



Environmental and Motivational Factors Affecting Quality Research Writing of Postgraduate Education Students in Ekiti State University, Ado Ekiti, Ekiti State, Nigeria

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ABSTRACT

The study examined environmental and motivational factors affecting quality research writing of postgraduate education students in Ekiti State University, Ado Ekiti, Ekiti State, Nigeria. The study adopted a descriptive research design of a survey type. The population used for this study was all the available postgraduate's students in the faculty of education totaling 325. The study sampled 84 postgraduate students using a simple random sampling techniques. A well-structured questionnaire was used to collect data for the study. The instrument was validated and its reliability was ensured in a pilot study carried on 10 postgraduate students who were not part of the sample. Mean and standard deviation were used to answered the research questions while one-sample t-test was used to test the hypotheses at 0.05 level of significance. The findings revealed that environmental factors significantly affecting the quality of research writing of postgraduates' students. Also, the study found that statistically, motivational factors are affecting the quality of research writing of postgraduate students in Ekiti State University, Ado Ekiti. The study concluded that environmental and motivational factors can lead to subpar research outcomes and even prompt some students to consider discontinuing their postgraduate programs. The study recommended that; the University administration and faculty should address the environment issues by providing an enabling environment for postgraduate students which would improve their research writing, and that the University administration and faculty members should motivate postgraduate students through mentorship programs, scholarship or research grant, and recognition of their accomplishments.

Keywords: Postgraduate Students, Quality Research, Motivation, Environment, Research Writing.

Journal Reference Format

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1. INTRODUCTION

Research is a scientific method or systematic way of finding solution to any given problem. In this regard, the role of research cannot be overemphasized as it is a general way through which reliable and dependable solution could be found to problems.



In academic setting, research is one of the yardsticks or criteria for promotion of academic staff. It is also one of the academic exercises that both undergraduate and postgraduate students must undertake before they could be awarded their class of degree in higher institutions in Nigeria and all over the world. The importance of research is not only limited to the promotion exercise or graduation of students but also for policy making or recommendations that can positively affect individuals, society and nation at large. Therefore, the need for quality research writing among students in tertiary institutions is very important.

Quality research writing is expected to introduce individuals, society, corporate organization to new ideas, curiosity, problem solving and to make one feel confident in providing solution to any problems. Quality research intends to provide high quality information for decision making, to build credibility to speak with confidence, to increase quality of life, empower the writers, and readers with knowledge and so on. To achieve these, quality research must be systematically carried out or conducted. In the view of Ranjit (2011), quality research must be systematically/structured, rigorous, controlled, verifiable and valid, empirical and critical. Despite the laudable objectives of quality research, many post graduate students seem to have challenges of quality research writing. It has been observed through a preliminary investigation, that many of the tertiary institutions post graduate students are contracting out their research writing and even the one they are given seem to be copy and paste, that is, theses/dissertations that others have already done somewhere.

Mahmood (2011) described quality research as "research which is completed on time, having rigorous research design which is internally and externally valid, based on reliable data sources, free from plagiarism, and uses appropriate analytical methods which are meaningful in practical and statistical terms and has a practical use". The quality research writing of postgraduate students seems to be affected by different factors which include environmental, motivation, personal, institutional, structure of postgraduate programme and others. There is therefore the need to investigate and proffer solutions to this situation. Thus, this study focused on environmental and motivational factors affecting postgraduate students research writing. Environmental factor refers to an issue or a challenge surrounding the postgraduate students in writing quality research in their domain or institution where they are carrying out their postgraduate studies. In the study of Raimi and Gabadeen (2013), it was revealed that environmental factors that make quality research writing unachievable include inappropriate answer to survey questions of the respondents, multiplicity of ethnic groups and language, low literacy level of respondents. Isani and Virk (2005) posited that the quality of research is directly and indirectly related to the quality of the facilities available in the universities, lecturers, supervision of research and research courses. The study of Erbeli, Hart, Kim, and Taylor (2017) indicates that environmental factors contribute to individuals' differences in writing.

