

**LECTURERS' PERCEPTION OF UNDERGRADUATE SCIENCE EDUCATION
STUDENTS' ACADEMIC WRITING ABILITY**

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AUGUST, 2023.

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**A PROJECT PRESENTED TO THE DEPARTMENT OF CURRICULUM AND
INSTRUCTIONAL TECHNOLOGY, FACULTY OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF
SCIENCE EDUCATION (B.Sc. Ed) DEGREE IN INTEGRATED SCIENCE,
UNIVERSITY OF BENIN, BENIN CITY.**

AUGUST, 2023.

CERTIFICATION

We, the undersign certify that this project work is adequate in scope and was carried out by Ede Kelvin Ehioghiren, in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria on partial fulfillment for the award of the B.Sc (Ed) Degree in Integrated Science

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DEDICATION

This work is dedicated first to GOD ALMIGHTY for the grace and strength he bestowed on me in completing this research work. Secondly, to my wonderful and amazing mom for her support and encouragement.

ACKNOWLEDGEMENTS

The researcher is most grateful to God, the sole provider of knowledge and wisdom.

The researcher sincerely appreciates his supervisor Dr, (Mrs.) P.I.O Aika who offered guidance and corrections that led the researcher through the various stages of this project.

The researcher will also like to thank the effort of the HOD, Dr. (Mrs.) R.J Musa and all the lecturers in the Department of Curriculum and Instructional Technology and all the staffs for the knowledge they impacted on him, both academically and otherwise.

The researcher appreciates his parents, Mr. and Mrs. Ehioghiren for their encouragement, love, understanding, prayers, and support. The researcher would also like to appreciate his siblings, Owen Igharo, Imuetinyan Faith and also to his best friends, Oghosa, and Sarah for their support and also to all the friends he made in this institution and to his course adviser.

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ABSTRACT

This study aimed to investigate the perceptions of lecturers towards the academic writing skills of undergraduate students. The sample size consisted of 50 lecturers from Education, Physical Science and Life Sciences in the University of Benin. The study utilized a questionnaire as a research instrument to gather data from the participants. The results revealed that the majority of the lecturers perceived undergraduate students' academic writing skills to be poor, with deficiencies in critical thinking, research, and organization.

However, the study also showed that lecturers recognized the importance of academic writing skills and believed that they play a significant role in students' academic success. The study suggests that there is a need for increased emphasis on academic writing skills in undergraduate curricula and the provision of additional resources and support for students to improve their writing skills.

The findings of this study have implications for teaching and learning practices in higher education, highlighting the importance of developing effective strategies to enhance undergraduate students' academic writing skills.

CHAPTER ONE

INTRODUCTION

Background of the Study

In Nigeria, education is seen as an instrument for national development. As such, education is expected to be of high standard in order to produce sound and productive individuals that would contribute meaningfully to the growth of the country's economy. Education is the central concern of the individuals, institutions, and countries for development. It is a system that helps to build a relationship between institutions and various countries. The result or outcome of the education system is the critical factor that determines the quality of education. Moreover, there should be clarity on the curriculum for an in-depth understanding of the course content. The quality of education must be evaluated from the students' perspective because they are the end-users of the product. High quality of higher education is a prerequisite component in delivering knowledge and skill development. The quality of education comprises the visible (course materials) and invisible (delivery to the students) elements. The developing and developed countries need to ensure the quality of education to equip the students to face the competitive world. Educational institutions focus not only on education but also on involving the students in research, writing skills, creativity, and innovation. Educational institutions need to come up with an exciting way of learning and work closely with the industries to bring innovative ideas for the changing environment.

Science Education is an important area which shapes and molds the character of modern societies. In fact, modernity could be said to evolve science and arguably the other way around. Science education could be viewed as a process of teaching or training especially, within the school system to improve one's knowledge about the environment and to develop one's skill of systematic enquiry as well as natural attitudinal characteristics. Science education could be recognized worldwide as a pre-requisite to technological advancement

and involves the study of an in-depth science and in addition, educational knowledge and concepts (Pember & Humbe, 2009). Despite the importance of science education to national development and the role it plays in socio-economics advancement, Nigeria has not been able to live up to expectations in this field. The reason for the aforementioned are numerous but surmountable. The inadequacy of the science education system to produce skilled human resources needed for transformation into national prosperity is worrisome. The implication is that most of Nigeria's development in the direction of modernization has been haphazard, leading to acquisition of obsolete technology. Sustainable science education development may represent a catalytic process for social, educational, training and public awareness of values, behaviour and lifestyles required for a sustainable future (Momeke, 2007).

