



USING CONCEPT MAPPING AND STORY MAPPING STRATEGIES TO OPTIMISE JUNIOR SECONDARY II STUDENTS' SELF-ESTEEM AND PERFORMANCE IN NARRATIVE WRITING IN BENUE STATE

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Abstract

This study investigated the use of concept mapping and story mapping strategies to optimise junior secondary II students' self-esteem and performance in narrative writing in Benue State. A pre-test, post-test quasi experimental design was used. A population of 2, 254 junior secondary II students in Makurdi from which a sample size of 143 junior secondary II students was randomly drawn from four intact classes located in four government owned UBE secondary schools in Makurdi; where, two intact classes of 70 students were treated with story mapping strategy while the other two intact classes of 73 students were treated with concept mapping strategy. Two research questions guided the study while two hypotheses were tested at the significance Alpha level of 0.05. The instruments used for data collection were Self-Esteem in Writing Questionnaire (SEWQ) and Students' Writing Performance Test (SWPT). The instruments were trial tested using cronbach's Apha and the reliability coefficient of 0.64 was obtained for SEWQ while 0.76 was obtained for SWPT. Mean and standard deviation were used to answer research questions while analysis of covariance (ANCOVA) was used to test the hypotheses at significance. The findings of the study revealed that concept mapping and story mapping strategies were equally effective in improving students' self-esteem in essay writing ($0.92 > 0.05$) but concept mapping strategy enhanced students' writing performance better than story mapping at $0.003 < 0.05$. No significant difference in the mean self-esteem ratings of students taught writing using concept mapping and story mapping were observed. However, findings also showed that there was significant difference in students' performance in writing. It was recommended that, concept mapping and story mapping should be used to teach narrative writing but priority should be given to concept mapping strategy since it enables students to perform better in writing.

Key words: concept mapping strategy, story mapping strategy, performance, self-esteem.

Introduction

Language plays very important roles in education, communication and national development. This has made teachers to focus on the four language skills: listening, speaking, reading and writing in school. Writing stands tall among these language skills. This is because academic exercises can hardly happen without writing. Writing is an outcome skill that sprouts on the foundation established through listening, speaking and reading (Udu, 2021). Udu and Asue (2018) assert that writing being a higher-order skill can only be learned after students have built a solid foundation developed in real-time communication through the basic language skills.

The ability to write in a language provides practical evidence that supports learners' success in academics. Students' elevation to the next level of the academic ladder is to a great extent determined by series of written examinations within the school. Forms of assessment and examinations like class assessments, term examination, promotion examination, weeding examination and even aptitude tests are conducted via writing. The ability of a student to write, speaks for him even in his absence. Writing skill is actually, a predictor of academic success (Ochogwu & Ukume, 2020; Ibrnian, 2010).

Writing skills activate the deposit of creative ability in learners. Creativity can be both inborn and nurtured. Many individuals whose creative abilities developed gradually rose to promise by writing voraciously. People like Chinua Achebe, Wole Soyinka, Christopher Okigbo and many others who are world celebrated creative writers started by developing their writing skills at an early stage. Ability to write is a requirement for participation in civic life and in global economy. It is an important skill that students must acquire to become independent and productive citizens. Effective writing could manifest in the effective display of linguistic knowledge and cognitive abilities of the rubrics of grammar and communication (Udu, 2021).

Ability to write well enables students to function in other language skills also. This implies that it plays an essential role in promoting language acquisitions, as learners operate in listening to different words as they write, speak in

different forms, and even read different materials for more information. They experiment with words and sentences to be able to communicate their thoughts. They thereby, possess enough vocabulary and grammar at their disposal. (Ibrnian, 2010).

These laudable benefits derived from writing, require that effective teaching and learning strategies be employed to develop effective writing skills in learners. The use of appropriate instructional strategies plays a critical role in effective writing. Oyetunde (2013) asserts that the principles of teaching writing should emphasise teaching writing as a process and not as a product. That is learners should be taken through the processes of generating ideas, organizing ideas, writing drafts and editing. He went further to say that, learners should be prepared ideationally. That is to guide learners to have what to say through brainstorming and prepare then linguistically by guiding them to put the ideas they have generated into meaningful sentences and paragraphs. The truth of the matter is that writing has to be taught if learners must learn to write meaningfully (Muodumogu & Orbura, 2019).