Other environmental factors identified include inability of students to select a research title, exposure and absence of past research training, internet inexperience, inadequate knowledge of research design, hamper the quality of research of medical undergraduates students (Scaria 2004; Sabzwari, Kauser, Khuwaja 2009; & Memarpour Fard & Ghasemi, 2015). Moreover, lack of support through mentorship, poor guidance and cooperation of advisors, lack of research advisors are identified as environmental factors contributing to the poor quality of research project (Burgoyne, O'Flynn, & Boylan, 2010; Amin, et al, 2012; Chakraborti, Bourgeois Gleeson, & Gunderson, 2012).



Furthermore, environmental factors as revealed in the study of Gebremariam, and Gadisa (2021) includes poor knowledge of students' in research gap, insufficient research facilities, financial problem, plagiarisms, lack of research fund, limitation of undergraduate curriculum, poor management support, poor commitment and motivation, shortage of experienced research advisors, lack of communication between student and advisors, advisors' less dedication and motivation. The study of Mahmood, (2011) revealed students' dissatisfaction with the teaching, course content, and the system of supervision.

Another factor that seem to be affecting postgraduate research writing is motivational factors. Motivation is the force that energizes, encourage student to achieve their goal or overcome setback. As postgraduate students who wish or desire to move up with their study or actualize their dreams, there are difficulties hindering the zeal or progress of students in many tertiary institutions in Nigeria. Igun (2010) highlighted that what hinders the zeal of postgraduate students include interaction between lecturers and students, prolong semester because of strike, self-potential, and getting research materials. The study of Igun (2010) also revealed personal financial difficulties, unnecessary departmental delay, and non-readiness of colleagues/lecturers to attend to research work. The outcome of the study carried out by Junejo, and Muhammad (2018) indicated that positive and significant relationship exist between research supervisor, course work, research facilities and motivation of postgraduate students.

Furthermore, the study of Amani, Myeya, and Mhewa (2022) revealed that factors causing delay in completion of postgraduate studies include both institutional and personal factors. The institutional factors which include non-supportive research and learning environment, supervisor lack of motivation, cumbersome thesis and examination process, low entry qualifications by candidate, and heavy supervisor workload. Personal factors include partial study leave, research incompetency, poor educational background, lack of good communication skills, low commitment, financial and social problems. Jahan, et. al. (2018) revealed that mentorship and team work, research training and skills, logistic and technical support, financial support are motivational factors affecting quality research in academic.

From the few studies available on this research area, it is observed that motivational factor seems to be one of the determinants influencing the quality of research writing of postgraduate students in Nigeria tertiary institutions in which Ekiti State University is one of them. The situation made Chiome and Chabaya (2012) remarked that possession of knowledge of the discipline should not only be the characteristics of a supervisors but also ability to demonstrate and establish a sound relationship with students, which include acceptance, trust, respect, and understanding in order to prop up professional development of the students.

Based on the preliminary investigation and the current situation, it seems that many of the postgraduate students are finding it difficult to write quality research. Also, through preliminary research, it was observed that many postgraduate students seem to be having some challenges relating to environmental and motivational factors that are affecting their quality research writing and completing their studies in the stipulated time at Ekiti State University, Ado Ekiti.



It is against this backdrop that this study investigated the environmental and motivational factors affecting quality research writing of postgraduate students of the faculty of Education in Ekiti State University, Ado Ekiti, Ekiti State, Nigeria.

Purpose of the Study

The purpose of this study was to examine the environmental and motivational factors affecting quality research writing of postgraduate education students in Ekiti State University, Ado Ekiti, Ekiti State, Nigeria

Research Questions

1. What are the environmental factors affecting quality research writing of postgraduate education students in Ekiti State University, Ado Ekiti?
2. What are the motivational factors affecting quality research writing of postgraduate education students in Ekiti State University, Ado Ekiti?

Research Hypotheses

1. Environmental factors do not significantly affect quality research writing of postgraduate education students in Ekiti State University, Ado Ekiti.
2. Motivational factors do not significantly affect quality research writing of postgraduate education students in Ekiti State University, Ado Ekiti.