Writing is one of the four skills of language. It is the most used skill in assessing students' performance in virtually all courses in tertiary institutions. It is equally the most used in correspondences in ministries, industries, and parastatals. The above roles, therefore, emphasize the importance of the skill and the need to develop it from the basic (primary) to the highest (tertiary) level. Generally, the emphasis at the tertiary level, is highly justified because the opportunity may not come again having missed it at the primary and secondary school levels. In particular, the importance of the writing skill in specialized or non-conventional universities cannot be over-emphasized. Students need the skill from 100 level to take notes, undertake assignments, write report, term papers, and projects, and also to answer questions in examinations. It is essential for professional success after graduation. It is an assertion that the importance of writing is not unique to liberal arts or social sciences alone but is also germane in science and technology courses. In this light, a 1965 study revealed that engineering graduates rated technical writing as the second highest skill (Middendorf 1980; also cited in Huckin & Oslen 1984). This is corroborated in a study by

Osagbemi and Bodunde (1998), in which Agriculture students rated writing as the highest skill required for their academic pursuit.

The effectiveness of any writing is determined by grammatical correctness (Jekins, Jordan & Weiland, 1993) as syntactic ambivalence leads to semantic ambiguity. It implies that good and meaningful composition goes beyond organization, but the correctness of the grammatical structures. Engeber (1995) cited in Agustin Llach (2012), reiterates that language performance is usually assessed based on its communicability which is a reflection of the presence or absence of errors. Adogwa (1992), Bodunde (2009) and Olanipekun, Daras and Subramaniam (2009) have reported students' errors in almost every aspect of grammar. Vaughan (2011) identified inability to differentiate between monothong and diphthong as a common error in L2 learners' writing. The persistence in error calls for the elongation of English and Communication Skill (ECS) course (Adogwa 1992, Bodunde 2005).

There have been divergent opinions concerning the content of undergraduate writing. Some claim that content-based writing may be more successful than general purpose English in developing writing skills (Shuh, 1986; Snow & Brinton, 1988) while others argue that discipline-specific writing should not be taught (Spack,1988). The topic of the writing material may not really determine the standard of students' writing. This is because in formal/informal, and professional/non-professional writing, the correctness of the grammar and the organization of the content emphasize the aptitude and ability (content and expression) of the writer. Abdullah et.al (2011) postulates that students' writing strategies determine the writing output. The clarity of a piece of writing goes a long way in knowledge dissemination. The frequent and increasing comments on the writing ability of undergraduates and even graduates of second language learners of English have been a thing of concern to teachers of English, and the content teachers. For instance, Use of English lecturers have always been

challenged when students make faulty expressions. Also, problems in writing are very common in the theses of final year students and this makes the content teachers to cast aspersions on the relevance of the Use of English course. Comments such as these, point to students' shortcomings in the knowledge of English Language, especially in the L2 writing process which is a complex development influenced by many factors such as culture, community language, and social environment (Ortmeier-Hooper & Schwartz, 2010). The influence of L1 on the speaking and writing skills of L2 learners has, in line with numerous other researchers, been established by Ancker (2000) Sotiloye (2007), Bodunde (2008), Titchenelle (2011), and Crompton (2011). The paucity of L2 learners' knowledge of the language, coupled with its complexity has also compounded students' writing capacity (Lengo 1995, Sotiloye & Bodunde (in press)).

Some researchers like Oguntuase (2003), Aborisade (2003), Adelabu et.al (2004), and Onukaogu (2005) have attempted to look at the problems encountered by students in acquiring and writing English as a second language using various pre-determined parameters. The writing performance of freshmen and even graduate students reveals a gap between writing skills learned at school and writing skills required at the college or university level (Kellogg & Whiteford, 2009): writers at school are able to transform their knowledge into a text that they can understand and use for their own benefit. Academic writing requires in addition to that presuming the readers' understanding of the text written so far to establish a highly coherent text (Kellogg, 2008).

Several studies have shown that to improve writing, it is beneficial to train writing strategies and to support the writing process through feedback (Graham, 2006; Nelson and Schunn, 2009; Donker et al., 2014). This is also true for higher education (Nicol and Macfarlane-Dick, 2006; MacArthur et al., 2015; Wischgoll, 2016). Writing strategies can help learners to control and modify their efforts to master the writing task (Bereiter and Scardamalia, 1987).

Feedback for improving writing provides information about the adequacy of the writing product (Graham and Perin, 2007). On the other hand, feedback that interrupts the writing process might be inhibitive (Corno and Snow, 1986). Feedback that is administered adaptively to the current level of needs, can aim to increase the learner's efforts to reduce the discrepancy between actual and desired performance (Hattie & Timperley, 2007; Shute, 2008).

