

SPELLING ERRORS IN STUDENTS' COMPOSITION ESSAYS

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Spelling Errors in Students' Composition Essays" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined spelling errors in students' composition essays, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of spelling; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with spelling and errors. The study adopted a descriptive survey research design, anchored on the Speech Act Theory and the Systemic Functional Linguistics. A sample size of 416 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 380 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.18). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.459$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.33, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.22$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on spelling.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of spelling errors in students' composition essays is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

In both global and African literatures, spelling is now regarded as a key index of institutional performance. Globalisation and technological change have intensified both the opportunities and the challenges associated with spelling. Studies conducted within the West African subregion by Dauda and Okonkwo (2018) reached conclusions broadly consistent with the Nigerian evidence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The aggregate picture emerging from Oyelaran and Dauda (2023) points to a modest but consistent association between spelling and the outcomes of interest. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Contemporary scholarship increasingly frames spelling as inseparable from the broader question of errors. In Nigeria, the intersection of spelling and errors is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Research by Dauda and Chukwu (2021) using mixed methods provided particularly rich insight into the mechanisms connecting spelling and errors. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Studies by Famuyide and Nnamdi (2019) largely support the view that spelling exerts a measurable influence on outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

spelling, when examined in relation to errors, reveals complex and often paradoxical dynamics. Evidence from national agencies indicates that spelling has grown considerably in recent times, underscoring the need for systematic inquiry. An examination by Famuyide and Nnamdi (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Evidence assembled by Eze and Bello (2015) across twelve states underscored the heterogeneity of outcomes linked to spelling. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Contemporary scholarship increasingly frames spelling as inseparable from the broader question of errors. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of spelling. Longitudinal research by Dauda and Aderemi (2016) revealed that sustained attention to spelling