2. METHODOLOGY

Descriptive research design of a survey type was adopted in the study. The population of the study consisted 325 postgraduate education students of Ekiti State University, Ado Ekiti. A sample of 84 were selected. The sample was selected using a simple random sampling technique. A self-structured questionnaire was the instrument used to collect data.

The instrument was validated by two experts, and a pilot reliability test was conducted on 10 postgraduate education students from a department that was not part of the sampled department. The internal consistency of the instrument was checked using Cronbach's Alpha method. The reliability coefficient of 0.86 was obtained, which indicated that the instrument was reliable enough to collect relevant data for study.

The data collected were analyzed using descriptive and inferential statistics. The two research questions were answered with mean and standard deviation, where any mean rating equal to or above 2.50 was regarded as agreed, and any mean below 2.50 was regarded as disagreed. To authenticate the significant of each factor, one-sample t-test was used to test the hypotheses formulated for the study at 0.05 level of significance.



3. RESULTS

Research Question One

What are the environmental factors affecting quality research writing of postgraduate education students in Ekiti State University, Ado Ekiti?

Table 1: Respondents' Views on the Environmental Factors Affecting Quality Research Writing of Postgraduate Education Students

S/N	Environmental Variables	Mean	St.D	Decision
1	Conducive research environment	3.07	0.67	Agreed
2	interest and commitment	3.26	0.66	Agreed
3	Academic stress and work load	3.14	0.86	Agreed
4	Experienced research advisors,	3.33	0.68	Agreed
5	Cost of internet connectivity for data to download materials	3.00	0.95	Agreed
6	Training and exposure to research	3.21	0.64	Agreed
7	Guidance and cooperation from students advisors	2.92	0.67	Agreed
8	Research facilities,	2.78	0.77	Agreed
9	Support through mentorship	2.95	0.75	Agreed
10	Management support	2.83	0.84	Agreed
11	Postgraduate students' research capacity	2.85	0.64	Agreed
12	Timely feedback to effectively promote research	2.88	0.70	Agreed
13	Ability of student to select a researchable topic	3.11	0.79	Agreed
14	Communication between students and advisors	3.28	0.73	Agreed
Grand Mean Value		3.04	0.74	Agreed

Source: Field Survey 2023

The analysis in Table 1 shows the views of the sampled respondents on the environmental factors that are affecting the quality of research writing by postgraduate education students. The results indicate that respondents agreed with all items 1–14 used to elicit responses on the environmental factors that could be affecting the quality of research writing by postgraduate education students, as all the mean scores are greater than the 2.50 cutoff point.

The grand mean value of 3.04 and standard deviation of 0.74 further support the claim that the majority of the respondents were in agreement with all the statements as environmental factors affecting the quality of research writing by postgraduate education students at Ekiti State University, Ado Ekiti.



Research Question 2

What are the motivational factors affecting quality research writing of postgraduate education students in Ekiti State University, Ado Ekiti?

Table 2: Respondents' Views on the motivational factors affecting quality research writing of postgraduate education students

S/N	Motivational Factors	Mean	St.D	Decision
15	Emphasis on thesis volume rather than quality of the research	2.88	0.88	Agreed
16	Encouragement of the students who are interested in postgraduate studies	3.02	0.80	Agreed
17	Financial load levied on the postgraduate students	2.92	0.86	Agreed
18	Scholarship supports for postgraduate students	2.51	0.74	Agreed
19	Implementation of the postgraduate research theses/dissertation/papers	2.90	0.78	Agreed
20	Academic research culture among postgraduate students	2.90	0.65	Agreed
21	Knowledge of postgraduate education students in research gaps	3.19	0.70	Agreed
22	Prolong semester because of strike	3.33	0.84	Agreed
23	Knowledge of research writing of postgraduate education students	3.14	0.71	Agreed
24	Competency of the post graduate students in research	3.02	0.55	Agreed
25	Educational background of post graduate education students	3.07	0.59	Agreed
26	Cumbersome thesis and examination process	3.14	0.80	Agreed
27	Readiness of colleagues/lecturers to attend to research work	3.11	0.93	Agreed
28	Technical and logistic support	2.61	0.90	Agreed
	Grand Mean Value	2.98	0.76	Agreed

Source: Field Survey 2023

The result from the field survey presented in Table 2 shows the views of the sampled respondents on the motivational factors that are affecting the quality of research writing by postgraduate education students.