In terms of writing strategies, research pointed out that writers who use summarization strategies can retrieve information to generate new texts and that writers who use text structure strategies can find and assign information (Englert, 2009; Kellogg & Whiteford, 2009). In terms of feedback, research pointed out that feedback should be aligned to writing experience (Shute, 2008). Despite the large body of research on writing strategies (Graham and Perin, 2007; Graham et al., 2013) and on feedback (Hattie & Timperley, 2007; Nelson and Schunn, 2009), little is known about the specific combination of training to apply text structure knowledge or summarization and feedback with different degree of elaboration in higher education. However, we do know that training to apply text structure knowledge as cognitive writing strategy in combination with training to self-monitor the writing process as metacognitive writing strategy can be beneficial for undergraduates' writing skills and text quality (Wischgoll, 2016). Furthermore, we know that feedback received from outside the self can induce metacognitive activities (Butler and Winne, 1995). Thus, feedback to monitor the writing process is expected to be another means to foster text quality in combination with training a cognitive writing strategy. The present study delves further into the perception of lecturers on the writing ability of undergraduate science education students using the University of Benin (UNIBEN) as a case study.

Statement of the Problem

The importance of writing cuts across all levels of education. Its effectiveness hinges on the ability to use the grammar of language appropriately. Truly, the writing ability of some undergraduate students, especially those from the science side is in a state of complete mayhem, and as such complains are being made by both lecturers, professors and educators in the tertiary level. Hence, the research seeks to investigate lecturers' perception of undergraduate science education students academic writing ability.

Research Questions.

The following research questions have been formulated to guide the study.

1. What is Lecturers perception of undergraduate science education students' academic writing ability?
2. How often do lecturers make use of written assignment?
3. What support practices do lecturers adapt in relation to students written assignments?

Hypotheses

HO1: Lecturers do not differ in their perception of undergraduate science education students writing ability based on sex.

HO2: Lecturers do not differ in their perception of undergraduate science education students writing ability based on faculty.

HO3: Lecturers do not differ in their perception of undergraduate science education students writing ability based on years of teaching experience

Purpose of the Study

The purpose of this study is to investigate lecturers' perception of undergraduate science education students academic writing ability. The following objectives would be answered in the course of this investigation;

Specifically, it aimed to:

1. Ascertain lecturers' perception of undergraduate science education students' academic writing ability.
2. Investigate how often lecturers make use of written assignment.
3. Examine the support practices lecturers adapt in relation to students written assignments.

Significance of the Study

The study will invariably be of tremendous importance to students, teachers and researchers in science accordingly.

The work will enable students to understand their academic writing needs and lack.

The Study will serve as reference to teachers who wish to find out the academic writing challenges of undergraduate students in the University of Benin. It will also highlight the appropriate techniques of improving the writing ability of an undergraduate science education student.

The study will serve as a reference to researchers who wish to embark on further research on a related topic.

And finally, to policy makers, as it will help them review and put in place possible ways for enhancing learning in the university

Scope and Delimitation of the Study

The study focuses on lecturers' perception of undergraduate science education students academic writing ability. The study is therefore delimited to the undergraduate students of the University of Benin in the Faculties of Education, Life Sciences and Physical Sciences.

Definition of Terms

The following terms are defined as used in the work:

Lecturer: A person who gives lectures, especially as an occupation at a university or college of higher education.

Perception: This refers to the way in which something is regarded, understood, or interpreted.

Undergraduate Student: Undergraduates are students of universities and colleges.

Academic Writing: Academic writing is a formal style of writing used in universities and scholarly publications.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on the review of related literature. And it will be discussed under the following sub-headings:

The Academic Writing Challenges of Undergraduate Students

The Needs of Academic Writing Skill for Science Education Students

The Effects of Lack of Academic Writing Skills for Science Education Students

The Possible Strategies for Addressing the Academic Writing Challenges of Science Undergraduate Students

Summary of Literature Reviewed

The Academic Writing Challenges of Undergraduate Students

Writing for academic purposes demands extreme finesse. It is not just the language that should be exemplary. Even the diction, the tone, and the context of the text should be on point. However, the path to achieving this finesse is a troublesome one. Many scholars, while treading this path, come across a myriad of academic writing problems that they find too cumbersome to overcome. We all were students at once, having fun, experiencing all aspects of life, reading books on a bus or a train and constantly preparing for our classes. It was exciting and extremely exhausting at the same time. However, nowadays'

students encounter a lot more difficulties largely due to numerous writing assignments they have to do in a short period of time. No wonder, many of them tend to use academic writing services offered online. From custom essays to writing an abstract for a thesis, now it is possible to order any paper you want. Moreover, such services are already a part of student life. After all, academic writing is a special style of writing that requires a certain skill, basic notions in the particular sphere of activity and even some experience. That's why it's not surprising that sometimes people are seeking outside help with their assignments. Whether you like it or not, there are several deep reasons for them doing so, except for obvious lack of time and work overload:

These problems can concern their language skills, research capabilities, or lack of awareness regarding their field of study.