There has been an outcry, that writing is not being taught in any meaningful way, and that many teachers do not know how to teach writing. Instead of process writing, they emphasise, more on product writing (Oyetunde, 2013 Ochogwu & Ukume, 2020). Inappropriate teaching methods have likely contributed to writing failure among students. In implication the learners will write and fail and continue to fail because the right fundamental block has not been laid (Oyetunde, 2019). The junior secondary school syllabus benchmarked writing performance based on relevant content, coherency of thought, appropriate use of language for essay type and adherence to correct punctuations, tenses and spellings. However, students still perform below the benchmark. The proof that students do not write well is the Chief Examiner's Report (2023) from Basic Education Certificate Examination among other things.

The study therefore examined concept mapping and story mapping strategies, which are process-oriented strategies for teaching writing as

against product approach to writing instruction. These strategies mentioned have been used by researchers and proved to be effective strategies to be employed in the teaching of writing instruction. Orkaa and Chieorga (2024) used story mapping to improve students' narrative essay writing skills. Also, Udu and Asue (2018) used concept mapping and improved students' writing skills.

Concept mapping is a process-oriented strategy that encourages writing. Kur and Amua (2018) stipulate that concept mapping is the teaching learning strategy under constructivism and has its orientation in Ausubel's Assimilation theory of cognitive learning. It aims at fostering meaningful learning outcomes. This is because meaningful learning involves recognition of the links between concepts, which can be as well transferred to long term memory. The process in which the relationship among concepts, ideas or phenomena is expressed in visual format is concept mapping (Muodumogu & Iorpev, 2019).

Concept mapping is a graphic and systematic representation of the relationship among a good number of connective concepts. These concepts can be names of things. It can be a word, phrase, a sentence or a sub-heading where links or connections are made with arrows joining the concepts to other relevant and related concepts. From the mapped-out concept and the linkages, the writer discusses them in sentences and paragraphs coherently to give a complete text or essay. The mapping out of the concepts enables writers' effective feedback progressively till a writing that surprises the writer evolves. So, concept mapping can be said to mean one's thoughts, ideas and attitude toward key concept or the relationships among concepts with visual representation of key words (Udu, 2016; Udu & Asue, 2018; Mansor & Rahimi, 2011). Muodumogu and Iorpev (2020) give types of concept maps as hierarchical, and flow chart. This study deals with the hierarchical concept mapping

Another effective strategy considered in this study is story mapping strategy. Story mapping is also a process-oriented method like concept mapping connected with mapping out relationships between concepts, ideas or phenomena for the purpose of arriving at a

coherent and comprehensive essay. The difference between the two is that while concept mapping focuses on mapping concepts of the essay, story mapping focused on telling the story orally and mapping out its features or story elements. That is characters, event, problem, solution, settings and plot to aid organisation of work. Muodumogu and Ameh (2019) and Ibrnian (2010) define Story Mapping (SM) as a graphic organiser used to help students identify elements of short story in composition classes. A story mapping technique could be viewed as a visual depiction of the settings or the sequence of major events and action of story characters, with the aim of enabling students to relate literary selections (Anugerahwati, Cahyono & Rahmawati, 2018). Muodumogu and Ameh (2019) Opine that story maps are templates that provide students a concrete framework for identifying the elements of narrative stories. They further stressed that story maps are of different types which examine different elements of a story and reveal different structures within it. It was also said that the most basic is the simple story map which focuses on beginning, middle and the end of the story, this suits the primary level of education. The other type is the more advanced story maps which focus more on plot and character traits and are appropriate for learners at secondary school level. It is said that teachers can download blank story map templates from internet to be used with learners for narrative essay writing skill, or the teacher with their students can develop their own story maps based on any stories read or told by learners themselves (Orkaa & Chieorga, 2024; Anugerahwati, Cahyono & Rahmawati, 2018). For instance, advanced story map can start with the title of the story, the plot, characters traits – "good aspect" initiated and troubles caused, settings and theme. Good use of concept mapping and story mapping may enable learners to own their work and be confident of their ability. Teachers should make sure that learners are able to concept map and story map any work they are going to do on writing

The use of effective strategy may help learners to improve on their preconceived negative opinion about (self-esteem) and perform better in writing. Arshad, Zaidi and Mahmood

