



# Multi-Draft Instructional Method as Predictor on Polytechnic Students' Report Writing Performance in North-Central, Nigeria

**Amina Ahman, Safi Lawal**

Department of Languages, College of Administrative Studies and Social Sciences, Kaduna Polytechnics, Kaduna, Nigeria

## Email address:

safilawal@yahoo.com (Safi Lawal), safilawal2020@gmail.com (Safi Lawal), am\_ahman@yahoo.com (Amina Ahman)

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**Abstract:** This study examined the of multi-draft instructional method on polytechnic students' report writing performance in North-central, Nigeria. The objectives of this study were to examine the: (i) general performance of polytechnic students' in report writing; (ii) effects of Multi-Draft Instructional Method (MDIM) on polytechnic students' performance in report writing; and, (iii) influence of gender. Two-groups, pre-test, post-test, quasi-experimental design were adopted for this study. The population consisted of all Higher National Diploma I in Kwara and Bida Polytechnics. Two departments were sampled using multi-stage sampling technique. The sample was categorised into one experimental group and one control group. A total number of 100 polytechnic students (NDII) were sampled. Report Writing Performance Test (RWPT) was used to collect data from the respondents. The test items were adapted from English language and Communication texts and validated by language experts. The reliability of the instrument was carried out through test re-test method in an interval of two weeks and a reliability index of 0.72 was obtained using Pearson Product Moment Correlation (PPMC). The data were analysed using the percentage, mean, standard deviation, and analysis of co-variance (ANCOVA) at 0.05 level of significance. Findings of the study revealed that: (i) the general performance of polytechnic students in report writing (in both groups) was low before the treatment but high after the treatment; (ii) that multi-draft instructional method significantly predict polytechnic students' report writing performance; (iii) that there is no significant effect of multi-draft instructional method on polytechnic students' report writing performance on the bases of gender. The study concluded that both MDIM add value to students' report writing performance. The implication is that these two methods have significant effects on polytechnic students' technical report writing performance. The study recommended that teachers should employ the use of MDIM instructional method for teaching report writing to enhance students' writing performance.

**Keywords:** Report, Predictor, Writing, Accepted, Rejected, Inconclusive

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## 1. Introduction

Writing is a fundamental and an essential skill requires for personal and professional growth and development of human beings. More importantly, writing plays a pivotal role in academic settings. The ability to write meaningfully position one above others in terms of numerous advantages and opportunities a good writer has over and above those that cannot write perfectly and correctly. This implies that learners' success at all levels of education and their work places are measured based on how well they can manipulate writing as one of the literacy skills. Among all the language skills, writing is perhaps the most sensitive productive skill

and the physical/mental evidence of learners' performance and improvement in written communication task through Learners' ability to express their thoughts meaningfully in auto-graphically. Therefore, learners' academic advancement dependents on how well they can put their thoughts together meaningfully in writing. This implies that such learners are likely to be heard in places where he/she is not physically present and where it matters in the society, both in academic fields and in the workplace. So learners should be well-informed on how it is critical in using language to express themselves in an acceptable form and norms of the target language.

Writing requires composing which suggest the capacity to

analyze information received in narrative or descriptive form or transforming new texts into an expository or argumentative writing. As such, it is viewed as series of activities that range from the more mechanical or formal aspects of writing to the more complex act of composing. Nyang'au (2014) [5] points out that when compared with other language skills of listening, speaking and reading, writing demands that writers to have a great deal of lexical and syntactic knowledge as well as principles of organization in language in question to be able to produce a good written text. Hence, writing is learned through a process of systematic teaching in which the learner is expected to master the written form of the language and to learn certain structures that are not common in speech but which are essential for effective written communication. For May (2015) [6] is of the opinion that language learners should be equipped with writing skills which will enable them to organize their ideas expressively in such that a reader who is not present and even known to them can understand.

Reports are carefully collected records or information written or presented in formal language. A report must be objective. It must truly reflect the event being investigated and opinions/generalization are excluded in report writing. Report writing is a form of continuous writing with unique traits purposely meant for disseminating a piece of information on a particular issue to an individual or group, society, institution or an organization. The term "report" could be oral or written, long or short report, formal or informal, eyewitness report, work report or special investigation report depending on the type, nature of information required, the extent of information to be provided and the time available for the writing of the report. Term report according to Olubamigbe, (2018)[7] is a form of formal communication that provides objective or factual information about something witness, experienced or examined base on work carried out or an investigation conducted. He further opined that report is a systematic and organized written document meant to analyse a particular subject or problem.