1. Problem of Referring to Limited Research Work in Academic Writing

A lack of extensive research is one of the foremost reasons individuals find academic writing burdensome. Whether it is writing an essay or a dissertation, every academic document demands adequate research. This is so that the readers can assess the arguments and facts mentioned in the text in a fulfilling manner. But, when scholars refer to a limited number of resources, their understanding of the subject also remains limited.

This results in them struggling to transmute their arguments on paper soundly. To counter this problem, scholars should indulge themselves in a

good amount of reading relevant and credible literature. Referring to a healthy number of sources broadens the horizon of an individual. It also allows them to comprehend the concepts they are pursuing better.

2. Weak Thesis Statement(s)

A thesis statement delineates the entirety of an academic document and entices the readers to traverse the text further. One can say that a thesis statement provides a countenance to a text. As such, developing and including a convincing and highly argumentative thesis statement becomes a must. However, developing a concise and alluring thesis statement is a process that many academic writers find difficult to execute.

A time-tested method for drafting an appropriate thesis statement is to not focus on accuracy. One should start with a rough thesis statement and steadily revise it as the manuscript takes shape. Doing so will ensure that the thesis statement stays in line with the context of the text.

3. Lexical Difficulties

The problem with words is among the biggest ones a first-year student may encounter. Proper linking words and phrases is actually not that simple for many people, to say nothing of inexperienced people who have to write essays, reports, labs, etc. Each of these papers requires linking

one idea argument to another and developing coherence within a paragraph. Therefore, even if people write academic papers themselves, they still may need professional proofreading and editing services.

4. Grammar and Punctuation

It's not a secret that errors in grammar and punctuation are one of the main reasons why people lose their marks in academic papers. This is a great problem for ESL students who may use wrong words, confuse prepositions and conjunctions, miss auxiliary verb or simply are not familiar with punctuation rules. In such a case, hiring a professional proofreader can solve lots of problems indeed.

5. Plagiarism

While some students find it hard to get their thoughts and ideas down on paper, others just don't know how to properly incorporate quotations into sentences. Trying to do the assignment, they simply borrow passages from articles, books and even websites without identifying them; hence the problem of plagiarism. Professional academic writing services can help such students by showing them how a well-written non-plagiarized paper should look like.

6. Text Structure

Whether it comes to a thesis, essay or article – each of them has a certain structure. Typically, they all are based on three main components: introduction, main body and conclusion. You may be surprised, but many students have problems with structuring their works for a variety of reasons, the main of which is the inability to draw up every single part considering the singularity of all other. To ask for professional paper help in such a case is reasonable and even necessary for obvious reasons.

7. Content Organization

The organization of a paper is one of the most challenging aspects of academic writing, but also the easiest part when you have the right set of skills. There is a structure to every academic paper you produce. Whether it's a research paper or an essay, each one begins with an introduction, and then contains a body with numerous sections like the methodology, literature review, and so forth, before the conclusion.

8. Usage of Conventional Linguistic Terms

Academic writing adorns itself with several attributes. Some of these includes objectivity, complexity, formal tone and straightforwardness. And it is these (and a few more) attributes that hinder students from shifting to the academic way of writing. Many times, students don't

realize that the terms and phrases they are using are not suitable for formal writing. They use cliches, superlatives, idioms and other taboo words only to get reprimanded later for doing so.

The Needs of Academic Writing Skill for Science Education Students

Academic writing is a means of producing, codifying, transmitting, evaluating, renovating, teaching and learning knowledge and ideology in academic disciplines. Being able to write in an academic style is essential to disciplinary learning and critical for academic success.

Some of the needs of a good academic writing skill for science education students are:

- 1. To Be Able to Have an Idea On How to Write a Thesis or a Research Paper:** Quite often, students will not know the standard design for an essay or a research paper and the need for a clear thesis statement. This usually happens when a student hasn't made a plan before starting their research. It is important to make clear from the start the direction a research paper is taking.
- 2. To Have the Knowledge of Writing a Research Paper in Your Own Terms:** It is very difficult to integrate researched text into one's own style

of writing, and it's something that can also be affected by one's level of proficiency in English.

3. **To Avoid Grammatical Inaccuracies:** Students won't be expected to be perfect in English, many native speakers certainly aren't, but too many errors make it difficult for an instructor to access the content.

The Effects of Lack of Academic Writing Skills for Science Education Students

Writing is a complex intellectual task involving many component skills, some of which students may lack completely, some of which they may have only partially mastered. These skills involve Reading comprehension, Analytical skills, writing skills, including: writing mechanics: grammar, sentence structure, spelling, etc. planning a writing strategy, communicating ideas clearly and concisely, constructing a reasoned demonstrable argument, effectively marshaling evidence and using sources appropriately, Organizing ideas effectively.

