476/09033791423

**EMAIL ADDRESS:** [chiedozie34@yahoo.com](mailto:chiedozie34@yahoo.com)

IN

---

## **WORLD WIDE JOURNAL OF MULTIDISCIPLINARY RESEARCH AND DEVELOPMENT**

### **Abstract**

*The study assessed the influence of Pidgin on student's achievement in English Essay writing in Delta North Education Zone. Three research questions and three hypotheses were adopted for the study. The study adopted a correlational research design. The target population of the study was 15,018 secondary school students in 121 secondary schools in Delta North Education Zone of Delta State. Taro Yamene's formula was used to derive 390 respondents that served as sample of the study. Data were collected from respondents using English Language question for WASSCE 2018 and 2019. Pearson product moment correlation was used to analyze the research question and test the hypotheses. The result revealed that speaking of Pidgin by students did not negatively influence their achievement in English language essay writing. It was found that speaking Pidgin English did not negatively influence male and female students and those in urban and rural achievement in English language essay writing. The study concluded that speaking pidgin speaking should be ruled out as a factor that influences negatively students' achievement in English language essay writing. The study recommended among others that ICT facilities should be made adequately available by administration of Secondary school teachers and administrators should allow the students to feel free in communicating with Pidgin in the classrooms, since Pidgin speaking does not influence significantly their achievement in English language essay writing.*

---

## Introduction

In recent times, the use of the Pidgin is more widely spread even among educated people and perceived as more Nigerian than English. That is to say that Pidgin is spoken in length and breadth of Nigeria, has become a language of recognition and a language that identifies us as Nigerians anywhere in the world as well in learning institutions. Especially at common rooms, classroom interaction, kiosks, gossips center, viewing centers, play grounds, relaxation grounds, movie centers, to mention a few of other places where students meet to relieve themselves of academic stress, they all interact freely and regularly in Pidgin English, making it difficult for them to understand the differences between the standard English and Pidgin language, students from rural and urban schools speak pidgin as well as male and female student speak Pidgin. The question is what is the relationship existing between their level students speak Pidgin and their achievement in English essay writing?

Despite the importance of the English language writing skill, Pidgin seems to be influencing students' ability to be fluent in English. This is because there have been persistent reports of students' poor performance in English essay writing (Ajayi, 2012). Idowu (2015) opines that 79% of students who sit for Senior School Certificate examinations fail English language. This is buttressed by the result of Senior Secondary School Certificate Examination (SSCE) concluded by the two major examining bodies in Nigeria, the West African Examination Council (WAEC) and the National Examination Council (NECO), which reveals mass failure in English language in 2009 November/December where only 26% obtained a credit in mathematics and English. In the same year, the National Examinations Council reported 98% failure in Mathematics and English. Imagine a situation where only 1.8% got five credits, including mathematics and English. That was the worst result reported by the examination body. This failure is owing to the fact that students struggle with the co-existence of Pidgin and English. In most cases students resort to using Pidgin regularly because it makes communication quick

and easy for them. To other students, Pidgin is perceived as a mother tongue and for such ones Pidgin is the language they first learn and are most conversant with. This could be responsible for the regular errors reflected in students' English essay writing and can make it difficult for learners to perform excellently in essay writing competitions, external and internal examinations within and outside the country.

Teachers are not left out in the use of Pidgin as they use it to interact with the students both formally (during classroom conversation) and informally. Sometimes when explaining some concepts, in an attempt to make the students understand such concepts, explaining using the simple to complex approach, teachers may lack the vocabulary that will enable them to be more explicit and convincing; that is why they may borrow from Pidgin language. Even while teachers are in the teachers' staff room enjoying free periods, they freely express themselves in Pidgin. This overall usage of Pidgin can influence students' achievement in essay writing. In an attempt to help students express themselves clearly in writing, the NERDC (2012) revised the English language syllabus for secondary schools, with the intention to have appropriate syllabus, approaches and methodologies that could enhance teaching and learning. The four basic language skills of listening, speaking, reading and writing are integrated in such a way that they complement each other.

Over the years, there has been consistent failure of students in the West African Senior School Certificate Examination (WASSCE) and the National Examination Council (NECO) Senior School Certificate Examinations (SSCE) conducted yearly in Nigeria. The chief examiner's reports reveal that the failures in English language were mainly attributed to their poor performance in essay writing. Their essays reveal spelling error, poor sentence construction, incoherence paragraphing, wrong use of grammar, poor organization, wrong use of past participles, to mention a few, (WAEC Chief Examiner's Report 2016, 2017, 2018). This might be the result of the coexistence of Pidgin which learners assume share the same rule, grammatical arrangement, word

formation, meaning, and same sound system with English language. This usually puts learners in a state of confusion.