The analysis shows that respondents agreed that motivational factors in items 15–28 used to obtain responses are affecting the quality of research writing by postgraduate students, as all the mean scores are above the 2.50 cutoff point.

To further authenticate the decision of the respondents, a grand mean value of 2.98 and a standard deviation of 0.76 also show that the respondents are in agreement with all the items as motivational factors affecting the quality of research writing of postgraduate education students at Ekiti State University, Ado Ekiti.



Test of Hypotheses

In order to establish how significant each of the environmental factors affect quality research writing of postgraduate education students, one-sample t-test was used to test the hypotheses one and two.

H₀₁: Environmental factors do not significantly affect quality research writing of postgraduate education students in Ekiti State University, Ado Ekiti.

Table 3: One-Sample t-test showing the significant of environmental factors affecting quality research writing of postgraduate education students

S/N	Environmental Factors	t _{cal}	df	p.value	Decision
1	Conducive research environment	41.840	83	.000	Significant
2	interest and commitment	45.245	83	.000	Significant
3	Academic stress and work load	33.251	83	.000	Significant
4	Experienced research advisors,	44.760	83	.000	Significant
5	Cost of internet connectivity for data to download materials	28.734	83	.000	Significant
6	Training and exposure to research	45.932	83	.000	Significant
7	Guidance and cooperation from students advisors	39.894	83	.000	Significant
8	Research facilities,	32.848	83	.000	Significant
9	Support through mentorship	35.653	83	.000	Significant
10	Management support	30.627	83	.000	Significant
11	Postgraduate students' research capacity	40.743	83	.000	Significant
12	Timely feedback to effectively promote research	37.656	83	.000	Significant
13	Ability of student to select a researchable topic	35.838	83	.000	Significant
14	Communication between students and advisors	40.833	83	.000	Significant

P<0.05 (significant)

The result of the one-sample t-test shows that the t-values and the p-values less than 0.05 in Table 3 indicate positive mean differences, which show the respondents view all these factors as more important. This means that all these environmental factors are statistically significant in affecting the quality of research written by postgraduate education students.

Based on this result, the null hypothesis, which states that environmental factors do not significantly affect the quality of research writing by postgraduate education students at Ekiti State University, Ado Ekiti, is rejected.



H02: Motivational factors do not significantly affect quality research writing of postgraduate education students in Ekiti State University, Ado Ekiti

Table 4: One-Sample t-test showing the significant of motivational factors affecting quality research writing of postgraduate education students

S/N	Motivational Factors	t _{cal}	df	p.value	Decision
15	Emphasis on thesis volume rather than quality of the research	29.881	83	.000	Significant
16	Encouragement of the students who are interested in postgraduate studies	34.374	83	.000	Significant
17	Financial load levied on the postgraduate students	31.163	83	.000	Significant
18	Scholarship supports for postgraduate students	20.163	83	.000	Significant
19	Implementation of the postgraduate research theses/dissertation/papers	33.884	83	.000	Significant
20	Academic research culture among postgraduate students	40.859	83	.000	Significant
21	Knowledge of postgraduate education students in research gaps	41.629	83	.000	Significant
22	Prolong semester because of strike	36.338	83	.000	Significant
23	Knowledge of research writing of postgraduate education students	40.356	83	.000	Significant
24	Competency of the post graduate students in research	49.562	83	.000	Significant
25	Educational background of post graduate education students	47.161	83	.000	Significant
26	Cumbersome thesis and examination process	35.617	83	.000	Significant
27	Readiness of colleagues/lecturers to attend to research work	30.522	83	.000	Significant
28	Technical and logistic support	26.557	83	.000	Significant

P<0.05 (Significant)

The result of the one-sample t-test in Table 4 shows that the t-values and the p-value are less than 0.05, showing positive mean differences. This means that the respondents considered all these motivational factors as salient issues affecting the quality of research writing by postgraduate students.