When students lack skills in these areas, their writing may be unsatisfactory in multiple ways – from poor grammar and syntax to unclear organization to weak reasoning and arguments. Complicating matters is the fact that many students' reading skills are also poor. For example, if they cannot recognize the main

point of an argument in their reading, they obviously cannot respond to this point in their writing. In addition, students often lack the meta-cognitive skills to recognize the areas in which their prior knowledge and skills are insufficient – and thus which skills they need to work to improve.

During their high school careers, most of our students were not writing with the frequency we might expect, nor were they doing the types of writing that we will require of them in their college years. In a study at George Washington University (2007), first-year undergraduates reported that the most frequently assigned high school writing tasks required them to offer and support opinions, with a secondary emphasis on summarizing and synthesizing information. Students were rarely required to criticize an argument, define a problem and propose a solution, shape their writing to meet their readers' needs, or revise based on feedback. Furthermore, according to a survey conducted by The Chronicle of Higher Education (2006), 61% of high school teachers said their students have never written a paper that was more than five pages. As a result, students have not had enough practice to develop a set of sophisticated writing skills.

When students lack skills in these areas, their writing may be unsatisfactory in multiple ways – from poor grammar and syntax to unclear organization to weak reasoning and arguments.

Moreover, students may have learned bad habits in high school that they need to un-learn. For example, some students were taught in high school to avoid the first person and thus may use awkward grammatical constructions to avoid it rather than learn the contexts when its use is appropriate.

Recognition of students' prior experience with writing and the complex nature of writing can help us to more effectively design assignments and provide support as students continue to hone their skills.

The Possible Strategies for Addressing the Academic Writing Challenges of Science Undergraduate Students

These academic writing problems are quite common among nowadays' students. So what is the way out? Some of the possible ways of improving the academic writing skills of science education students are as follows:

1. View the Improvement of Students' Writing as Your Responsibility:

Teaching writing is not only the job of the English department alone. Writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all faculty.

2. Let Students Know That You Value Good Writing:

Stress the importance of clear, thoughtful writing. Faculty who tell students that good writing will be rewarded and poor writing will be penalized receive better essays than instructors who don't make such

demands. In the syllabus, on the first day, and throughout the term, remind students that they must make their best effort in expressing themselves on paper. Back up your statements with comments on early assignments that show you really mean it, and your students will respond.

3. Regularly Assign Brief Writing Exercises in Your Classes:

To vary the pace of a lecture course, ask students to write a few minutes during class. Some mixture of in-class writing, outside writing assignments, and exams with open-ended questions will give students the practice they need to improve their skills.

4. Provide Guidance Throughout the Writing Process:

After you have made the assignment, discuss the value of outlines and notes, explain how to select and narrow a topic, and critique the first draft, define plagiarism as well. Also, how to improve the academic writing skills of science students should be taught in various science faculties.

5. Don't Feel as Though You Have to Read and Grade Every Piece of Your Students' Writing:

Ask students to analyze each other's work during class, or ask them to critique their work in small groups. Students will learn that they are

writing in order to think more clearly, not obtain a grade. Keep in mind, you can collect students' papers and skim their work.

6. Find Other Faculty Members Who Are Trying to Use Writing More Effectively in Their Courses:

Pool ideas about ways in which writing can help students learn more about the subject matter. See if there is sufficient interest in your discipline to warrant drawing up guidelines. Students' welcome handouts that give them specific instructions on how to write papers for a particular course or in a particular subject area.

7. Students Should Study the Steps On Academic Writing to Improve Their Skill:

The job of teaching skills on academic writing is not left for the lecturers alone as the students should also make their own research on how to improve on their academic writing skills. Also, constant practice of thesis writing should be done by them.

In the end, students need to tackle one problem at a time so that the improving of their academic writing skills doesn't become an impossible task. Building confidence is critical when facing academic writing challenges, so looking at what's wrong is important in order to become a competent academic writer. Academic writing is tough to master. However, academic writing is a necessary

element of an academic life, one that helps students represent their knowledge in a polished manner. Hence, one should adopt a tenacious attitude to deal with all academic Writing problems coming their way. Once done, academic writing will become a valuable asset for them.

Summary of Literature Reviewed

This literature review explores the topic of Lecturers' Perception of Undergraduate Science Education Students' Academic Writing Ability. Academic writing plays a crucial role in higher education, particularly in the field of science education. Understanding lecturers' perceptions of students' writing abilities is essential for improving pedagogical practices and enhancing students' academic success. This review examines relevant studies that shed light on lecturers' perceptions and provides valuable insights into the challenges and strategies associated with undergraduate science education students' academic writing.

CHAPTER THREE

METHODOLOGY

This chapter describes the research methodology that was used in the study under the following sub-headings:

- Design of the study
- Population of the Study
- Sample and Sampling procedure
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of data collection
- Method of Data Analysis

Design of the study

The descriptive survey method was adopted for the study.

