AN EVALUATION OF STUDENTS ATTITUDE TOWARDS PROJECT WRITING IN SELECTED UNIVERSITIES OF SOUTH-WEST NIGERIA

Ucha Inyang Mbofung

Ajayi Crowther Univeristy, Oyo State, Nigeria

ABSTRACT: *This paper explored students' attitude towards project writing in selected universities of South-West Nigeria. Studies reveal that students' attitude at different levels of education influences a variety of factors, including how they learn, what they learn, teaching methods, student/lecturers relationship, and successful completion of assignments including writing tasks. The study aims to establish the interrelation of a student's mental approach to project writing by gathering data on their learning experiences based on instruction within the formal learning environment. The study adopts a descriptive survey design. This study sources data from 314 students enrolled for Library Science, Information, and Communications Technology in three different universities. The result shows a meaningful predictive effect of writing attitude and environmental factors on project writing performance of students. The students also perceived that their knowledge can be updated regularly through ecological actions. The overall results indicate a moderate contribution of attitude/behavior and environmental variables to how students approach their project writing tasks*

KEYWORDS: attitude, undergraduates; attitude, ecological; project writing, Nigeria; learning environment, personal characteristics; social learning theory

INTRODUCTION

The best practices for writing a good project include a combination of good teaching, active learning activities, and course design. Other fundamentals include useful guidance, a cordial student-teacher relationship, as well as adopting a positive attitude towards the task. By implication, a student develops an approach through the direct or indirect influence of many factors existing within the teaching and learning environment.

Several studies focused on students' academic writing experiences have reported that an individual's attitude to conducting a task is a cumulative response to the student's skills, situations, or objects as the case may be (Petric, 2002). The response which may be positive or negative has a significant correlation among all academic writing in various disciplines, including project work or research. In other words, having the right perspective is reported to be a strong predictor of not only successful writing achievements but personal beliefs or feelings about the learning environment. Some variable features of students' attitude engaged in writing assignments include: feeling of confidence in writing ability, anxiety, fear, feeling of the audience, motivation and appreciation of academic writing as a difficult task. Attitude, as a basis of the personality and a critical key player in social learning theory, is fundamental to the production of quality project. It

is necessary for the students to develop positive attitude and adopt suitable writing strategies that enhance the quality of work with confidence and pride.

REVIEW OF LITERATURE

Research shows that the attitude of students at different levels of education influences many factors, including how and what they learn, teaching methods, student/lecturers relationship, and successful completion of assignments, including writing tasks (Khan & Mohakud, 2018; Mbofung, 2018; Wanchid & Wattanasin, 2015, Saglamel & Kayaoglu,). According to Petric (2002), studies focusing on attitude in social and cognitive psychology have used such terms as beliefs, behavior, and personal theories to refer to an attitude. An earlier report by Baker (1995) indicates that though attitudes persist with individuals, they are not hereditary but learned over time and is modified by experience or expectations. Petric (2002) shares the same opinion in saying that even though a person's attitude is determined by beliefs formed early in life, attitudes are more inclined to arousing emotions or affection. Also, they are more subject to change depending on the weight of its value.

In this regard, UNESCO (2005) reports social psychologists' view saying that attitude represents characteristics that form the person's character and value systems within the individual, and these characteristics become manifest in the form of personal beliefs or judgments. Thus, as opined by Opara & Ekeh (2017), attitude as a complex psychological construct does not just occur in isolation or by accident but is subject to the influence of other factors

These views support the submission that attitudes determine behavior easily noticed as an outcome (Petric, 2002). Thus, an attitude when used to mean a way of thinking and behaving is a conglomerate of several social psychological constructs that are learned and impinge on: beliefs, feelings arising from perceptions, views about tangible and visible things including learning. It is this inclination towards a particular type of behavior that motivates the individual to respond overtly in a notable manner.

Studies have also brought to the fore the slight difference between attitude and behavior. The view of the reports indicate that attitude is of the brain meaning that it originates from within the person. Therefore, attitude is thought oriented while the behavior is the action or outcome. According to Bandura (1999), the brain is the driving force that constructs one's reality and action based on values and expectations. An evaluation of one's development of reality enables an understanding of human behavior,its prediction, and change. These internal phenomena that include feelings and self-referent thoughts about abilities and accomplishment indicate actual events that are taking place within the individual and simultaneously influencing the person's behavior. It is on this premise that Petric(2002) submits that an attitude is formed after the evaluation of practice that subsequently anchors an individual's overt reaction. Therefore, to link an attitude and behavior, one can say that by examining the thoughts and feelings of an individual, one can explain behavior. In other words, due to one's attitude, he or she develops behavior. Furthermore, belief is supported by behavior. For example, due to the reaction of a student towards knowledge or activities incorporated into research methods, he may become repulsive or confident in project writing.

The driving force of attitude is strengthened by its structural components. Stern (2009) highlighted three essential elements of attitude which students pose. The first is the emotional factor impinging on sensitivity and reactions of feeling. The second component is cognitive, including thoughts and beliefs. The third is the behavioral component that considers the way attitude influences how one acts or behaves, thus suggesting action and experiences learned from somewhere. There is a continuous reciprocal interaction between these components and the environmental influences of the individual and subsequent reaction (Bandura, 1999).

A unique view of attitude is that it can only be positive or negative. A positive feeling can act as an inducement or reinforcement for further advancement (activity). In other words, the more positive the student interprets a particular behavior, the more likely he/she will engage in it with confidence. Behavior that is positively reinforced is expected to develop from motivation. Similarly, a negative feeling can be strengthened by motivation or inducement (action). In this regard, Mensah, et al., 2013 citing Moris & Maisto, (2001), submit that behaviors that yield positive effects(outcome) are strengthened but will likely re-occur in contrast tonegative behaviors and attitudes are followed by negative actions. Therefore, if in the process of project writing a student is experiencing fear or anxiety or lacks confidence, which causes him/her to falter, this calls for attitude adjustment to a subsequent reaction to learning, challenges, and experiences. The result is that the environment has evoked his/her negative feelings that are interacting to bring about a wrongful result.

The studies in the review have focused on students' perceptions and attitudes towards educational research (project) work as an integral of academic disciplines. The reports reinforce the interrelation between the attitude of students, their learning experiences, and their environment (University of Houston, 2002; Petric, 2002; Bandele & Adebule, 2013; Mensah, et al., 2013; Mbofung, (2018). A limited number of empirical studies have reported a positive or negative attitude that has a significant correlation among all academic writing in various disciplines and also project work or research. Also, the studies have reported a positive attitude as a strong predictor of achievements and students' beliefs about their personalities (Petric, 2002; Bandele &Adebule, 2013; Wanchid, & Wattanasin, (2015).

Similar studies by Papanastasiou, 2005; University of Houston, 2006; Wang & Guo, 2011; Opara & Ekeh, 2017; Phuong, et al, 2017; Olagbju, (2020) have investigated attitudinal issues related to research or academic writing skills and also emphasized that many factors can influence the students' attitude towards the subject. Furthermore, a reasonable number of studies have empirically examined attitudinal factors of students in specific subject disciplines including linguistics (Stern, 2009), Akay &Toraman, (2015); mathematics (Mensah, et al., 2013), independent learning in English (Wanchid and Wattanasin, (2015); personal behavioral characteristics such as anxiety, motivation, self-efficacy, modeling and their implications to learning and training strategies (Stajkovic, & Luthans, 1998; Prat-Sala & Redford, 2012); Maguire, Reynolds & Delahunt, 2013); science (Lovelace &Brickman, 2013). These studies have been carried out using a wide range of attitude scales to measure the attitude of students. The overall viewpoints enable one to safely affirm a positive relationship between the successful completion of the project task and attitude.