In most cases, before learners are introduced to English language at school, to begin to learn the letters of alphabet, form letters into words, and build words into sentences they have already mastered the Pidgin language. A case in point is Delta North education zone, the area of the study elites and non-elites, old and young are all fluent and habitual speakers of the Pidgin Language. Even though, Pidgin performs some unifying functions, its purpose is defeated as regards writing, because there is no accepted essay writing in Pidgin language in Nigeria. Hence, students manifest poor essay writing skills capable of destroying a life-long skill that can transcend the academic environment.

However, because of the worrisome poor performance of students in English essay writing, it is imperative that the researcher investigates the extent to which Pidgin speaking has influenced male and female students, students from rural and urban school and their achievement in English Essay writing in Delta North education Zone.

### **Purpose of the Study**

The main purpose of the study is to find out the relationship between the extent of speaking of Pidgin and students' achievement in English Language essay writing in secondary schools in Delta North Education Zone, Delta State. Specifically, the study seeks ascertain:

1. The relationship between level of students' speaking of Pidgin language and their achievement in English Language essay writing in secondary schools in Delta North Education Zone
2. The relationship between the level male and female students' speaking of Pidgin language and their achievement in English Language essay writing in secondary schools in Delta North Education Zone;

3. The relationship between level of speaking Pidgin language among students from urban and rural areas and their achievement in English Language essay writing in secondary schools in Delta North Education Zone.

### **Research Questions**

The following research question will guide this study:

1. What is the relationship between level of students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone?
2. What is the relationship between level of male and female students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone?
3. What is the relationship between level of Pidgin speaking among students from urban and rural school areas and their achievement in English Language essay writing in secondary schools in Delta North Education Zone?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. There no relationship between level of students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone is not significant
2. There is no relationship between level of male and female students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone is not significant
3. There is no relationship between the extent of Pidgin speaking among students from rural and urban school areas and their achievement in English Language essay writing in secondary schools in Delta North Education Zone

---

## **METHODOLOGY:**

### **Design of the Study**

The study adopted a correlational design involving the use of an achievement test. A correlational design was adopted because the researcher seek to find out the relationship between the female and male students level of speaking of pidgin and their achievement in English essay writing as well as the relationship between students from rural and urban area level of speaking pidgin and their achievement in English essay writing. This was with a view of ascertaining the extent of relationship between those variables. According to Isangedighi and Ogoamaka (2002), correlational research design entails ascertaining the extent of relationship between two or more variables.

### **Population of the Study**

The population of this study is 15,018 secondary school students in the 121 secondary schools in Delta North Education Zone of Delta State. The population comprises 6,379 male and 8,639 female students and students from rural and urban school area comprising 208 males and 192 females.

### **Sample and Sampling Techniques**

Taro Yamane's formula was used to derive three hundred and ninety (390) respondents used as sample for the study. Multistage and random sampling technique was select ten Secondary Schools and respondents respectively in the area of study

Taro Yamene's formula:  $n = \frac{N}{1 + N(e)^2}$

Where: n= sample size required

N= number of people in the population

e = allowable error (%)

$$n = \frac{15,018}{1 + 15,018(0.05)^2}$$

$$= 15018/38.54$$

= 389.6

Appr= 390

### **Instrument for Data Collection**

The instrument was Essay test titled “Secondary School Students’ English Essay Test, (SSSEET)” adopted from the 2018 and 2019 WASSC examination question papers. The instrument was a 10-optional-item test. The instrument is also structured on a free-response test format. The students were required to choose one topic from the 10 essay topics and write. To ensure the face and content validity, the instruments was given to two specialists in Education English and one specialist in measurement and evaluation. No reliability was computed for the “Secondary School Students’ English Essay Test, (SSSEET)” because it was adopted from WAEC examination question, whose reliability had already been established. The research questions were answered using Pearson Product Moment Correlation (PPMC). The hypotheses were tested using t-test of significance of Pearson correlation at 0.05 level of significance

### **RESULTS**

#### **Results of Data Analysis Concerning Research Question One**

What is the relationship between level of students’ speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone?