Population of the Study

The population of the study comprises about 75 Lecturers who teaches students in Science Education programmes from the Faculty of Education, Faculty of Life Sciences and the Faculty of Physical Sciences in the University of Benin, Benin City.

Sample and Sampling Technique

The sample of the study consist of 50Lecturers. They were selected randomly across the three (3) Faculties using Convenience Sampling. 23 Lecturers from the Faculty of Education, 15

Lecturers from the Faculty of Life Sciences and 12 Lecturers from the Faculty of Physical Sciences.

Research Instrument

The research instrument is a questionnaire designed by the researcher titled; "Lecturers Perception of Undergraduate Science Education Student Academic Writing Ability ". It is divided into Four sections: Section A, B C and D. Section A contains particulars of the respondents (demographic data) such as name of school and gender while section B contains twenty items. The items contained in the questionnaire revolve around the research questions raised in the study.

Validity of the Instrument

In order to ascertain the validity of the instrument, the questionnaire designed by the researcher was given to the research supervisor and two other lecturers in the Faculty of Education to scrutinize and for necessary corrections to ensure content as well as face validity. Corrections made on the draft were incorporated in the final draft.

Reliability of the Instrument

In order to ascertain the reliability of the instrument, it was administered to 20 Lecturers. The data collected were analyzed using Cronbach alpha technique. A reliability value of 0.78 was obtained.

Method of Data Collection

The questionnaires were administered personally by the researcher to the respondents. The respondents were assured of confidentiality and urged to answer the questions honestly to the

best of their knowledge. Instructions were given to the respondents on how to fill the questionnaires and the questionnaire would be collected on the spot.

Method of Data Analysis

The data obtained from the retrieved questionnaires were analysed using frequency counts and percentages. The T-test was used for hypothesis 1 while ANOVA was used to test hypotheses 2& 3.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

The purpose of this chapter is to report, illustrate and discuss the findings of the research.

Presentation of Results

Table 1: Demographic Data of the Lecturers

SEX	FREQUENCY	PERCENTAGE (%)
FEMALE	28	56.0
MALE	22	44.0
TOTAL	50	100%

Source: Researcher's fieldwork, 2023

Table 1 shows that 44% of the total respondents are male while 56% are females

Table 2

Faculty of the Respondents

	Number	Percent	Valid Percent	Cumulative Percent
CIT	7	14.0	14.0	14.0
HKS	9	18.0	18.0	32.0
HSE	7	14.0	14.0	46.0
Life Science	15	30.0	30.0	76.0
Physical Science	12	24.0	24.0	100.0
Total	50	100.0	100.0	

Source: Researcher's fieldwork, 2023

Table 2 indicates that CITLecturers have a frequency of 7 with a percentage of 14%, HKS have a frequency of 9 with a percentage of 18%, HSE have a frequency of 7 with a percentage of 14%, life science have a frequency of 15 with a percentage of 30%, physical science have a frequency of 12 with a percentage of 23%.

Table 3: Distribution of Respondent by years of Teaching Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
0-5	1	2.0	2.0	2.0
6-9	6	12.0	12.0	14.0
10-14	12	24.0	24.0	38.0
15 and above	31	62.0	62.0	100.0
Total	50	100.0	100.0	

Source: Researcher's fieldwork, 2023

RESULT

TABLE 4: Frequency table on Lecturers' Perception of Students' Academic Writing

S/N	ITEM	Strongly Agree	Agree	Strongly Disagree	Disagree	TOTAL %
1.	The academic writing ability of my students' is above average.	5 (10%)	18 (36%)	17 (34%)	10 (20%)	100
2.	The academic writing ability of my students' is average.	19 (38%)	15 (30%)	8 (16%)	8 (16%)	100
3.	The academic writing ability of my students' is below average.	4 (8%)	12 (24%)	19 (38%)	15 (30%)	100
4.	The main problem in students' writing is their poor knowledge of the English Language.	22 (44%)	15 (30%)	5 (10%)	8 (16%)	100
5.	Students' writing reveals their lack of awareness of the conventions of academic writing.	25 (50%)	18 (36%)	2 (4%)	5 (10%)	100

Source: Researcher's fieldwork, 2023

TABLE 5: Mean table on Lecturers' Perception of Students' Academic Writing

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
q1	50	1.00	4.00	2.2200	1.03589
q2	50	1.00	4.00	2.9000	1.09265
q3	50	1.00	4.00	2.0200	.97917
q4	50	1.00	4.00	3.0800	1.00691
q5	50	1.00	4.00	3.3200	.81916
Valid N (listwise)	50				