Reports are written base on purpose. However, report writing can be classified thus: scientific report, history report, geographical report, economic report, memorandum report, progressive report, recommendation report, laboratory report and technical report. Basically reports are presented through the medium of oral and written communication.

Writing is a major means of assessing learning throughout the Nigerian education system. Most examination and tests are assessed on the basis of written performance. Ogunyemi (2014)[9] affirms that proficiency in writing is *sine qua non* for students' academic success. According to him, 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.

The Multi-draft method is a by-product of the Process approach to writing which attempts to make up the limitations inherent in other methods by focusing on the writer as an independent producer of texts and puts

emphasis on a cycle of writing activities which move the students from generation of ideas and collection of data to the publication of a finished text [10]. The core of this method is on what and how the students write. Writing is presented in stages and gives room for feedback from others. Akinwamide, (2013) [1] submitted that in the multi-draft method, students are given the opportunity to write out their observations and experience. Emergence of errors at this level is possible as a result of self-reflection. He further explains that this method opens avenue for analysis, correction of errors and give students the opportunity to learn a lot from error analysis.

Ability to write competently influences in no small measure students' performance in their academic endeavours. 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 subjects. Students should be trained to provide answers to comprehension questions and summary questions in well-constructed sentences. Hence, poor performance in report writing could lead to poor performance in the English language and this translates to atrociously low performance of students in internal examinations at the polytechnic level of education.

### ***1.1. Statement of the Problem***

Teaching is a complex and dynamic profession where challenges are inevitable. In view of this, teachers are task to incorporate new innovation to their teaching and take new decisions to solve problems on a regular basis [6]. Polytechnics English teachers require knowledge and experience in teaching report writing in an interactive ways [2]. Researchers have carried out several studies on second language learners' writing performance at various levels and locations [3, 1, 4, 10]. For instance, Fakeye (2002) [8] 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) [10] also examine the effect of different methods (combination of reading- writing, lecture and discussion methods) with linguistics packages on students' achievement in essay writing. 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. Akinwamide (2013) [1] examine the effect of process approach on students' continuous writing while Ezeokoli and Igbunbor's (2016) [12] study investigate two modes of essay structure-based instructional strategies on students' achievement in essay writing. Though these studies reported positive findings, they could not stem the tide of poor performance. This, therefore, prompted this researcher to investigate if report writing of polytechnic students in North-central can be enhanced through Multi-draft method.

### 1.2. Purpose of the Study

The aim of this study is to investigate the multi-draft Instructional method on polytechnics students report writing performance at four levels of content, organization, expression and mechanical accuracy.

Specifically, the study is aimed at investigating:

- The general level of report writing performance of polytechnics students in North-central, Nigeria.
- Whether multi-draft Instructional method will determine polytechnic students' report writing performance.
- Whether multi-draft Instructional method will determine the Polytechnics Students' report writing performance on the bases of gender (male and female).
- Whether multi-draft Instructional method will determine the Polytechnics Students' report writing performance on the bases of ability levels of high, medium, and low.

### 1.3. Research Questions

- What is the general level report writing performance of polytechnics students in North-central, Nigeria?
- Will multi-draft instructional method significantly determine the report writing performance of polytechnics students in North- central, Nigeria?
- Will multi-draft instructional method significantly determine the report writing performance of polytechnics students in North- central, Nigeria on the bases of gender (male and female)?
- Will multi-draft instructional method significantly determine the report writing performance of polytechnics students in North- central, Nigeria on the bases of ability levels of high, medium and low?

### 1.4. Research Hypotheses

The following hypotheses were tested:

H0<sub>1</sub>: There will be no significant difference in the report writing performance of polytechnics students taught with multi-draft instructional method and those taught with conventional method.

H0<sub>2</sub>: Multi-draft Instructional Method will not significantly determine the report writing performance of the polytechnics students in North-central, Nigeria on the bases of gender (male and female).

H0<sub>3</sub>: Multi-draft Instructional Method will not significantly determine the report writing performance of the polytechnics students in North-central, Nigeria on the bases of ability levels of high, medium and low.