Moreover, the attitudinal factors that have been identified are those included in social learning theory and play an important role in the teaching/learning environment. The reports provide evidence that suggests students' attitude to project writing is formed as a direct result of the conditions which exist within the teaching environment. However, on the use of attitude scales, it is important to bear that they are popular measurement instruments in educational research (UNESCO, 2005). Also, they differ in content and configuration (Papanastasiou, 2005). The reason to support these views is that attitudes are not static but subject to change when influenced by a host of factors (Bandura, (1999).

In all tertiary institutions in Nigeria, successful completion and submission of project work or thesis are compulsory for all degree-awarding programs (Mbofung, 2000; Ilo & Ifijeh, 2010; Ifedili & Omiunu, 2012; Mbofung, 2018). Thus in the final year of the program, undergraduate students (including Library Science, Information, and Communications Technology) are expected to carry our research in their fields of specialisation and present the report as an extended essay or project work. To prepare students for this task, they are taught Research Method as a course. It introduces information literacy skills that enhance the ability of students to read around a given subject to be able to choose a topic. Also, the course improves the knowledge of students on reporting styles (Paligwam (2017), information sources and data analysis. Lastly, the overall aim of the course is to ensure strict compliance to the technical presentation of facts- in scholarly writing. The process fosters monitoring/mentoring or supervision exercise to ensure that students become aware of the likely consequences of non-compliance to guidelines for producing quality original work and on schedule. During the regular interactions, the lecturer does not only teach the students when each aspect of the writing task is learned correctly but also when a particular attitude/behavior is meaningful or of value and is successfully utilized to improve the quality of work. In this regard, supervision ensures strict adherence to requirements that improve the quality of the final thesis (Mbofung, 2018). Theoretically, the environment that the students grow up heavily influences these learning experiences.

Review of literature shows that Social Learning Theory has been applied in controlled empirical studies using learning/teaching or classroom environment, developmental clinical settings, and specific target groups (Kay & Kibble, 2016; Darling-Hammond, et al, 2020). In appraising the topic of this paper, the researcher will examine the most basic attitudinal factors that are common and influence the undergraduate students' final year project writing. The study will apply Social Learning Theory (SLT) as a potential evaluation measure. It will clarify the notion that successful completion of the project writing is shaped by a multi-dimensional array of factors on attitude which does not function in isolation but through interaction and under different situations influence one another in diverse directions (Bandura, 1999).

Figure 1 illustrates the continuous reciprocal interaction between of attitude, behaviour and environmental variables and subsequent effect on project writing. The components of the students' learning environment include the classroom, peers, teaching/learning activities, student-tutor relationship, and course design and the knowledge gained through guidance. These elements are integral parts of the potential environment that subsequently becomes the actual learning environment. This understanding generates the thesis that the multi-dimensional nature of the

attitude of students does not significantly influence their project writing performance. The variables chosen for the study are attitude (cognitive, affective, and behavioral patterns) and environmental events. These potential influencing variables represent two distinct components of personality involving cognition and environment in social learning theory

The role of the institution or the lecturers in creating a friendly environment is very crucial. Creating an encouraging classroom environment involves the provision of general and specific learning activities through any of the methods mentioned earlier. Secondly, the lecturer creates a cordial and friendly environment by being responsive to students' comments and questions, which in some instances may be naughty. By being positive and reactive, the teacher provides instructions through speeches and actions that would help students overcome a particular attitude or behavior. While the first part of the two actions shows the influence of personal factors on behavior, the second act shows the impact of behavior on the environment achieved through guided participation involving the teacher and the students. These linkages (Figure 1) enhance understanding of the connection between students' attitudes, teachers, and performance (project writing), as expressed by Mensah, et al.,2013; Olagbaju, (2020). In this regard, Akay &Toraman, (2015) indicate that students' beliefs and attitudes are effectual on learning strategies, activities that teachers use, motivation and accomplishment

Theoretical framework

The Social Learning Theory (SLT) later modified as Social Cognitive Theory is deeply rooted in behaviorism (attitude) and explains an individual's behavior concerning cognitive and environmental factors (Bandura, 1999). It provides a theoretical framework to facilitate understanding of attitude as it involves cognition (personal characteristics such as motives, self-efficacy, and self-control) for understanding and regulating behavior (Stajkovic, & Luthans, 1998). By implication, the principles of SLT support a trait analysis that helps salvage negative learning/writing approaches and thus strengthen positive attitudes to learning tasks.

Social Learning Theory (SLT) strongly emphasizes the importance of observational learning and cognitive variables in enhancing knowledge acquisition and retention. Observational learning anchors the guiding principles that sustain attitude acquisition through observing, imitating, and modeling the behaviors of others and consequent emotional reactions of others (Bandura, 1999). In other words, students learn behavior by observing peers, lecturers, and role models. Observational learning is a process involving continuous interaction between the cognitive, affective abilities of an individual and the environmental components. The learning process requires an active teaching/learning environment, specific actions that prompt discussion, and enable the student to analyze and evaluate their ideas on what they learn. Their opinions will determine their attitude to how they approach project writing. In practice, observational learning can cause a change in an attitude or behavior. For example, a model lecturer who brings forth new ways of thinking can influence learners to adopt his/her position to enhance the learning outcome.

The third component involves the interactive relation between personal variables and environmental events (Figure 1).On this, Bandura (1999) has proposed the concept of reciprocal determinism, also considered as complimentary causation. Both people and their environment are

reciprocal determinants of each other. Theoretically, whatever attitude that a student develops as a result of contact experience with the elements of the environment will have a reciprocal effect on belief and behavior. For instance, by observing each other, students obtain ideas that guide them on how to produce project work. In the process of teaching, a student that lacks understanding asks questions. Implicitly, the feeling has affected the behavior. If the teacher responds to the question satisfactorily to the benefit of the student, then the belief of the student has affected the environment. In this regard, the result may need to alter the cognitive process and environmental variables to match individual peculiarities. The critical point is that whether an outcome is successful or not, it will initiate further positive or negative interactions with all participating cognitive variables and environmental events.
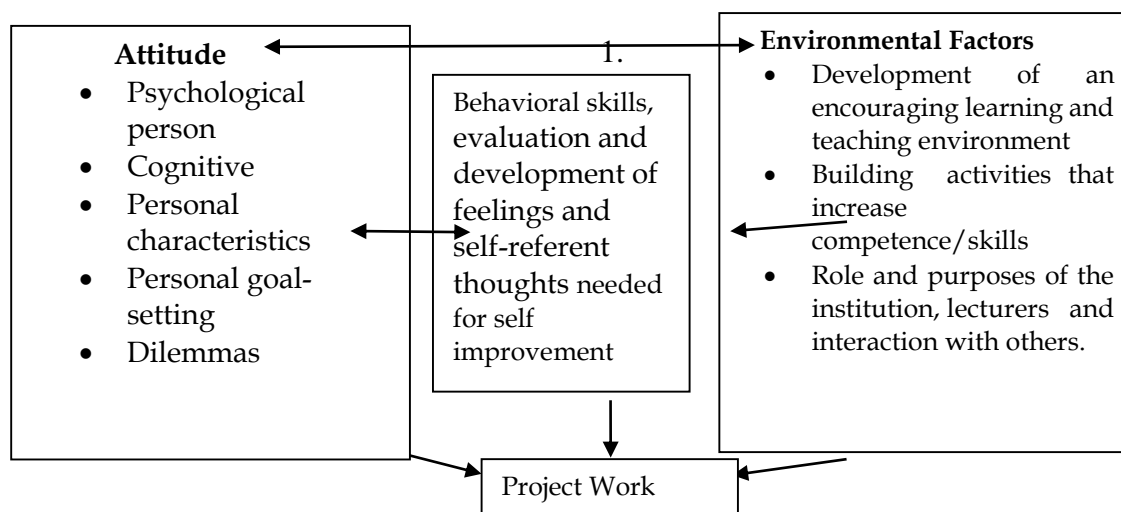
Conceptual model

Figure 1: Reciprocal interaction between attitude, behavior and environmental with subsequent influences to project work

Students encounter problems when dealing with colleagues and other stakeholders in the learning environment. The approach they take towards resolving issues is very crucial. Ensuring that students gain experience and develop a proper combination of a positive attitude provides the right tools for dealing with project-writing obstacles. Creating an encouraging learning environment that supports interaction between personal variables, general and specific learning activities also provides a positive catalyst in overcoming challenges. This study fills a gap in understanding the attitude of students and the correlation with learning environmental factors that may likely affect the quality project work of undergraduate students.