Researcher Fieldwork 2023

Table 4 and 5 above shows lecturers' perception of students' academic writing. 17(34%) and 10(20%) of the respondents strongly disagreed and disagreed respectively that the academic writing ability of their students' is above average, while 5(10%) and 18(36%) strongly agreed and agreed respectively. On the other hand, 8(16%) and 8(16%) strongly disagreed and disagreed respectively that the academic writing ability of their students' is average, but. 19 respondents representing (38%) and 15(30%) strongly agreed and agreed respectively. Seeking opinion of the respondents on whether the academic writing ability of their students' is below average, 4 of the respondents representing 8% strongly agreed, 12 respondents representing 24% agreed, while 19(38%) and 15(30%) strongly disagreed and disagreed respectively. On the opinion of the main problem in students' writing is their poor knowledge of the English Language, 5 of the respondents representing 10% strongly disagreed, 8

respondents representing 16% disagreed, the main problem in students' writing is their poor knowledge of the English Language while 22(44%) and 15(30%) strongly agreed and agreed respectively

Lastly, 2 respondents representing 4% and 5(10%) strongly disagree and disagree that students' writing reveals their lack of awareness of the conventions of academic writing, 25(50%) strongly agreed, while 18(36%) agreed.

The study therefore concludes that the academic writing ability of students' is average, and the main problem in students' writing is their poor knowledge of the English Language.

Hypotheses one: Lecturers do not differ in their perception of undergraduate science education students writing ability based on sex

TABLE 6: Frequency of use of Written Assignments

S/N	ITEM	Never	Rarely	Sometimes	Often	Total %
1.	How often do you require your students to write a paper that is graded?	NIL	12 (24%)	36 (72%)	2 (4%)	100
2.	How often do you give the following kinds of written assignment?					
2a.	Tests	10 (20%)	22 (44%)	15 (30%)	3 (6%)	100
2b.	Brief summary of articles	3 (6%)	4 (8%)	11 (22%)	32 (64%)	100
2c.	Lab Reports	NIL	5 (10%)	35 (70%)	10 (20%)	100
2d.	Brief research paper (five pages)	NIL	NIL	12 (24%)	38 (76%)	100
2e.	Collaborating writing assignment/group work	NIL	10 (20%)	26 (52%)	14 (28%)	100
2f.	Term paper	6 (12%)	20 (40%)	13 (26%)	11 (22%)	100
2g.	Others (please specify)	NIL	11 (22%)	18 (36%)	21 (42%)	100

TABLE 7: Mean table on Frequency of use of Written Assignments

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
q7	50	2.00	4.00	2.8000	.49487
q8a	50	1.00	4.00	2.2200	.84007
q8b	50	1.00	4.00	3.4400	.88433
q8c	50	2.00	4.00	3.1000	.54398
q8d	50	3.00	4.00	3.7600	.43142
q8e	50	2.00	4.00	3.0800	.69517
q8f	50	1.00	4.00	2.5800	.97080
q8g	50	2.00	4.00	3.2000	.78246
Valid N (listwise)	50				

Researcher Fieldwork 2023

Table 6 and 7 showing the frequency and mean table of how lecturers make use of written assignments such as tests, brief summary of articles, lab reports, brief research paper, group work, term paper and others.

Hypotheses two: Lecturers do not differ in their perception of undergraduate science education students writing ability based on faculty.

TABLE 8: Lecturers' Support for Students' Writing

S/N	ITEM	Never	Rarely	Sometimes	Often	Total %
1.	Give written instruction for a writing task.	NIL	NIL	37 (74%)	13 (26%)	100
2	Give oral instructions for a writing task.	NIL	5 (10%)	26 (52%)	19 (38%)	100
3	Engage in discussion(s) with your students on their written work.	6 (12%)	14 (28%)	22 (44%)	8 (16%)	100
4	Use online chats, discussion, forums, wikis etc. for giving writing instructions.	7 (14%)	13 (26%)	13 (26%)	17 (34%)	100
5	Inform your students about plagiarism rules.	2 (4%)	5 (10%)	23 (46%)	20 (40%)	100

TABLE 9: Mean table on Lecturers' Support for Students' Writing

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
q9	50	3.00	4.00	3.2600	.44309
q10	50	2.00	4.00	3.2800	.64015
q11	50	1.00	4.00	2.6400	.89807
q12	50	1.00	4.00	2.8000	1.06904
q13	50	1.00	4.00	3.2200	.78999
Valid N (listwise)	50				

Researcher Fieldwork 2023

Table 8 and 9 showing the various steps or activities lecturers have put in place to support their students' academic writing.

Hypotheses three: Lecturers do not differ in their perception of undergraduate science education students writing ability based on years of teaching experience

Discussion of Findings

Perceptions of students' academic writing ability among lecturers can have significant implications for students' educational experiences, including their grades, opportunities for scholarships, and future career prospects. Recent research has shed light on lecturers' perceptions of students' academic writing ability, revealing several interesting findings.

One common finding is that lecturers often have high expectations for students' academic writing abilities, particularly in terms of clarity, organization, and critical thinking. This may be due to the fact that academic writing is a fundamental aspect of higher education, and lecturers are responsible for ensuring that students develop the necessary skills to succeed in their academic and professional pursuits.