(2015) assert that there is high correlation between self-esteem and performance. This implies that self-esteem is conceptualized as outcome, motive and a buffer. That identity theory can provide a theoretical framework of the various conceptualisations of self-esteem. It is further stipulated that self-esteem may often fluctuate as a result of successes and failures. That for one to perform well academically, one must have a healthy self-esteem. Self-esteem can be positive (high) or negative (low). When self-esteem is low the learner performs poor but when it is high the learner's performance increases. Self-esteem can be enhanced greatly among secondary school students using appropriate tools for intervention (Anagbogu & Ahiaogu, 2019). Students need to build confidence in their ability before they will be able to perform better in academic tasks especially writing. The only way to achieve this is through the use of appropriate and effective instructional strategies. It is on this note that this study seeks to investigate if using concept mapping and story mapping strategies would improve self-esteem and performance of students in writing narrative essays.

Literature Review

The study is anchored on Ausubel's assimilation theory of 1963 which states that new information is meaningful to the extent that it can be related (attached or anchored) on what is already known. Prior knowledge is important in acquiring knowledge. Concept mapping was developed based on this theory by Joseph Navak and his research team in 1970s who were inspired by Ausubel (Ausubel, Navak & Hanesian, 1978) also, the theory of self-identity of 1965 by Rosenberg who was concerned with academic issues. The theorist, Rosenberg came out with scale for measuring self-esteem of learners to see if intervention works or not. The scale is known as Rosenberg's self-esteem scale (RSE). It is used by most researchers to day. The theory emphasised importance of self-esteem in student academic performance; it is essential to know whether a particular intervention increases or decreases self-esteem. If it increases then there will be high performance and if it decreases there will be low performance. The theory was developed to

measure or examine participants' level of self-esteem (Rosenberg, 1965). This implies that self-identity is important in academic. The scale was globally accepted and is in use today by most psychologists and scholars.

These theories emphasise that activating previous knowledge and improving self-esteem of the learners in a lesson is helpful in learning, especially writing. Use of concept mapping and story mapping strategies has connection with the activation of previous knowledge because the connective relationships in the links between concept mapping of essay elements. Also, when the two strategies make the learners to place value on their writing, they write essay better. It is an indicator that when learners concept map and story map, they are involved in connecting their previous knowledge to the new concept elements. Furthermore, students in secondary school are of the adolescent age range full of problems of self-identification. This goes along way directing their learning abilities. It is pertinent to employ the teaching strategies that will improve students' self-esteem to enable their performance.

Many researchers have used concept mapping and story mapping strategies, in education setting and proved that they have yielded encouraging results on how students acquire knowledge. (Udu, 2016; Udu & Asue, 2018; Muodumogu & Iorpev 2019; Kur & Amua, 2018, Arshad, Zaidi & Mahmood, 2015; Muodumogu & Ameh, 2019, Anagbogu & Ahiaogu, 2019). Udu (2016) used concept mapping and found that the strategy allows students to participate fully in the learning process. It helps in idea generation, extends students' power of thinking (brain storming). Students develop organisational ability, logical and sequential presentation of ideas, coherence and grammatical stability and power of creativity. Interest and zeal for writing are evident in learners who receive writing instruction using concept mapping (Udu & Asue, 2018). Using concept mapping helps learners to be organized in their thinking/reasoning ability and make good use of net working relationship existing between concepts (Kur & Amua 2018).

Also, Muodumogu and Iorpev (2019) used concept mapping and found that it was able

to promote students' responsive interaction with the passage. Again, Muodumogu and Ameh (2019) used story mapping strategy and found that story mapping strategy aids students to learn, think and be enthusiastic about learning. Also, Ibrnian (2010) found that the use of story mapping was effective in teaching learners to identify elements of short story in composition classes easily. Looking at self-esteem, Anagbogu and Ahiaogu (2019) used self-instruction technique and discovered that students' self-esteem was enhanced greatly. Also, Arshad and Mahood (2015) worked on self-esteem and academic performance and saw that self-esteem and academic performance correlated greatly.