**Table 1: The Coefficient of Relationship between Level of Students’ Speaking of Pidgin and their Achievement in English Language Essay Writing**

<i>n</i>	<i>r</i>	<i>r</i> <sup>2</sup>	<i>t</i> <sub>Cal</sub>	<i>df</i>	<i>t</i> <sub>Crit</sub>	<i>p</i>	<i>Decision</i>
390	-0.028	0.00078	0.559	398	1.962	0.579	accept H <sub>01</sub>



Presented in Table 1 is the coefficient of correlation between level of students speaking of Pidgin and their achievement in English language essay writing, and the coefficient of determination. The correlation coefficient is  $-0.028$ , while the coefficient of determination is  $0.00078$ . The coefficient of correlation is within the range  $0.01 - 0.20$  for very low extent of relationship. Also, the coefficient is negative, indicating indirect relationship between level of students speaking of Pidgin and their achievement in English essay writing. The coefficient of determination of  $0.00078$  indicates that  $0.078\%$  of the variations in students' achievement in English language essay are explained by their speaking of Pidgin.

**Hypothesis One:** There is no relationship between level of students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone is not significant

Also presented in Table one are p-value, the calculated and critical t-values for the significance of the coefficient of correlation between level of students speaking of pidgin English and their achievement in English language essay writing. From the table, the calculated t-value is  $0.559$ , the critical t-value is  $1.962$ , while the p-value is  $0.579$ . When compared, the calculated t-value is less than the critical t-value, and the p-value is greater than the significance level of  $0.05$ . Based on these results, the researcher accepts the null hypothesis one. Hence, the coefficient of correlation between level of students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone is not significant.

### **Results of Data Analysis Concerning Research Question Two**

**Research Question Two:** What is the relationship between level of male students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone?

**Table 2: The Coefficient of Relationship between Level of Male Students' Speaking of Pidgin and their Achievement in English Language Essay Writing**

<i>n</i>	<i>r</i>	<i>r</i> <sup>2</sup>	<i>t</i> <sub>Cal</sub>	<i>df</i>	<i>t</i> <sub>Crit</sub>	<i>p</i>	<i>Decision</i>
390	-0.015	0.00023	0.299	398	1.962	0.825	accept H <sub>02</sub>

Presented in Table 2 are the coefficient of correlation between the level of male students speaking of Pidgin and their achievement in English language essay and the coefficient of determination. The coefficient of correlation is -0.015, while the coefficient of determination is 0.00023. The coefficient of correlation is within the range 0.01 – 0.21 for very low extent of correlation. The coefficient is also negative indicating indirect relationship. The coefficient of determination indicates that 0.023% of the variation in male students' achievement in English language essay writing is explained by their level of Pidgin speaking. Therefore, the coefficient of correlation between level of male students' speaking of Pidgin and their achievement in English essay writing in secondary schools in Delta North Education Zone is not significant.

**Hypothesis Two:** There is no relationship between level of male students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone is not significant

Table 2 also presented the p-value, calculated and critical t-values for the test of significance of the correlation coefficient between level of male students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools.

The p-value is 0.825, the calculated and critical t-values are 0.299 and 1.962 respectively. The p-value is greater than the significance level of 0.05, while the calculated t-value is less than the critical t-value. Based on this the null hypothesis two is accepted. Therefore, the coefficient of correlation between level of male students’ speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone is not significant.

**Continuation of Results of Data Analysis Concerning Research Question 2**

**Research Question Two:** What is the relationship between level of female students’ speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone?

**Table 3: The Relationship between Level of Female Students’ Speaking of Pidgin and their Achievement in English Language Essay Writing**

<i>n</i>	<i>r</i>	<i>r</i> <sup>2</sup>	<i>t</i> <sub>Cal</sub>	<i>df</i>	<i>t</i> <sub>Crit</sub>	<i>p</i>	<i>Decision</i>
390	-0.052	0.0027	1.065	398	1.962	0.470	accept H <sub>02</sub>

Table 3 presented the coefficient of correlation between the level of female students speaking of Pidgin and their achievement in English language essay and the coefficient of determination. The coefficient of correlation is -0.052, while the coefficient of determination is 0.0027. The coefficient of correlation is within the range 0.01 – 0.21 for very low extent of correlation. The coefficient is also negative indicating indirect relationship or variation. The coefficient of determination indicates that 0.27% of the variation in female students’ achievement in English language essay writing is explained

by their level of Pidgin speaking. Therefore, the coefficient of correlation between level of female students' speaking of Pidgin and their achievement in English essay writing in secondary schools in Delta North Education Zone is not significant.