The result indicates that statistically, motivational factors are affecting the quality of research writing by postgraduate students at Ekiti State University, Ado Ekiti. Hence, null hypothesis 2, which states that motivational factors do not significantly affect the quality of research writing by postgraduate education students at Ekiti State University, Ado Ekiti, is rejected.



4. DISCUSSION OF THE FINDINGS

Findings of this study show that statistically environmental factors significantly affecting the quality of research writing of postgraduates' students. The environmental factors include conducive research environment, interest and commitment, academic stress and work load, experienced research advisors, cost of internet connectivity for data to download materials, training and exposure to research, guidance and cooperation from students' advisors, research facilities, support through mentorship, management support, postgraduate students' research capacity, timely feedback to effectively promote research, ability of student to select a researchable topic and communication between students and advisors. The finding support who Erbeli, Hart, Kim, and Taylor (2017) indicates that environmental factors contribute to individuals' differences in writing.

The study corroborates with the research outcome of Gebremariam, and Gadisa (2021) includes poor knowledge of students' in research gap, insufficient research facilities, financial problem, plagiarisms, lack of research fund, motivation, shortage of experienced research advisors, lack of communication between student and advisors, advisors' less dedication and motivation. The study also supports the discovery of Burgoyne, O'Flynn, & Boylan, (2010); Amin, et al, 2012; Chakraborti, Bourgeois Gleeson, & Gunderson, 2012).

Findings also revealed that statistically, motivational factors are affecting the quality of research writing by postgraduate students at Ekiti State University, Ado Ekiti. The motivational factors include: emphasis on thesis volume rather than quality of the research, encouragement of the students who are interested in postgraduate studies, financial load levied on the postgraduate students, scholarship supports for postgraduate students, implementation of the postgraduate research theses/dissertation/papers, academic research culture among postgraduate students, knowledge of postgraduate education students in research gaps, prolong semester because of strike, knowledge of research writing of postgraduate education students, competency of the post graduate students in research, educational background of post graduate education students, cumbersome thesis and examination process, readiness of colleagues/lecturers to attend to research work and technical and logistic support. The findings of this study is in agreement with research outcome of (Igun 2010; Junejo, & Muhammad 2018; Jahan, et. al. 2018; Amani, Myeya, & Mhewa 2022).

5. CONCLUSION AND RECOMMENDATIONS

The study conducted in Ekiti State University, Ado Ekiti, has delved into the factors affecting the quality of research writing among postgraduate education students. Through thorough research and analysis, it has been established that two main factors significantly affect the writing of quality research of these students: environmental factors and motivational factors. Environmental factors play a crucial role in shaping the academic journey of postgraduate students. Also, motivation plays a pivotal role in determining the effort and perseverance students put into their studies and research. It is concluded that environmental and motivational factors can lead to subpar research outcomes and even prompt some students to consider discontinuing their postgraduate programs.



This could have far-reaching implications for the university's academic reputation and enrollment rates. A decline in the quality of research output may lead to diminished recognition of the university's research capabilities and hinder its ability to attract research funding and collaborations. Moreover, the discouragement and frustration experienced by postgraduate students could deter potential candidates from enrolling in the faculty, ultimately reducing the overall number of students opting for postgraduate education in this faculty.

The following recommendations are made based on the conclusion of this study.

- The University administration and faculty should address the environment issues by providing an enabling environment for postgraduate students which would improve their research writing. These include investing in and improving infrastructure, ensuring that students have access to the relevant research resources and academic support.
- Also, University administration and faculty members should motivate postgraduate students through mentorship programs, scholarship or research grant, and recognition of their accomplishments. Addressing the environmental and motivational factors, in Ekiti State University would create a more nurturing academic ecosystem that would empowers postgraduate education students to excel in their research pursuits and contribute meaningfully to their respective fields of study.



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