### 1.5. Scope of the Study

This study covers all polytechnics students in the North-central, Nigeria NDII (200L) level students. Two polytechnics (Kwara polytechnic and Bida polytechnic) were randomly selected. Two research assistances were engaged and out of the existing colleges in each of the selected

schools, colleges of Engineering and Science and Technology students were engaged.. The justification for selecting the year two (II) students is because report writing is part of their course content in the General English Curriculum for Nigeria Polytechnics. The year two would have experienced the teaching and learning of report writing in the first semester. One hundred (100) students (ND II) were selected from two departments (fifty each) to make up one experimental and one control groups using intact groups.

## 2. Review of Related Literature

Teachers primarily assess students' performance through writing. A student cannot graduate from school without taking written examination, continuous assessment tests, writing assignments and engaging in note taking activities in class. As important as writing is, it appears to be a major aspect of English language teaching and learning that has suffered neglect from teachers as well as students. However, the review of related literature was carried out in the following order:

## 3. Steps in Report Writing

There are conventional steps that are to be followed in the process of writing a meaningful report. Olowoyeye (2021) [3] opined that effective writers should embrace the following qualities thus: getting the grammar right, having a range of vocabulary, punctuating meaningfully, spelling accurately, using a range of sentence structures to develop the topic and developing and organizing the content clearly and convincingly. Babalola (2012) [2] suggested five scoring yardstick for higher institution students' writing performance. They are organisation of text, generation of ideas, expression of ideas, linguistic accuracies cohesive devices and coherence as tools for structural arrangement that will give a definable shape.

### 3.1. The L2 Report Writing Process

Report writing process in L2 is a complex one that involves brainstorming, writing and re-writing. Olowoyeye, (2021)[3] opined that knowledge in L1 could be used to facilitate the process of thinking and writing in L2 and that L2 learners with limited English skills should be encouraged to use their L1 to generate ideas associated with a topic and develop strategies that would facilitate their learning of the L2.

### 3.2. L2 Writing Strategies

Writers with different proficiency levels tend to use different strategies. Some strategies received major attention, namely, planning, translation, restructuring, and backtracking [13]. He further surmises that various specific writing strategies in L2 writing process to involves planning, translation, restructuring and backtracking.

### 3.3. Objectives and Content of General English for Nigerian Polytechnic

The role of English on our educational system cannot be

overemphasized. This is because lectures, tutorials and practical are carried out in English. Examinations are also written in English. Reading comprehension, summarizing, note-taking and examination are some of the most difficult task for Nigerian students. Their poor performance in both school and public examination is often attributed to their deficiencies in language skills. The above background justifies the inclusion of the use of English in the curriculum of Higher Education in Nigeria.

Use of English as a service course has been made compulsory for all students in Nigerian tertiary Institutions. The General Studies in English therefore, has the aims and objectives of ensuring the acquisition of communication competence needed by our students both for academic purposes and to function affectively in a country where the English language is the official.

### **3.4. Challenges in Teaching the Use of English/General English in Nigerian Polytechnic**

There are numerous challenges teachers of English are facing in the General English classes. Ugwuanyi & Omeje (2013)[4] identify some challenges confronting the teaching of General English/Use of English as:

*Problems inherent in English Language itself:* this is a major challenge in the teaching and learning of English generally. In Nigeria, English is a second language (L2) and has its own features or characteristics which make its learning and teaching very unique and difficult. Second language is a technical representation of the functional position of that language rather than its position in sequential order of acquisition [13].

### **3.5. Population Sample and Sampling Technique**

The population of this study was all polytechnics in the North-central. Two polytechnics were randomly selected. Simple random sampling technique was used to select the study sample from the numbers of streams of NDII in the selected Polytechnics in North-central, Nigeria. The same procedure was used to select the experimental and control groups. A number of One Hundred (100) Students were sampled for the study. Fifty (50) students were engaged as experimental group, while fifty (50) students were engaged as control group.