Significance of the study
The study would provide a framework for managers and administrators in the universities in Nigeria to give much attention to the attitude of students concerning their project work. This study can also influence the learning strategies and activities for students in their penultimate year,

enabling students to improve the areas of weaknesses. The students would provide a stimulus that encourages professionalism in scholarly writing for quality project work. The study fills a gap in the literature on principle-based attitude and environmental factors affecting project writing. Lastly, it provides a pivot for subsequent studies.

Objectives of the Study

The broad aim of this study is to apply SLT constructs for a better understanding of students' attitude to project writing in selected universities in South-West Nigeria. The specific objectives are to find out various aspects of undergraduate students' attitudes and behavior to project writing and establish interrelation between students' attitudes to project writing. The third objective is to determine whether students and their learning environment are determinants of components of attitude that are likely to influence project writing performance.

Research Questions

Two research questions guided the conduct of this study. The first examines the significant aspects of undergraduate students' attitudes and behavior that are likely to influence project writing performance in universities in Nigeria. The second question identified ecological factors and their influence on project writing performance.

Hypotheses

The research generated and tested four hypotheses at 0.5 level of significance. Three null hypotheses tested the perception that there is no meaningful relationship between writing attitude and environmental factors on project writing performance of students at Kwara State University (KWASU), University of Ibadan (U.I) and Ajayi Crowther University (ACU) respectively. The fourth stated that there is no significant joint effect of the attitude of undergraduate students and environmental factors on project writing in the three universities in South-West Nigeria.

Research Method

Population of the study/Instrument Design

The study uses a purposive sampling technique to select three universities of South-West Nigeria consisting of one federal, state, and private university, respectively. It also enlists the total enumeration technique to include all final year students major in Library Science, Information, and Communication Technology. The Heads of Department granted approval for the researcher to administer the questionnaire at the end of a compulsory course lecture. This provided an opportunity to administer the instrument to all majors in attendance. The sample does not include students from outside the chosen departments who are not major in the chosen discipline. Data for this study is from 314 students. They consist of 142 participants at Ajayi Crowther University, (ACU), 67 participants at Kwara State University,(KWASU) and the University of Ibadan, (U.I.) has 107 participants. The participants are selected based on being at different learning environments and assessed to be suitable cases for analyzing the variables.

The study adopts a descriptive design which enables accommodation of large samples, allows examination of relationships between variables, and also to establish whether correlations are significant (Aina 2004).The main instrument for this study is a questionnaire. The internal consistency is adapted from Rafanello, (2008), (Appendix 1) and the University of Houston, (2006), Papanastasiou, (2005), whose objectives were to establish various aspects of attitudes towards research and writing among undergraduates. The questionnaire has four sections, namely: Section A: Demography Information; Section B: Writing attitude (20 statements); Section C: Writing Behaviour (16 statements) and Section D: Environmental Factors consisting of 16 statements. Students were asked to indicate their order of importance.

The data analysis uses descriptive statistics, frequency count, percentages, the mean and standard deviation to answer the research questions, and Pearson product-moment correlation (Pearson r) to test hypotheses 1, 2, and 3. Multiple regression is used to test the thesis four.

Validity and reliability of the instrument

A senior lecturer at the University of Ibadan assessed the content validity of the instrument. A pre-test was carried out using thirty (30) students in three universities not chosen for the study. The study used Cronbach alpha coefficient to determine the reliability of the internal consistency of the instrument The reliability coefficient for each section was: Section B: Writing Attitude= 0.937, Section C: Writing Behavior =0.922, Section D; 0.922. The reliability coefficient for the 52 items is 0.872. This indicates that the items have high level of internal consistency.

RESULTS OF FINDINGS

Section A: Demographic Information

It is necessary to provide brief information on the choice of respondents before presenting the findings. The target sample was specific by using only those who were taught the Research Method in their various institutions. The types of universities selected and their location in different learning environments support suitability for analyzing the variables.
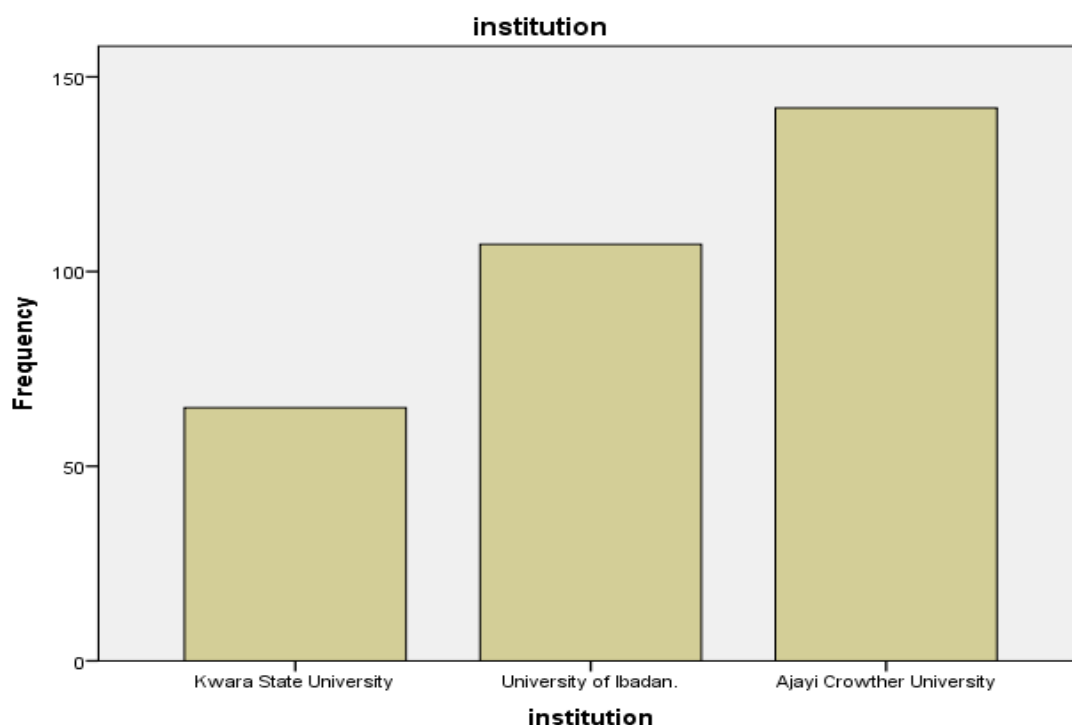
Figure 2 :**Demographic Information of Respondents**

Table 1: Demographic Information of Respondents (N=314)

Institution	Frequency	Percent
Kwara State University	65	20.7
University of Ibadan	107	34.1
Ajayi Crowther University	142	45.2
Total	314	100

Table 1 shows highest number of respondents in the three universities is from Ajayi Crowther University, Oyo. The variance in the sample population is inconsequential to the regression analysis. The result provides evidence that samples for the study support environmental characteristics.

Table 2: Level of teaching Research Method. (N=314)

Level	Frequency	Percentage
300	178	56.7
400	66	21.0
No response	70	22.3
TOTAL	314	100.0

The results in Table 2 show that the majority of students (56.7%) are taught research methods at 300level of study. However, 22.3% of respondents did not respond, but since the instrument was administered at lecture time for 400 major, the conclusion is that they are qualified for inclusion in the study.