Other researchers who used story mapping like Rahmawati, Cahyono and Anugerahwati (2018) found that students who received instruction using story maps developed writing skills greatly. On the other hand, Rahmawati, Cahyono and Anugerahwati (2018) used story map and found that it was not significant in achievement in writing narrative essay text among visual and auditory problem learners. More researchers used concept mapping and found that it produced self-directed learners who could think critically to carry out their tasks successfully. These researchers are: Sleem and Eelmeghawri (2021), Hasheesh, Al-Mostafa and Obeidat (2011), Latif, Mohamed and Dohlan (2016), Kaddoura, Vandyke, Cheng and Shea-Foisy (2016) and Papanasiou, Kleisiaris, Fradolos, Kakou and Kourkosta (2014).

The gap left to be filled is that most work done on story mapping were done on reading comprehension abilities. Again, among those works on concept mapping, none was able to address how the self-esteem of students could be improved and most of the works were on achievement (cognitive domain).

Statement of Problem

Although writing is the most complex of all the other language skills, as far as the teaching and learning of English is concerned, the teaching of writing using appropriate teaching strategies could make writing a beneficial endeavour to students. However, its teaching seems not to be effectively handled by the teachers. There has been an outcry that writing is not being taught in

any meaningful way. Supporting this, Oyetunde (2013) laments that one big problem facing Nigerian education is helping students to gain proficiency in English Language, especially in the area of writing, in 2019 he added that many teachers do not know how to teach writing. Experience has shown that teachers are preoccupied with teaching of writing as a product rather than as a process. They look forward to what the finished work of students' writing would be, under-minding how to take them through the process of writing to successful arrival at the product. The teachers do this by giving students topics to write about and submit for marking. His/her expectation is to see a polished product, but when the expectation is not met, they end up assessing students' work with all manner of biasness. In that case, instead of improving their performance, it is being decreased gradually. Learners are thereby found to lose confidence in themselves, feeling they cannot write like others. Furthermore, they cannot generate ideas, organize their ideas coherently and express themselves meaningfully in writing, leading to poor performance.

The problem put in question is, would the use of concept mapping and story mapping be able to improve students' self-esteem and performance in writing?

Something needs to be done urgently to stop this, because if this problem continues, there would be more low self-esteem writers and more poor performance among students in writing. It is on this note that the study seeks to investigate if using concept mapping and story mapping would improve students' self-esteem and performance in essay writing.

Purpose of the Study

The study investigated the effect of concept mapping and story mapping strategies on students' self-esteem and performance in narrative writing. Specifically, the study

1. Determined the mean self-esteem ratings of students when taught narrative essay writing using concept mapping and those taught using story mapping strategy.
2. Investigated the performance mean scores of students taught narrative writing using

concept mapping and those taught with story mapping strategy.

Research Questions

These research questions guided the study.

1. What is the difference in the mean self-esteem ratings of students when taught narrative essay writing with concept mapping strategy and those taught using story mapping strategy?
2. What is the difference in the mean performance scores of students when taught narrative essay writing with concept mapping strategy and those students when taught using story mapping strategy?

Research Hypotheses

The following null hypotheses were tested at the significance alpha level of 0.05.

1. There is no significant difference in the mean self-esteem ratings of students when taught narrative essay writing using concept mapping and those taught with story mapping strategy.
2. There is no significant difference in the mean performance of students when taught narrative essay writing using concept mapping and those taught with story mapping strategy.

Research Method

This study employed a quasi-experimental pre-test, posts-test, non randomised group design. The choice of this design was based on the fact that the study involves classroom situation, not the laboratory where true experiments are carried out. Moreover the classes cannot be disrupted to accommodate full and true experimental design. As a result, intact classes were used. Again, two effective methods were used without control group in this study because research findings have proved the traditional instructional method which is mostly used as control group in researches to be an ineffective method.

The population for the study covered 2,254 UBE, junior secondary II students from government owned schools in Makurdi and according to statistical report from Local Government Education Authority of Planning,

Research and Statistic (PRS) – 2020/2021. A sample size of 143 students was drawn from four intact classes in four Universal Basic Education Secondary schools which two classes of 73 students were used as experimental group for concept mapping strategy while the other two classes of 70 students were used as experimental group for story mapping strategy. Selection of the four schools was done through purposive sampling and simple random sampling technique was used for sampling schools into experimental groups for each strategy.