The study adopted a factorial design of 2 x 2 x 3 x 4 to test the null hypotheses. The factorial levels are the Multi-draft Instructional Method (MIM) and conventional method as independent variables while gender (male and female) and ability levels (high, medium and low) are the moderator variables. The dependent variables are the four criteria for assessing writing: content, organization, expression and mechanical accuracy. The Multi-draft Instructional Method was the experimental group while the conventional group was the control group. The two groups were pre-tested on English Report Writing Performance Test (ERWPT) adapted from different field of human endeavours in a Standard English language text. The two groups were post-tested after

exposing them to the different instructional methods only the experiential group received treatment. Simple random sampling technique was used to select the study sample from the numbers of streams of NDII in the selected Polytechnics in North-central, Nigeria. The same procedure was used to select the experimental and control groups. A number of One Hundred (100) Students were sampled for the study. Fifty (50) students were engaged as experimental group, while fifty (50) students were engaged as control group. The experimental group was taught using the Multi-draft Instructional Method, while the control group was taught using the conventional method. The two groups were taught the same lesson throughout the periods. The instructional programme lasted for two weeks.

## **4. Research Instruments**

The following research instruments were used for the study:

- a. Questionnaire on Students Attitude Towards Report Writing (QSATRW)

This questionnaire was designed by the researcher to elicit information on student's attitude to Report writing. There are 26 items in the questionnaire (Appendix I) the response scale was scored as follows: strongly agree (SA)-4 points; Agree (A)-3 points; strongly disagree (SD)-2 points, disagree (D)-1 point.

- b. Report writing performance Test (RWPT) was adapted from past questions of NDII in the selected Polytechnics in North-central, Nigeria (Appendix iii). A marking guide was used for marking the Report written by the students (Appendix iv)

Report writing Basic Package-The instructional package was drawn from the General English Curriculum for Nigeria Polytechnics to expose the students to the different kinds of writing they are expected to know.

Teaching/Learning Guide (TLG) -This aspect took care of lesson notes prepared by the researcher for the research assistants that were involved in the research. The lesson notes assisted the research assistants/ teachers to use the Report writing package with Multi-draft which entailed classroom activities by both teacher and students.

### **4.1. Validity of the Instruments**

The face and content validity of the instruments, the Report Writing Performance Test (RWPT) and the Questionnaire on the Attitude of Students towards Report Writing (QASTRW) were validated by the researcher's supervisor, and experts in Arts and Language Education and Tests and Measurement. A thorough scrutiny of the instruments was carried out and necessary corrections were effected before the instruments was adjudged valid for the study.

### **4.2. Reliability of the Instruments**

The reliability of the questionnaire on the attitude of

students towards Report writing was estimated using Cronbach-Alpha reliability method with a reliability coefficient of 0.80. The reliability coefficient of the Report writing performance test was estimated using test-re-test reliability method. Person product moment correlation statistics was used to obtain a reliability coefficient of 0.92.

**4.3. Analysis and Results of the Findings**

The data collected from the participants were used to answer the research questions and test the corresponding hypotheses. The hypotheses were tested using the Analysis of Co-Variance (ANCOVA) at 0.05 level of significance. The outputs of the analysis are presented as illustrated below:

*Table 1. Dependent variable: Post-test scores.*

| Groups                          | Means   | Std. Deviation | N   |
|---------------------------------|---------|----------------|-----|
| Multi-draftinstructional method | 62.5455 | 2.14673        | 50  |
| Conventional Group              | 22.4412 | 5.01745        | 50  |
| Total                           | 42.1940 | 20.48527       | 100 |

**4.4. Tests of Between-Subjects Effect**

Table 1 shows the demographic characteristics of participants consisting of 100 students for the Multi-draftinstructional method and the conventional technique. The Multi-draftinstructional method students were 50 with mean (62.5455), while the control group was 50 with mean (22.4412) students.

*Table 2. Dependent Variable: Post-test scores.*

| Source         | Type III Sumof Squares | Df  | MeanSquare | f-value  | Sig. | t-value | Decision |
|----------------|------------------------|-----|------------|----------|------|---------|----------|
| Corrected      | 53889.313 <sup>a</sup> | 2   | 26944.656  | 1834.931 | .000 |         |          |
| Multi-draft    | 4287.796               | 1   | 4287.796   | 291.999  | .000 |         |          |
| Intercept      | 21.486                 | 1   | 21.486     | 1.463    | .229 |         |          |
| Pretest        | 13353.336              | 1   | 13353.336  | 909.362  | .000 | 3.92    | Rejected |
| Groups         | 1923.642               | 131 | 14.684     |          |      |         |          |
| Error Total    | 294378.000             | 134 |            |          |      |         |          |
| CorrectedTotal | 55812.955              | 133 |            |          |      |         |          |

a. R Squared =.966 = (Adjusted R Squared =.965).