Section B: Writing Attitude

The first question asked students to indicate their opinion on a five-point scale ranging from "strongly disagree"(SD), Disagree (D) Neither Disagree (NDA) **Agree (A)** to "strongly agree."(SA)

Table 3: Mean and standard deviation scores of writing attitude of respondents

	Statements	SD	D	NDA	A	SA	x	s
1.	I could benefit from more writing instruction	30 9.6%	19 6.1%	17 5.4%	173 55.1%	75 23.9%	3.78	1.16
2.	I have no fear of my writing being evaluated	22 7.0%	53 16.9%	46 14.6%	139 44.3%	54 17.2%	3.48	1.16
3.	I look forward to writing down my ideas	17 5.4%	24 7.6%	30 9.6%	158 50.3%	85 27.1%	3.86	1.07
4.	I am afraid of writing when I know it might be evaluated	38 12.1%	113 36.0%	64 20.4%	79 25.2%	20 6.4%	2.78	1.14
5.	My brain seems to go blank when i start writing	62 19.7%	115 36.6%	50 15.9%	63 20.1%	24 7.6%	2.59	1.23
6.	Expressing my ideas through writing is a waste of time	131 41.7%	107 34.1%	32 10.2%	22 7.0%	22 7.0%	2.04	1.20
7.	I will enjoy submitting my writing to publishers for evaluation and publication	23 7.3%	41 13.1%	58 18.5%	142 45.2%	50 15.9%	3.49	1.13
8.	Project writing is stressful	24 7.6%	26 8.3%	53 16.9%	118 37.6%	93 29.6%	3.73	1.19

9.	I feel confident in my ability to express my ideas in writing	18 5.7%	28 28%	41 13.1%	166 52.9%	61 19.4%	3.71	1.06
10.	I believe that writing is a habit and the more you write the better you become	12 3.8%	19 6.1%	30 9.6%	128 40.8%	125 39.8%	4.07	1.04
11.	I am nervous about my writing	35 11.1%	88 28.1%	56 17.8%	103 32.8%	32 10.2%	3.03	1.21
12.	People seem to enjoy reading what I write	21 6.7%	34 10.8%	105 33.4%	113 36.0%	41 13.1%	3.38	1.06
13.	I enjoy writing in general but project writing might be very difficult at times	19 6.0%	40 12.8%	42 13.4%	137 43.6%	76 24.2%	3.67	1.15
14.	I never seem to be able to write down my idea clearly	44 14.0%	108 34.4%	51 16.2%	80 25.5%	31 9.9%	2.83	1.24
15.	I should be a good writer if I can speak with my lecturer who is better than me	17 5.4%	38 12.1%	38 12.1%	136 43.3%	85 27.1%	3.75	1.14
16.	I like seeing my thoughts on paper because it is exciting even if it is a difficult task	14 4.5%	29 9.2%	55 17.5%	128 40.8%	88 28.0%	3.79	1.09
17.	Discussing my writing with others is an enjoyable experience	22 7.0%	26 8.3%	60 19.2%	133 42.3%	73 23.2%	3.70	1.20
18.	I should not start writing without having a mental or written plan	16 5.1%	27 8.6%	46 14.6%	136 43.3%	89 28.3%	3.81	1.10
19.	I don't think I write as well as most people, but in fact I do	20 6.4%	35 11.1%	53 16.9%	152 48.4%	54 17.2%	3.59	1.09
20.	I think about how my work will sound to someone else	12 3.8%	19 6.0%	41 13.1%	151 48.1%	91 29.0%	3.99	1.43

*Source: Extracts from Ranfanello (2008)

Descriptive statistics, including percentages, mean and standard deviation scores of the 20 items used in establishing undergraduate students' attitudes that are likely to influence project writing performance are in Table 3. The results show that the mean scores are above average ($\bar{x}$=2.5). High scores above ($\bar{x}$=3.50), occur in thirteen of the twenty items. These are belief about writing as a habit being enhanced by more writing task ($\bar{x}$=4.07), thinking about how work will sound to someone else ($\bar{x}$3.99), looking forward to writing down ideas ($\bar{x}$=3.86), having prior mental and written plan (item 18, $\bar{x}$=3.81). Generally, the results indicate that all the students have moderately positive attitude about themselves.

The results show that the largest cluster of respondents (173: 55.1%) agree they could benefit from more writing instruction. More positive results of larger groups of respondents show that 166 (52.9%) are confident in their expression ability; 158 (50.3%) look forward to writing their ideas; 153 (48.7%) express sensitivity to the concern of the audience, 152 (48.4%) do not think they write well whereas they do. Item 16 shows that 128 (40.8%) like seeing their thoughts on paper because it is exciting even if it is a difficult task. This is an indication of having a positive attitude to an apparent negative thought. Analysis of items 2, 7, and 15 reveals that the majority of respondents would enjoy submitting their work to publishers for evaluation and be good writers if they can speak with their lecturers. In theory, results explain the motivation factor of individual attitude.

Three statements (items 5, 6, and 14) suggest negative actions. By "agreeing," 36.6% of respondents affirm that they do not go blank when they start writing. By 'disagreeing,' 41.7% reject the feeling that expressing their ideas in writing is a waste of time. Lastly, 34.4% reject a negative feeling of inability to write down their ideas. Generally, looking at these positive responses of participants, in addition to those generated from (items 1,.2, 3, 7, 9, 17) it becomes clear that undergraduate students' develop positive attitudes requiring anticipation, enthusiasm, confidence, conviction and motivation, interaction with others while developing writing strategies (items 7, 15, 16, 18).

The results also show negative thoughts, which can trigger further reactions to project writing. For instance, item 8 has a high mean score of $\bar{x}=3.73$, and also the highest number (118, 37.6%) of students agree project writing is stressful. The least is the feeling of 7.0% who agree that expressing ideas through writing is a waste of time. Despite the two results, in response to statements 4, 8.11, 14,19 participants develop negative attitudes such as fear, reluctance, nervousness, and confusion. These negative attitudes are not strange and cannot be corrected but calling for a positive attitude change.

A section of this survey sought to establish writing attitude of students within the three universities using the same statements as in Table 3 for easy assessment and possibly, to enhance further analysis. Table 4 displays the results

Table 4: Scores on writing attitude of students by University categories

Statements as in Table 3	KWASU (n=65)		U.I. (n=107)		ACU (n=142)	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.
1.	3.40	1.39	3.79	1.05	3.94	1.09
2.	3.23	1.13	3.52	1.21	3.56	1.14
3.	3.75	1.13	3.92	1.06	3.87	1.05
4.	2.85	1.08	2.75	1.15	2.77	1.17
5.	2.92	1.28	2.50	1.14	2.51	1.25
6.	2.17	1.11	2.10	1.26	1.92	1.19
7	3.40	1.13	3.47	1.09	3.56	1.16
8.	3.45	1.38	3.70	1.08	3.89	1.16
9.	3.63	1.17	3.68	1.04	3.77	1.02
10.	3.72	1.23	3.96	1.05	4.30	.867
11.	2.97	1.16	2.87	1.14	3.18	1.27
12.	3.31	1.09	3.39	1.04	3.40	1.06
13.	3.42	1.25	3.57	1.14	3.87	1.09
14.	2.77	1.26	2.79	1.22	2.89	1.24
15.	3.58	1.24	3.72	1.09	3.84	1.13
16.	3.51	1.21	3.76	1.05	4.15	2.72
17.	3.80	1.43	3.75	1.08	3.61	1.17
18.	3.58	1.16	3.71	1.09	3.99	1.04
19.	3.54	1.15	3.55	1.08	3.64	1.09
20.	3.85	2.57	3.92	.97	4.11	.88

Generally, the mean and standard deviation scores are similar and moderate with overlap between these actions. The results show that all factors have a median value of $\bar{x}=2.5$. Within individual universities, ACU has the highest scores on fifteen statements and the lowest mean on all the statements. The highest score of $\bar{x}=4.11$ was statistically significant for students concern about person's view of their work. The lowest, $\bar{x}=1.92$, indicates that expressing ideas in writing is a waste of time.