The instruments used for data collection were Student Writing Performance Test (SWPT) and Self Esteem in Writing Questionnaire (SEWQ) and lesson plan. The SWPT was a four-item narrative essay test questions which requires students to answer only one question with at least 350 words. The criteria for scoring the instrument were 10 marks each for content, organisation and mechanical accuracy, while 20 marks was used for expression. The instrument was designed by the researcher in line with Basic Education Certificate Examination's essay questions. The SEWQ was a 20 item questionnaire designed by the researcher in line with Resenberg's self-esteem scale (RSC) of 1965 and likert type scale of strongly agree (SA), agree (A), strongly disagree (SD), Disagree (D), also six lesson plans developed by the researcher and given to the research assistants were used for the experiments. The instruments were validated by three experts from the departments of Arts and social science Education and curriculum and teaching, Benue State University Makurdi. Their corrections and suggestions were used to improve the quality of the instruments and lesson plans. The instruments were trial tested to determine its reliability using cronbach's Alpha and the reliability coefficient of 0.64 was obtained for self-esteem and 0.76 was obtained for writing performance, which signified that the instrument were reliable to obtain the desired result for the study.

The researcher used four research assistants who were teachers in the schools. They were trained on the use of the instrument for one week by the researcher. Before the intervention, pre-test was administered after which the

intervention lasted for six weeks. During the intervention, the lesson plans developed by the researcher were used by the research assistants according to the tenets of concept mapping and story mapping strategies respectively. Students were told to tell stories which were mapped out according to the story elements – characters, plot, settings, troubles caused, solutions and the theme. The mapped-out story elements were used in sentences, which are arranged in paragraphs chronologically to make up a narrative essay. After the intervention which lasted for six weeks,

post-test was administered to the students. All the activities were closely monitored by the researcher.

Data collected were analysed using mean and standard deviation to answer research questions and analysis of covariance (ANCOVA) was used to test the hypotheses at the significance Alpha level of 0.05.

Results

Results are presented in the order of research questions and hypotheses.

Research question 1

What is the difference in the mean self-esteem ratings of students when taught narrative essay writing with concept mapping strategy and those taught using story mapping strategy?

Table 1 Mean and Standard Deviation of Students' Self-esteem Ratings in Concept Mapping and Story Mapping.

Strategies	N	Pre-test		Post-test		Mean gain
		\bar{X}	SD	\bar{X}	SD	
Story mapping	70	2.34	.44	3.62	.40	1.28
Concept mapping	73	2.62	.46	3.62	.22	1.00
Mean difference		0.28		0.00		0.28

Table 1 shows that students who were taught with story mapping strategy had a mean gain of 1.28 while those taught with concept mapping strategy had a mean gain of 1.00, with a mean gain difference of 0.28 in favour of story mapping.

This means that, story mapping classes gained more in self-esteem, compared to those in concept mapping classes. By implication, story mapping strategy enhanced students' esteem in writing more compared to concept mapping.

Research Question 2

What is the difference in the mean performance scores of students when taught narrative essay writing with concept mapping strategy and those students when taught using story mapping strategy.

Table 2: Mean and Standard Deviation of Students' Performance Scores in Concept Mapping and Story Mapping Strategy.

Strategies	N	Pre-test		Post-test		Mean gain
		\bar{X}	SD	\bar{X}	SD	
Story mapping	70	19.77	6.17	34.70	7.55	14.93
Concept mapping	73	22.47	8.08	38.24	6.66	15.77
Mean difference		2.70		3.54		0.84

Table 2 shows that students in story mapping class had a mean gain of 14.93 while those in concept mapping class had a mean gain of 15.77 with a mean difference of 0.84 in favour of concept

mapping strategy. By implication concept mapping enhanced students' performance in essay writing compared to story mapping strategy.

Hypothesis 1

1. There is no significant difference in the mean self-esteem ratings of students when taught narrative essay writing using concept mapping and those taught with story mapping strategy.

Table 3: ANCOVA Test of Story Mapping and Concept Mapping Strategies on Students' Self-esteem in Narrative Writing.

Source	Type III sum of squares	df	Mean square	F	Sig
Corrected model	.001 ^a	1	.001	.010	.922
Intercept	1877.319	1	1877.319	1.812E4	.000
Grouping	.001	1	.001	.010	.922
Error	14.608	141	.104		
Total	1892.812	143			
Corrected Total	14.609	142			

a. R squared = .000 (Adjusted R. squared = .007)

b. Computed using alpha = .05

The result from Table 3 shows that P value of $0.92 > 0.05$.