**Continuation of Hypothesis Two:** The coefficient of correlation between level of female students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone is not significant

Table 3 also presented the p-value, calculated and critical t-values for the test of significance of the correlation coefficient between level of female students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools. The p-value is 0.470, the calculated and critical t-values are 1.065 and 1.962 respectively. The p-value is greater than the significance level of 0.05, while the calculated t-value is less than the critical t-value. Based on this the null hypothesis three is accepted. Therefore, the coefficient of correlation between level of female students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone is not significant.

### **Results of Data Analysis Concerning Research Question Three**

**Research Question Three:** What is the relationship between level of Pidgin speaking among students from urban areas and their achievement in English Language essay writing in secondary schools in Delta North Education Zone?

**Table four: The Relationship between Level of Urban Students' Speaking of Pidgin and their Achievement in English Language Essay Writing**

<i>n</i>	<i>r</i>	<i>r</i> <sup>2</sup>	<i>t</i> <sub>Cal</sub>	<i>df</i>	<i>t</i> <sub>Crit</sub>	<i>p</i>	<i>Decision</i>
390	-0.029	0.00084	0.579	398	1.962	0.663	accept H <sub>03</sub>

Presented in Table 4 is the relationship between level of urban students speaking of Pidgin and their achievement in English language essay writing, and the coefficient of determination. The correlation coefficient is -0.029, while the coefficient of determination is 0.00084. The coefficient of correlation is within the range 0.01 – 0.20 for very low extent of relationship. Also, the coefficient is negative, indicating indirect relationship between level of urban students speaking of Pidgin and their achievement in English essay writing. The coefficient of determination of 0.00078 indicates that 0.078% of the variations in urban students’ achievement in English language essay is explained by their speaking of Pidgin. Hence, the coefficient of correlation between level of urban students’ speaking of Pidgin and their achievement in English essay writing in secondary schools in Delta North Education Zone is not significant.

**Hypothesis Three:** There is no significant coefficient of correlation between the extent of Pidgin speaking among students from urban areas and their achievement in English Language essay writing in secondary schools in Delta North Education Zone

Also presented in Table 4 are p-value, the calculated and critical t-values for the significance of the coefficient of correlation between level of urban students speaking of Pidgin English and their achievement in English language essay writing. From the table, the calculated t-value is 0.579, the critical t-value is 1.962, while the p-value is 0.663. When compared, the calculated t-value is less than the critical t-value, and the p-value is greater than the significance level of 0.05. Based on these results, the researcher accepts

the null hypothesis four. Hence, the coefficient of correlation between level of urban students’ speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone is not significant.

**Continuation of Results of Data Analysis Concerning Research Question three**

**Research Question Three:** What is the relationship between the level of Pidgin speaking among students from rural areas and their achievement in English Language essay writing in secondary schools in Delta North Education Zone?

**Table 5: The Coefficient of Relationship between Level of Rural Students’ Speaking of Pidgin and their Achievement in English Language Essay Writing**

<i>n</i>	<i>r</i>	<i>r</i> <sup>2</sup>	<i>t</i> <sub>Cal</sub>	<i>df</i>	<i>t</i> <sub>Crit</sub>	<i>p</i>	<i>Decision</i>
390	-0.026	0.00068	0.519	398	1.962	0.737	accept H <sub>03</sub>

Table 5 presented the coefficient of correlation between the level of rural students speaking of Pidgin and their achievement in English essay and the coefficient of determination. The coefficient of correlation is -0.026, while the coefficient of determination is 0.00068. The coefficient of correlation is within the range 0.01 – 0.21 for very low extent of correlation. The coefficient is also negative indicating indirect relationship or variation. The coefficient of determination indicates that 0.068% of the variation in rural students’ achievement in English language essay writing is explained by their level of Pidgin speaking. Therefore, the coefficient of correlation between level of rural students’ speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone is not significant.

**Continuation of Hypothesis Three:** There is no significant relationship between the extent of Pidgin speaking among students from rural areas and their achievement in English Language essay writing in secondary schools in Delta North Education Zone.

Table 5 also presented the p-value, calculated and critical t-values for the test of significance of the correlation coefficient between level of rural students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools. The p-value is 0.737, the calculated and critical t-values are 0.519 and 1.962 respectively. The p-value is greater than the significance level of 0.05, while the calculated t-value is less than the critical t-value. Based on this the null hypothesis three is accepted. Therefore, the coefficient of correlation between level of rural students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone is not significant.