Section C: Writing Behavior

The survey used 16 statements on a five-point scale "strongly disagree"(SD), Disagree (D) Neither Disagree (NDA) **Agree (A)** to "strongly agree."(SA) to establish behavior factors that are likely to influence project writing performance.

Table 5: Scores of writing behaviour of all respondents N=314

S/N	Statements	SD	D	NDA	A	S A	x̄	S.D.
1.	I set aside a specific time during the day to work on writing tasks	41 13.1%	72 22.9%	51 16.2%	117 37.3%	33 10.5%	3.09	1.24
2.	I gather information I need before I begin writing	10 3.2%	36 11.5%	29 9.2%	154 49.0%	85 27.1%	3.85	1.04
3.	I know how to find resources to help me with my project writing	16 5.1%	35 11.1%	62 19.7%	144 45.9%	57 18.2%	3.61	1.07
4.	I identify the specific purpose for each document	13 4.1%	36 11.5%	46 14.6%	173 55.2%	46 14.6%	3.65	0.99
5.	I usually develop a working draft	17 5.4%	45 14.3%	66 21.0%	141 44.9%	45 14.3%	3.48	1.07
6.	I review my draft for style, purpose and audience	16 5.1%	46 14.6%	58 18.5%	141 44.9%	53 16.9%	3.54	1.09
7.	I avoid writing for a period of time so that I can see it in a new perspective	30 9.5%	47 15.0%	60 19.1%	132 42.1%	45 14.3%	3.37	1.18
8.	I proofread to check for common writing problems	9 2.9%	27 8.6%	47 15.0%	146 46.5%	85 27.1%	3.86	1.00
9.	I am sensitive to my audience's problem or concern	14 4.5%	16 5.1%	64 20.4%	153 48.7%	67 21.3%	3.77	0.99
10.	I am aware of the different ways of organizing project work	18 5.7%	58 18.5%	61 19.4%	133 42.4%	44 14.0%	3.40	1.11
11.	My writing presents a professional image	12 3.8%	45 14.3%	89 28.3%	111 35.4%	57 18.2%	3.62	2.52
12.	I seek help for my writing from others	17 5.4%	29 9.2%	45 14.3%	150 47.9%	73 23.2%	3.88	2.51
13.	I use a computer to produce my written materials	8 2.6%	35 11.2%	60 19.1%	138 43.9%	73 23.2%	3.74	1.02
14.	I submit all written reports on time	9 2.9%	38 12.1%	74 23.6%	138 43.9%	55 17.5%	3.68	1.44
15.	I make many mistakes while writing but I choose appropriate ways to convey the intended message	13 4.1%	33 10.5%	57 18.2%	162 51.6%	49 15.6%	3.64	1.00
16.	I often seek feedback on my documents	11 3.5%	24 7.6%	45 14.3%	174 55.5%	60 19.1%	3.79	0.96

*Source: Extracts from Ranfanello (2008

The results in Table 5 show that all factors have a mean of x̄=2.5. This indicates possession of moderate to high behavior. The highest mean is x̄=3.88 (item 12). Taking the analysis from the

responses of 'agree" and "strongly agree'" respectively, the largest group of respondents consisting of 239 (154 (49.0%) + 85(27.1%) x̄=3.85, gather information need before they begin writing. The results involving more than 50% of respondents who "agree "are from 174 (55.5%) often seeking feedback on writing assignments, 173 (55.2%) that identify the specific purpose for each writing task. Lastly,162 (51.6%) agree that though they make mistakes while writing, they chose appropriate ways to convey the intended message.

All the results involving more than 50% of respondents, and also responses to statements I 2, 5, 6, 7, 8,12,13,14, represent the behavior of students that prompt choice of action. Nonetheless, while 49% gather information before commencement, 44.9% develop and review drafts for style purposes to suit the view of the level of readership. Therefore, in practice, the students make a conscious effort to adopt positive behavior when choosing an appropriate procedure that would support the timely completion of project work. By engaging in all these activities, the students continuously interact with each other to create opportunities for evaluating behavioral change. It is interesting that the results confirm there is a feeling of pride and confidence in the writing task. In this light, in response to statement eleven, 35.4% "agree" and 18.2% and "strongly agreed" that their writing presents a professional image.

In contrast, the results show a significant disparity between "strongly disagree" and "strongly agree" responses and also between "agree and disagree." However, by merely condensing the five-point to three ("disagree," "neither agree nor disagree," "agree") and totaling the scores for each group, it is evident that over 50% of respondents, agree on the statements except for item 1, in which 41+72, x̄=113 (disagree) 51 (neither agree nor disagree) 117+33 =150 (46.72%).

Generally, the mean and standard deviation scores are similar and moderate, with overlap between these tests. The results show that all factors have a median value of x̄=2.5. Within individual universities, ACU has the highest scores on fifteen statements and the lowest mean on all the statements. The highest score of x̄=4.11 was statistically significant for students concern about a person's view of their work. The lowest, x̄=1.92, indicates that expressing ideas in writing is a waste of time.

Table 6: Respondents responses to writing behaviour of students in the three Universities

Statements as in Table 5	KWASU		UI		ACU	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.
1.	3.06	1.37	3.11	1.22	3.09	1.20
2.	3.63	1.13	3.87	.92	3.94	1.08
3.	3.52	1.11	3.66	1.02	3.61	1.09
4.	3.40	.98	3.71	.94	3.72	1.03
5.	3.32	1.13	3.65	1.01	3.43	1.08
6.	3.20	1.19	3.84	.86	3.46	1.15
7.	3.29	1.40	3.46	.99	3.33	1.21
8.	3.37	1.09	3.96	.87	4.01	.99
9.	3.63	1.21	3.88	.89	3.76	.95
10.	3.51	1.06	3.38	1.06	3.37	1.18
11.	4.22	1.15	3.48	1.04	3.46	1.03
12.	4.09	1.15	3.79	.93	3.86	1.13
13.	3.45	1.104	3.71	1.10	3.90	.96
14.	3.94	2.50	3.74	.86	3.51	1.07
15.	3.60	1.07	3.52	.96	3.75	1.00
16.	3.83	.99	3.80	.83	3.76	1.03

A comparative analysis of perceived behavioral factors in the three universities is in Table 6. Analysis indicates that the mean for these actions is above midpoint ($\bar{x}$ =2.50). The highest mean is $\bar{x}$=4.22, followed by 12, $\bar{x}$=4.09 supporting the perception that their writing was professional. These responses are from KWASU, Another result in this category and from ACU is item 8, $\bar{x}$= 4.01. This result supports proofreading to identify mistakes. Generally, the results indicate moderate writing behavior in all the three universities.

Section D: Environmental Factors

The second question sought to establish the extent the learning environment factors had contributed to the knowledge, skills, and personal development of students. The questions were developed from learning experiences, competencies, interaction among peers and lecturers, and the activities they participate in. The incidents represent aspects of the learning environment which students were exposed and could partly determine students' behavior.