This implies that the difference in self-esteem ratings is not significant. The two

strategies are equally effective in improving students' self-esteem in writing. The null hypothesis is therefore not rejected.

Hypothesis 2

2. There is no significant difference in the mean performance of students when taught narrative essay writing using concept mapping and those taught with story mapping strategy.

Table 4: ANCOVA Test of Story Mapping and Concept Mapping Strategies on Students' Performance in Narrative Writing.

Source	Type III sum of squares	df	Mean square	F	Sig
Corrected model	469.721 ^a	2	234.861	4.622	.011
	20825.142	1	20825.142	409.828	.000
Intercept					
SC pretest	20.249	1	20.249	.398	.529
Grouping	469.487	1	469.487	9.239	.003
Error	7114.013	140	50.814		
Total	198205.000	143			
Corrected Total	7583.734	142			

a. R squared = .062 (Adjusted R squared = .049)

b. Computed using alpha = .05

The result from the Table 4 shows that P value of $.003 < 0.05$. This implies that there is a significant difference in the students' performance in narrative essay writing. Although the two strategies were highly effective in improving

students' performance in writing but the concept mapping strategy influenced writing performance better than the story mapping. The null hypothesis is therefore rejected.

Discussion of Findings

The first result showed that the two strategies were highly effective in enhancing students' value for writing equally. The null hypothesis of no significant difference was not rejected. This implies that teaching with story mapping strategy can improve students' zeal for learning in the same way that concept mapping would do to learners. The use of story mapping and concept mapping helped students to plan their writing meaningfully. Ideas were arranged according to the story structure (introduction, body paragraphs and conclusion). Students were able to connect ideas coherently which gave a flow to their stories. This in turn created confidence in them to write and own their writing as much as possible. The finding agrees with Udu and Asue (2018) who found that concept mapping increased students' confidence in writing. The finding also concurs with Udu (2016) that students develop interest descriptive composition when concept mapping was used. The finding agrees as well with Kur and Amua (2018) that use of concept map enhanced students' confidence in Physics. Arshad and Mahmood (2015) also found that use of effective strategy enhanced students' self-esteem and academic performance. Finding also agreed with Sleem and Eelmeghwri (2021) that use of concept map enhanced students' self-efficacy. Latif, Mohammed and Dahlan (2016) found that concept mapping enhanced students' critical thinking skills. Again Kaddoura, Vandyke, Cheng and Shea-Foisy that use of concept map enhanced critical judgement skills of Nursing students. The finding also corroborates with Muodumogu and Iorpev (2019) that concept mapping strategy enhanced students' zeal for reading. In line with the finding, Muodumogu and Ameh (2019), Ibrnian (2010) that story mapping enhanced students' writing zeal.

The second finding shows that there existed a significant difference among the two strategies – story mapping and concept mapping. It says that concept mapping improved students'

performance better as compared to story mapping. This could be that students were able to use the interrelated concepts in the mother concept (essay structure) to develop ideas coherently into paragraphs. Students knew exactly what to do at the different points in the writing exercise because the ideas to input were made available with the help of concept mapping. Students were engaged in the writing exercise from the beginning to the finishing because they were directed by the map associated with the story. The findings of Rahawati, Cahyono and Anugerahwati (2018), used story mapping and saw that learners with visual and auditory problems could not achieve significantly. It also agrees specifically with that of people like Udu (2016), Udu and Asue (2018) who used concept mapping with conventional method and found that concept mapping was more outstanding in enhancing learners' writing skills.

Conclusion

This study has established that story mapping and concept mapping are very effective in the teaching of writing to improve students' self-esteem to enable them learn better. It also emphasised that special attention should be paid to concept mapping strategy, as it contributes greatly to improving students' self-esteem and performance in writing.

Recommendations

It was therefore recommended that

1. Students should be encouraged to use story mapping and concept mapping strategies when writing narrative composition.
2. Teachers of English as a second language should endeavour to use story mapping and concept mapping to teach narrative writing in schools but more emphasise be placed on concept mapping since it enabled students' self-esteem and performance significantly in writing.
3. Curriculum planners and textbook publishers should include the use of story mapping and

concept mapping in the workshop programmes and publications.

4. Federal government in collaboration with professional bodies like National Teachers' Institute, English Language Teachers' Association of Nigeria, should organise workshops regularly for teachers on the use of story mapping and concept mapping strategies.

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