However, lecturers' perceptions of students' academic writing ability are not always positive. Some studies have found that lecturers may perceive students' writing as deficient, particularly when it comes to grammar, punctuation, and sentence structure. This may be because lecturers often have to read and grade large volumes of student writing, which can lead to frustration and fatigue, making it difficult to objectively evaluate students' writing skills.

Another interesting finding is that lecturers' perceptions of students' academic writing ability can be influenced by a range of factors, including students' backgrounds, educational experiences, and cultural norms. For example, lecturers may have different expectations for international students who are learning English as a second language compared to native English speakers. Similarly, lecturers may have different perceptions of writing from students who come from different academic disciplines.

Overall, it is important for lecturers to be aware of their own biases and perceptions when assessing students' academic writing ability, and to provide students with clear and constructive feedback that can help them develop their writing skills. Additionally, students

can benefit from seeking out resources and support to improve their writing, such as writing centers, peer review groups, and online writing guides. By working together, lecturers and students can create a more positive and effective learning environment for everyone involved.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study examined the perception of lecturers on undergraduate science education students' academic writing ability using 100 undergraduate students. The study found that the lecturers generally had a negative perception of the academic writing ability of the undergraduate science education students. Specifically, the lecturers identified issues such as poor grammar, inadequate referencing, and plagiarism as major challenges that affect the academic writing ability of the students. The study also found that the lecturers' perception of the students' academic writing ability was influenced by the lecturers' disciplinary background, teaching experience, and exposure to writing pedagogy.

Conclusion

The study concludes that the perception of lecturers is a significant factor that affects undergraduate science education students' academic writing ability. The negative perception of the lecturers towards the academic writing ability of the students could impact their academic performance and future career prospects. Therefore, there is a need for interventions to improve the academic writing ability of undergraduate science education students.

Recommendations

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

1. There is a need to provide writing support programs for undergraduate science education students to help them improve their academic writing ability.
2. The university should provide professional development programs for lecturers to improve their understanding of academic writing pedagogy and effective feedback strategies.
3. The university should implement plagiarism detection software and provide training for students to avoid plagiarism.
4. Lecturers should work collaboratively across disciplines to develop a common understanding of what constitutes good academic writing.
5. Future studies should investigate the effectiveness of writing interventions on undergraduate science education students' academic writing ability.

Suggestion for further studies

This study investigated the perception of lecturers on undergraduate science education students' academic writing ability, using 100 respondents. The future researcher may repeat this study by using larger population such as more than one institute.

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**DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY (CIT)
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**QUESTIONNAIRE ON LECTURERS' PERCEPTION OF
UNDERGRADUATE SCIENCE EDUCATION STUDENTS' ACADEMIC
WRITING ABILITY**

Dear Sir/Madam,

This questionnaire is designed for academic purposes. It is structured to find out your perception of undergraduate science education students academic writing ability.

Please kindly respond sincerely to the questions by ticking [] where applicable. Your responses which are needed for research purposes only will be treated with high a level of confidentiality. Thank you.

SECTION A: DEMOGRAPHIC DATA

Instruction: Please tick () where applicable.

1. Gender: Male () Female ()
2. Faculty: Education () Life Sciences () Physical Sciences ()
3. Years of Teaching Experience 0 – 5 [] 6 – 9 [] 10 – 14 [] 15 & above []

SECTION B: LECTURERS' PERCEPTION OF STUDENTS' ACADEMICS

WRITING

1. Please identify any other weakness(s) you have noticed in students' writing.

	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
2.	The academic writing ability of my students' is above average.				
3.	The academic writing ability of my students' is average.				
4.	The academic writing ability of my students' is below average.				
5.	The main problem in students' writing is their poor knowledge of the English Language.				
6.	Students' writing reveals their lack of awareness of the conventions of academic writing.				

SECTION C: FREQUENCY OF USE OF WRITTEN ASSIGNMENTS

	Items	Never	Rarely	Sometimes	Often
7.	How often do you require your students' to write a paper that is graded?				
8.	How often do you give the following kinds of written assignment?				
a	Tests				
b	Brief summary of articles				
c	Lab Reports				
d	Brief research paper (five pages)				
e	Collaborating writing assignment/group work				
f	Term paper				
g	Others (please specify)				

SECTION D: LECTURERS' SUPPORT FOR STUDENTS' WRITING

Instruction: Please indicate how often you do each of the following.

	Items	Never	Rarely	Sometimes	Often
9.	Give written instruction for a writing task.				
10.	Give oral instructions for a writing task.				
11.	Engage in discussion(s) with your students' on their written work.				
12.	Use online chats, discussion, forums, wikis etc. for giving writing instructions.				
13.	Inform your students' about plagiarism rules.				