Table 7: Respondents experience with environmental factors

	Environmental factors	None	Very little	Quite a bit	Very much	x̄	S.D.
1.	Writing clearly and effectively	36 11.5%	50 15.9%	113 36.0%	115 36.6%	3.04	1.47
2.	Analyzing learning needs that would improve personal performance and writing	29 9.2%	66 21.0%	122 38.9%	97 30.9%	2.92	0.95
3.	Learning effectively on your own	20 6.4%	48 15.2%	112 35.7%	134 42.7%	3.25	1.87
4.	Raising awareness of and reflecting upon the conventions of project writing	35 11.1%	62 19.8%	124 39.5%	93 29.6%	2.89	0.96
5.	Talking with students in case you find it difficult to understand what project writing assignments are asking	32 10.2%	71 22.6%	120 38.2%	91 29.0%	2.86	0.95
6.	Reflecting on experiences to identify strengths and weaknesses in order to assess what you need to learn	33 10.5%	79 25.2%	124 39.5%	78 24.8%	2.79	0.94
7.	Understanding what is expected of you in writing assignments	19 6.1%	72 22.9%	120 38.2%	103 32.8%	2.98	0.90
8.	Talking/discussing with lecturers regularly, not only when you attend their classes	33 10.5%	86 27.4%	114 36.3%	81 25.8%	2.77	0.95
9.	Encouraging students to adopt the teacher as a role model	39 12.4%	90 28.7%	110 35.0%	75 23.9%	2.70	0.97
10.	Discussing educational objectives with teachers	34 10.8%	76 24.2%	126 40.1%	78 24.8%	2.79	0.94

11.	Discussing writing objectives with lecturers	35 11.1%	89 28.3%	118 37.6%	72 23.0%	2.72	0.95
12.	Monitoring and reviewing writing performance against job targets and objectives	33 10.5%	81 25.8%	121 38.5%	79 25.2%	2.78	0.94
13.	Learning from watching what others do, imitating and replicating their behavior	36 11.5%	76 24.2%	111 35.3%	91 29.0%	2.82	0.98
14.	Lecturers do not influence students unless students attend their classes	45 14.3%	69 22.0%	117 37.3%	83 26.4%	2.76	1.00
15.	Creating effective learning environment that depends on participation with lecturers administrative staff	22 7.0%	80 25.5%	125 39.8%	87 27.7%	2.88	0.90
16.	Taking the initiative in raising problems or difficulties encountered in your project	28 8.9%	57 18.2%	134 42.7%	95 30.2%	2.94	0.92

Table 7 shows the mean and standard deviation scores of the perceived 16 environmental used for the analysis are above average ($\bar{x}$=2.50). This is an indication that all the students have moderate gains and development from generalized environmental learning activities and experiences. The highest score of $\bar{x}$=3.25 (item three) concerns skill for effective self-directed learning. In this category, 134 (42.7%) respondents have 'quite a bit of knowledge; 112 (35.7%) have a lot 48 (15.2%) very little, and 20 (6.4%) no knowledge.

On the development of personal variables involving cognition (specifically items 1, 6,7, 16), the analysis shows that the largest cluster of respondents learns quite a bit of knowledge. This category includes 134 (42.7%) who take the initiative in raising problems (124: 39.5%) reflecting on experiences to identify strengths and weaknesses, whereas 33 (10.5%) gained nothing. The least number of respondents concerning cognition involves 9.2% who attach no importance to the importance of analyzing learning needs.

Analysis of items 9, 13, and 14 in Table 7 shows that the students know the importance of interaction with others, including peers and lectures, through discussion, observation, and modeling. Taking the result from the perception of those who have learned quite a bit, 40.1% learn through discussion with teachers, 38.2% talk with other students, and 35.3% learn from watching what others do, imitating and replicating their behavior. Furthermore, the results show that on the

importance of having a teacher as a role model, 75(23.9%) and 110 (35.0%) learned very much and quite a bit of knowledge, respectively. Concerning creating encouraging atmosphere, 125(39.8%) learned "quite a bit" of knowledge, 87 (27.7%) learned "very much", 80 (25.5%) learned "very little" and 22(7.0%) "none". All the results support specific activities related to the creation of an encouraging environment that encourages the development of positive attitude or behavior.

Table 8 Scores of environmental factors by individual Universities

Statements as in Table 7	KWASU N= 65		U.I. N= 107		ACU.N =142	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.
1.	3.03	2.65	3.12	.93	2.99	1.00
2	2.85	1.00	2.92	.870	2.95	.98
3	3.15	.92	3.43	2.92	3.16	.94
4	2.86	1.06	2.92	.90	2.89	.99
5	2.94	.86	2.71	.911	2.94	1.02
6	2.58	.98	2.83	.89	2.85	.95
7	2.88	.98	3.01	.86	3.01	.90
8	2.55	1.09	2.79	.91	2.87	.93
9	2.74	1.00	2.69	.99	2.70	.95
10	2.58	1.04	2.88	.87	2.82	.94
11	2.63	.99	2.76	.93	2.74	.97
12	2.62	1.07	2.92	.80	2.76	.97
13	2.74	1.05	2.73	.92	2.93	1.00
14	2.78	1.07	2.75	.92	2.76	1.05
15	2.89	.94	2.87	.86	2.90	.91
16	2.77	.99	3.03	.88	2.96	.90

A comparative analysis of perceived environmental factors in the three universities is in Table 8. Analysis indicates that the mean for these actions are above midpoint. This is also an indication that students gained average positive knowledge from generalised environmental learning activities in their respective universities. The results are similar and moderate although learning effectively on one's own is statistically higher than other variables in the three universities.

Hypothesis Testing

H$_0$1: There is no meaningful relationship between writing attitude and ecological factors on project writing performance in Kwara State University

Table 9: Test of significance for relationship between writing attitude and ecological factors on project writing performance atKwara State University

Writing attitude	Pearson Correlation	.353**
Environmental factors	Sig. (2-tailed)	.004
	N	65

*. Correlation is significant at the 0.05 level (2-tailed).

The result of the first hypothesis in Table 9 shows there is a meaningful correlation between writing attitude and ecological factors on project writing at KWASU (r = 0.353, p 0.004<0.05). The result rejects the null hypothesis and accepts the alternative.

H$_0$2: there is no meaningful relationship between writing attitude and ecological factors on project writing performance in University of Ibadan

Table 10. : Test of significance for relationship between writing attitude and ecological factors on project writing performance in University of Ibadan.

Writing attitude	Pearson correlation	.288**
	Sig. (2-tailed)	.003
Environmental factors	N	107

*. Correlation is significant at the 0.05 level (2-tailed).

The result of the second hypothesis in Table 10 shows there is a moderate correlation between writing attitude and ecological factors on project writing at the University of Ibadan is (r = 0.288, p 0.003<0.05).The result rejects the null hypothesis and accepts the alternative (H $_a$)

H$_0$3: There is no meaningful relationship between writing attitude and ecological factors on project writing performance in Ajayi Crowther University.

Table 11: Test of significance for relationship between writing attitude and environmental factors on project writing performance in Ajayi Crowther University

Writing attitude	Pearson correlation	.245**
Environmental factors	Sig. (2-tailed)	.003
	N	142

The result of the third hypothesis in Table 11 shows there is a moderate correlation between writing attitude and ecological factors on project writing at Ajayi Crowther University (r = 0.245, p-value 0.003<0.05). The result rejects the null hypothesis and accepts the alternative

H₀4: There is no meaningful joint effect of writing attitude and ecological factors on project writing performance of all the students in the three universities.

Table 12: Regression analysis of writing attitude and ecological factors of all the students in the three universities

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	58.667	52	1.128	2.275	.000
Residual	129.451	261	.496		
Total	188.118	313			

R = .430

R^2 = .185

Adj. R^2 = .078

The results from the above data analysis reveal that writing attitude and ecological elements have multiple correlations with project writing performance of respondents. Moreover, the test of the fourth hypothesis shows that writing attitude and environmental factors when taken together on all the three universities have common effect on project writing performance of the respondents (F= 2.275; R = . 430, R^2 = .185, Adj. R^2 = .078, P< .05).