### **Discussion of Findings**

The result in Table 1 revealed that the coefficient of correlation between level of students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone is not significant. Even though students speak Pidgin to a high extent, the correlation coefficient is negative and within the range for very low extent of relationship. The finding shows that there is poor relationship between level of students' speaking of Pidgin and their achievement in English Language essay writing. The relationship is negative indicating that increase in the level of students' speaking of Pidgin will decrease their achievement in English language essay writing. This shows that speaking of Pidgin can influence achievement of students in English language essay writing for good or bad. If the level of speaking Pidgin increases students' achievement in English language essay writing will also decrease. The findings are contrary to the findings of Muodumogu and Unwaha (2013) who found that Pidgin significantly had negative influence on students' achievement in English language essay writing.

The findings of the study revealed that the coefficient of correlation between level of male students' speaking of Pidgin and their achievement in English Language essay

writing in secondary schools in Delta North Education Zone is not significant. The results also showed that the relationship is negative and very low. That the relationship is negative means that as male students' level of Pidgin speaking increases, their achievement in English language essay writing will decrease. However, the study showed that there is very low extent of relationship between level of Pidgin speaking among male students and their achievement in English language essay writing. This finding was also observed in the case the female students, indicating that irrespective of gender speaking Pidgin does not significantly influence students' achievement in English language essay writing. These findings are in line with the findings of Ummulkhairi (2015) who found that level of Pidgin of male and female students do not significantly influence their achievement in English language essay writing.

In considering school location, the finding of the study revealed that the coefficient of correlation between level of urban and rural students' speaking of Pidgin and their achievement in English Language essay writing in secondary schools in Delta North Education Zone is not significant. This finding showed that the relationship between Pidgin speaking and students' achievement in English language essay is negative and very low. That the relationship is negative would have elicited some worries normally, because it means that the more students speak Pidgin the more their achievement in English language essay writing will decrease. However, the finding revealed that the relationship is very low, indicating very low extent of relationship between pidgin English speaking and achievement in English language essay writing. This shows that both in urban and rural secondary schools level of Pidgin speaking do not significantly influence students' achievement in English language essay writing. These findings are in line with findings of Muodumogu and Unwaha (2013) and Ummulkhairi (2015) who found that despite school location, Pidgin did not significantly influence students' achievement in English language essay writing.

## **Conclusion**



The finding of the study indicated that the speaking of Pidgin by students did not negatively influence their achievement in English language essay writing. It was found that speaking Pidgin English did not negatively influence male and female students and those in urban and rural achievement in English language essay writing. Speaking Pidgin speaking should be ruled out as a factor that influences negatively students' achievement in English language essay writing.

### **Recommendations**

Based on the findings of the study the researcher made some recommendations that are presented below

1. Curriculum planners should incorporate Pidgin language as a medium of teaching in secondary schools in Nigeria.
2. Secondary school teachers and administrators should allow the students to feel free in communicating with Pidgin in the classrooms, since Pidgin speaking does not influence significantly their achievement in English language essay writing.
3. Parents should allow their wards to speak Pidgin as well as Standard English

### **REFERENCE**

- Ajayi, I. A. (2012). *Mass Failure of Students in West African Senior School Certificate Examination (WASSCE) in Nigeria: The Teachers Perspective*. Case Study of Journal, 2013; 2(4):1-5
- Idowu, O. A. (2015). *Poor Performance of Nigeria Students in Senior School Certificate Examination (SSCE): What is Not Working?* Department of Science and Environmental Education, University of Abuja.
- Isangedighi, A. J. & Ogoamaka, P. M. C. (1992). *Types of Research: Educational Research Method*. Totan Publishers Limited. Abuja, Ibadan, Lagos Owerri, Zaria and Representatives throughout Nigeria.

---

Muodumogu, C. & Unwaha, C. O. (2013). Improving Students' Achievement in English Essay writing: What Will be the Impact of Mini-lesson Strategy? Global Department of Curriculum and Teaching, Benue State University, Makurdi Nigeria. *Advance Research Journal of Arts and Humanity (GARJAH)* 2 (6), 111-120

NERDC, (2012). *New Basic Education Curriculum*. Lagos: Nigeria Educational Research and Development Council.

Ummulkhari, H. (2015). *The Impact of Pidgin English on Students Competence in Nigeria University: Case Study of 300 Level Students of Mell*. UDUS Open Educational Resource. Usman Danfodio University Sokoto, Open Educational Resources Repository. (UDUS-OER). Project Thesis and Dissertation. Faculty of Arts and Islamic Studies.

WAEC, (2016). Chief Examiner's Report 2016. West African Examination Council Database.