Table 2 indicates that calculated f-value is 305.524 and the table value is 3.92 with 1,133 degree at freedom computed at 0.05 level of significance. Hypothesis 1.

(Ho<sub>1</sub>) is hereby rejected. There is significant difference in the general achievement of students exposed to the Multi-draftinstructional method.

*Table 3. Dependent variable: Post-test scores.*

| Gender | Means   | Std. Deviation | N   |
|--------|---------|----------------|-----|
| Male   | 42.3448 | 20.98166       | 54  |
| Female | 42.0789 | 20.23776       | 46  |
| Total  | 42.1940 | 20.48527       | 100 |

**4.5. Tests of Between-Subjects Effect**

Table 3 shows the total number of male and female students involved in the study. This is in addition with the means and standard deviation of the students. The table revealed that 54 male students and 46 female students were involved in the study.

*Table 4. Dependent Variable: Post-test scores.*

| Source          | Type III Sumof Squares | Df  | Mean Square | f-value | Sig. | t-value | Decision |
|-----------------|------------------------|-----|-------------|---------|------|---------|----------|
| Corrected       | 40562.410 <sup>a</sup> | 2   | 20281.205   | 194.213 | .000 |         |          |
| Multi-draft     | 3826.025               | 1   | 3826.025    | 32.365  | .000 |         |          |
| Intercept       | 40560.084              | 1   | 40560.084   | 316.405 | .000 |         |          |
| Pretest         | 26.433                 | 1   | 26.433      | .227    | .635 | 3.92    | Rejected |
| Groups          | 15250.546              | 131 | 116.416     |         |      |         |          |
| Error Total     | 294378.000             | 134 |             |         |      |         |          |
| Corrected Total | 55812.955              | 133 |             |         |      |         |          |

a. R Squared =.727 = (Adjusted R Squared =.723).

Table 4 revealed that the calculated f-value is 316.405, while the table value is 3.92 with 1.133 degree of freedom computed at 0.05 levels of significance. Hypothesis two is

hereby rejected because the f-value 316.4 is greater than the table value 3.92.

The table above showed that there was a very great

significant influence of the Multi-draft instructional method in the teaching and learning of reading comprehension. A total number of 100 Polytechnic NDII students were involved in the study. A total of fifty (50) students were taught with Multi-draft instructional method while fifty (50) students were taught using the conventional technique. The results were analysed at 0.05 significant levels. Students taught with Multi-draft instructional method achieved better than the group taught using the conventional technique.

## 5. Discussion of Findings

After all the hypotheses have been tested, collated, analysed and interpreted, the following results were obtained:

The results showed that there was a significant difference in the achievement of students exposed to the Multi-draft Instructional Method in the teaching of report writing than those that were taught using conventional method (control group). The results also revealed that there was significant difference in the achievement of students exposed to the Multi-draft Instructional Method irrespective of gender. This showed that gender had no significant effect on the achievement of students exposed to Multi-draft Instructional Method.

## 6. Conclusion

Findings from this study have revealed the importance and effect of Multi-draft Instructional Method on the teaching of report writing at the polytechnic level of education. This is in support of Obateru (2018) [13] and Lawal (2019) [11] that one recent trend in the field of reading teaching has been to incorporate multiple strategies that promote learners involvement in teaching, to reinforce students' mind and enhance their comprehension achievement.

## 7. Concluding Remarks

Teacher initiating new and effective techniques for teaching report writing and other English language components encourage students to work on their own and devise some activities is a very crucial way. Also, incorporating new strategy for teaching report writing in the curriculum and citing websites relevant to language skills is also important. Teachers should vary their methods and techniques of teaching, according to students' needs and interests.

Furthermore, teachers at the polytechnic level of education must be prepared to use Multi-draft Instructional Method to boost students' knowledge of report writing at the polytechnic level. Also, they must be ready to implement innovative intervention strategies such as multi-draft to accelerate student level of writing. It is recommended that teachers of English language should include Multi-draft Instructional Method alongside conventional technique to facilitate the teaching and learning of report writing. Finally, software packages

should be learner-centered and friendly. This will help to guide, sensitize, arouse and sustain the students' interests in the cause of learning English [8].

Curriculum planners and developers should include the use of Multi-draft Instructional Method in the preparation of the curriculum. Stakeholders in the education sector should work together for the provision of the hardware materials needed for such innovation in teaching report writing.

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