Table 13: Summary of test of significance for writing attitude and environmental factors to predict project writing of the respondents

Model	B	Beta	t	Sig.
(constant)	1.270		3.842	.000
Writing attitude	0.201	0.292	3.817	.000
Environmental factor	0.132	0.309	2.872	.015

The result on Table 13 shows contribution of writing attitude and environmental variables on project writing each of the independent variables on the dependent: Writing attitude (β= .201, p < .05) and Environmental factors (β= .132, p < .05) on project writing performance of the respondents in the three universities.

DISCUSSION

Analysis of data of the study highlighted attitude, behavior, and environmental factors that may positively or negatively influence project writing of undergraduate students of Library Science and Information and Communication Technology in selected universities in Nigeria. Generally, the students received lectures on Research method, a crucial course that lays the foundation for and also determines successful accomplishment as reported by (Mbofung, 2000; Ilo & Ifijeh, 2010; Ifedili & Omiunu, 2012; Mbofung, 2018). In this light, the result can be used to interpret the submission that students' attitude to project work is a product modified by what is taught and learned, representing components of the learning environment, thus featuring part of the framework of social learning theory.

The positive attitude that emerged powerfully, which also anchors many others, is confidence and pride in developing and adopting writing strategies. These attributes are inference from the ability of students to express their ideas in writing without fear of evaluating of their work for publication. Furthermore, by agreeing that writing is a habit and the more one writes, the better one becomes, in addition to the belief that people would enjoy their write up and consequently looked forward to writing down their ideas. An individual can use these characteristics to argue favorably for conviction and motivation with self-directed learning strategies. These characteristics, as indicated by Bandura, (1999) are in the domain of psychological or emotional factors of the brain and emphasize possession of internal self-referent beliefs about abilities and successful accomplishment of tasks. The results also substantiate the multi-dimensional relationship of attitude and environmental factors that can add positive value to project work performance

However, the study found that some students also had a negative attitude to project writing. While some students found project writing stressful, others expressed nervousness and fear because they knew their work would be evaluated. These negative feelings which might become obstacles would need reinforcement with positive attitude involving motivation as indicated by Petric (2000).

The second objective revealed that the strongest behavioral tendencies that are likely to influence project writing performance hinged on possession of relevant knowledge and ability to gather resources before the commencement of writing, sensitivity to an audience, identifying specific problems, and proofreading for mistakes. In practice, students were time conscious, sensitive to a host of situations, and mindful of consequences. The result is consistent with researches that have reported the interrelationship between behaviors that the students have demonstrated, learning experiences, and their standardized learning environment (Petric,2002; Bandele & Adebule, 2013; Mensah, et al., 2013; Mbofung (2018).

The findings indicate that the majority of students engaged in a specific set of goal-setting practices used in identifying methods for modifying or changing behavior. At the appropriate time, they sought help and feedback from others, suspended writing for a while to accommodate a re-think and evaluation. These are controlling and mechanical characteristics embedded in self-efficacy. These positive actions form part of planned behavior that yields positive rewards (

Stacovic & Luthan, 1998; Mensah, et al. 2013) By applying social learning theory, one can do a trait analysis to determine the positive and negative attitudes of students to project writing.

Nonetheless, the results also recorded negative feelings that could be strengthened by any motivating action. Such action encourages the students who, though they made many mistakes while writing, did not give up but chose appropriate ways to convey the message. Theoretically, the results can explain the expression that: the more the students interpret behavior, the more likely they will engage in that behavior with confidence.

The use of attitude and behavior criteria established a significant relationship that substantiates the notion that negative belief can generate a positive or further negative attitude. These reactions act bi-directionally. In this way, to one student, the experience could become a self-regulating measure emphasizing motivation while to another, it could be a demoralizing stimulus that instills fear and anxiety over the writing project. Thus, the results established scenarios that depict a possible clash between attitude and behavior. Therefore, the practical significance of the study supports the reports of Petric, 2000; Bandele &Adebule (2013).

The results of the environmental actions identified cognitive variables that contributed to students' capability to learn and understand, in addition to monitoring and reviewing writing performance against job targets. These skills anchor self-efficacy viewed as both cognitive and mechanical activities that enable students to think and analyze their experiences and make alternatives if need warrants. Furthermore, by acknowledging the role of a model, the students have become observers. This is an encouraging situation that enables students come up with new ways of thinking and acting, and the lecturers can make knowledge more explicit, thereby enhancing learning outcome. However, it is important to state that the interactions between these factors will vary depending on individual students, their particular attitude/behavior, and the specific situation in which the behavior occurs (Bandura, 1999). The practical implication of the result for the lecturers is that by their actions, they have become crucial players in creating the environmental and social actions that have a moderate influence on the attitude of students to project writing. Thus as indicated by Latham & Saari, 1978, lecturers are not only influencing the students, but they are creators of the enabling environment.

On the assumption that there might be experiences not covered by the structured survey, there was a provision for requesting the students to comment on their experiences at the entire educational environment, including the general atmosphere and administrative personnel. Interestingly, a majority of respondents in each university said the general atmosphere as conducive for learning. However, only a negligible number of respondents indicated an unsupportive environment. The most significant responses addressed the administrative staff as "unhelpful" and "unsympathetic." While a few comments on lecturers were commendable, some responses used the terms "harassment" and "inconsiderate" to describe them.

The hypothetical result for each of the three universities highlighted a moderately significant relationship between the attitude of students and environmental situations. Secondly, the regression analysis reinforces writing attitude and environmental factors having multiple correlations with project writing performance of students. Furthermore, writing attitude/behavior

and environmental factors when taken together in the three universities have a significant joint effect on project writing performance of students (F= 2.275; R = . 430, R^2 = .185, Adj. R^2 = .078, P< .05). These variables are specific subscales of social learning theory as a theoretical predictor of influence of environment students' attitude/behavior activated from direct experience.

The theoretical significance of the study also strongly shows that the continuous interaction between the personal factors of the students and the learning activities, situations, relationships have created a link for assessing individual student's reality formed by interacting with the environment and one's cognition over a while.

CONCLUSION

The study has established various aspects of undergraduate students' attitudes and behavior and interrelation between the learners' attitudes towards project writing and their learning experiences in the formal learning environment. The overall results indicate a moderate contribution of attitude/behavior and environmental variables to how students approach their project writing tasks.

The results of the analysis of data validate the conclusion that by using specific subscales of social learning theory as a theoretical predictor, one would gain a better understanding of students' attitudes activated from direct experience and subsequent influence of project writing.

The regression analysis has allowed one to examine the relationship between the variables in the survey and also to establish whether any correlations are significant. By this, the result can be used to interpret the submission that students' attitude to project work is a product modified by content of preparatory course and learning activities as components of the learning environment, thus featuring the framework of social learning theory.

Recommendations. The following recommendations are made based on the findings for consideration and use by different stakeholders.

- Students should work with a preparatory course which deals with research strategies and activities that lay the foundation and also determine the success of a task.
- Students should be encouraged to develop a positive attitude and adopt writing strategies aimed at enhancing the quality of work with confidence
- Students should be encouraged to engage in evaluation and goal-setting practices to be able to identify strengths and weaknesses. These self-regulating practices form part of planned behavior that yield a positive outcome.
- Lecturers should create an encouraging environment by providing course content, resources, and opportunities for interaction with students.

Limitations

The study had some limitations. The study was cross-sectional, with as many respondents drawn from representatives of federal, state, and private universities in one geographical zone of Nigeria. The survey research design of longitudinal type can be adapted to gather data over a while from a more diverse sample of final year undergraduates. This change may assist in collecting more generalized findings to determine how the variables affect project writing. Although the internal consistency of the scales was adopted from literature, the instrument for the survey was self-constructed to assess perceived knowledge gained from the learning environment that may support competency development in project writing

References

Aina, L. O. (2004). *Library and information science text for Africa*. Ibadan, Oyo State: Third World Information Services Limited, 333-355.

Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior*. Englewood Cliffs, NJ: Prentice-Hall.

Akay, E., & Toraman, Ç. (2015). Students' attitudes towards learning English grammar: A study of scale development. *Journal of Language and Linguistic Studies, 11(2)*, 67-82. Retrieved from https://www.researchgate.net/publication/282577201_

Baker, J. A.(1995) Depression and suicidal ideation among academically gifted adolescents. 39(4), 218-223. Retrieved from https://doi.org/10.1177%2F001698629503900405

Bandele, S.O ., & Adebule, S.O. (2013). Patterns of university graduating students' attitude to research work. *International Journal of Educational Research and Technology. 4(3)*, 98-103. Retrieved from http://www.soeagra.com/ijert/ijertsept2013/12.pdf

Bandura, A. (1997). Social cognitive theory and self-efficacy: Going Beyond traditional motivational and behavioral approaches. In Stajkovic, A. D. & Luthans, F. *Organizational Dynamics*, *26(4):62-74 ·* DOI: 10.1016/S0090-2616(98)90006-7

Bandura, A. (1999). *A social cognitive theory of personality*. In L. Pervin & O. John (Ed.), Handbook of personality (2nd ed.), 154-196. New York: Guilford Publication. Retrieved from https://www.uky.edu/~eushe2/Bandura/Bandura1999HP.pdf

Darling-Hammond, L., Flook, L., Cook-Harvey, C. Baron, B. & Osher, D. (2019). Implications foreducational practice of learning and development. *Applied Developmental Science, 24(2)*. Retrieved from http://doi.org/10.1080/10888691.2018.153 779/2019

Kay, D., & Kibble, J. (2016). Learning theories 101: application to everyday teaching andscholarship. Retrieved from http:// doi.org/10.1152/advan.00132 2015

Khan, S. B., & Mohakud, L. L. (2018). Attitude of students towards the effectiveness of project based learning (PBL) at higher secondary level in West Bengal. Retrieved from http://wwwresearcgate.net/public

Latham, Gary. P., & Saari, L. M. (1978). Application of Social-learning theory to training supervisors through modeling. *Journal of Applied Psychology, 64(3)*, 239-246. Retrieved from https://www.academia.edu/22823136/Application_of_social-learning_theory_to_training_supervisors_through_behavioral_modeling

Lovelace, M., & Brickman, P. (2013). Best practices for measuring students' attitudes toward learning science. *CBE Life Sciences Education, 12(4),* 606-617 · Retrieved from https://www.researchgate.net/publication/259114308_Best_Practices_for_Measuring_Students'_Attitudes_toward_Learning_Science

Maguire, M., Reynolds, A. E. & Delahunt, B. (2013). Self-efficacy in academic reading and writing, authorial identity and learning strategies in first year students. *All Ireland Journal of Teaching and Learning in Higher Education (AISHE-J), 5 (2)*, 1111-1117. URL: http://ojs.aishe.org/index.php/aishe-j/article/view/[111]

Maio, G., & Haddock, G. (2010). *The psychology of attitude and attitude change*. London: SAGE Publications Ltd.

Mbofung, U. I. (2000). Student's project write-ups in Polytechnic: issues arising. *Nigerian Library and Information Science Review, 18 (1&2)*, 7-17.

Mbofung, U. I. (2018). The impact of adoption of standard supervision procedure of undergraduate research dissertation in Ajayi Crowther University, Oyo, Nigeria. *Crowther Journal of Science and Humanities 1(1).* Retrieved from https://acujournal.acuoyo.net/index.php/cjsh/article/view/37/36

Mensah, J. K., Okyere, M., & Kuranchie, A. (2013). Student attitude towards mathematics and performance: Does the teacher's attitudes matter? *Journal of Education and Practice,* 132-139.
https://www.researchgate.net/publication/334122369_Student_attitude_towards_Mathematics_and_performance_Does_the_teacher_attitude_matter

Olagbaju, O. O. (2020). Cognitive styles and gender as predictors of student' achievements insummarizing writing in selected schools in Ibadan. *Hindawi Education Research International.* Article ID 8462368, Retrieved from https://doi.org/10.1155/2020/8462368

Opara, I. J., & Ekeh, P. U. (2017). Selected variables influencing undergraduate student's attitude toward educational research writing in University of Port Harcourt, Rivers State, Nigeria. *International Journal of Education, Learning and Development, 5(10)*, 9-18. Retrieved from http://www.eajournals.org/wp-content/uploads/Selected-Variables-Influencing-Undergraduate-Students%E2%80%99-Attitude-toward-Educational-Research-Writing-In-University-Of-Port-Hacourt-Rivers-State-Nigeria.pdf

. Pagliawan, D. L. (2017). Feature writing style for academic and scholarly writing. *AcademicJournal of Interdisciplinary Studies, 6(2)*, 35-41. Retrieved from doi: 10.1515/ajis-2017-0004

Papanastasiou, E. (2005). Factor structure of the "attitudes towards research" Scale *Statistics Education Research Journal, International Association for Statistical Education* (IASE/ISI) *(1), 16 -26,* Retrieved from http://ww.stat.auckland.ac.nz/serj

Petric, B. (2002). Students' attitude towards writing and the development of academic writing skills.
Writing Centre Journal 22(2) 2, 9-27. Retrieved from http://repository.essex.ac.uk/11725/1/WCJ22.2_Petric.pdf

Phuong, H. Y., Tu, L. , Hong, C., & Yen, H. (2017). Students' attitudes towards project activities in pilot English textbooks. Retrieved from https://www.researchgate.net/publication/323412895

Prat-Sala, M., & Redford, P. (2012). Writing essays: Does self-efficacy matter? The relationship between

Self-efficacy in reading and in writing and undergraduate students' performance in essay writing. *Educational Psychology, 32*(1), 9–20. https://doi.org/10.1080/01443410.2011.621411

Rafanello, D. (2008). Writing well: it's all about attitude. *Professional Writing Exchange, 58-59* . Retrieved from http://www2.csudh.edu/ccauthen/575S12/attitude-surv.pdf

Saglamel, H. & Kayaoglu, M. N. (2015). English major students' perception of academic writing: a struggle between writing to learn and learning to write 1. *Journal of History Culture and Arts Research, 4(3).* Retrieved from http//www doi: 107596=aksadv413477   Confirm source

Samsudin, Z. Shamsudin, Z, & Arifs, F. M. (2017). The application of Bandura's social learning theory in the teaching of academic writing. *Global Journal of Business and Social Science Review, 5 (2),* www.gatrenterpri se.com/GATRJournals/i ndex.html

Stern, H. H. (2009). *Fundamental concepts of language teaching.* New York: Oxford University Press.UNESCO.

Stajkovic, A. & F. Luthans, F. (1998). Social cognitive theory and self-efficacy: going beyond traditional motivational and behavioral approaches, *Organizational Dynamics, 26(4),* 62-74. doi:10.1016/S0090-2616(98)90006-7

University of Houston. (2006). *"Undergraduate writing assessment". Undergraduate Council Core Curriculum of University of Houston.* 28p. Retrieved from http://www.uh.edu/writecen/Resources/UndergraduateWritingAssessmentSpr06.pdf

Wanchid, R. D., & Wattanasin, K. (2015). The investigation of attitude toward project work in enhancing independent learning in English 1at King Monkut's University of Technology North Bangkok. Retrieved from http://www.richtmann.org/journal/index.php/mjss/article/view/7527

Wang, S. C., & Guo, Y, J. (2011). Counseling students' attitudes towards research methods class. Ideas and research you can use: VISTAS 2011 12(4): 606–617. . Retrieved from http://counselingoutfitters.com/ vistas/vistas11/Article_30.pdf