



WRITING LITERATURE REVIEW: PERCEPTIONS OF SCIENCE EDUCATION FINAL YEAR UNDERGRADUATE STUDENTS IN TERTIARY INSTITUTIONS IN GOMBE STATE

Peter Dogo PhD

Department of Science Education
Faculty of Education
Federal University of Kashere, Gombe, Gombe State
talk2peterdого@yahoo.com

And

Bala Ayuba

Department of Science Education
Faculty of Education
Federal University of Kashere, Gombe, Gombe State
balaayuba1@gmail.com

And

Yahuza Biwai

Department of Educational Foundations
Faculty of Education
Federal University of Kashere, Gombe, Gombe State
yahuzabiwai@yahoo.com

And

Luther Ibrahim

Department of Mathematics
School of Science
Adamu Tafawa Balewa College of Education Kangere,
Bauchi, Bauchi state, Nigeria
lutheribrahim66@gmail.com

Abstract

The study investigated the writing literature review: perception of science education final year undergraduate students in tertiary institutions in Gombe State Nigeria. The study employed a descriptive survey research design. The target population for the study was 1020 final year students from the study institutions. The sample of 287 respondents was retained using Yamane method. A purposeful sampling technique was also employed for chosen the category of subjects. The study used a questionnaire instrument to seek responses from respondents based on research questions designed for the study. Finding revealed few (25.0%) candidates do perceive conceptual framework in literature writing. More (89%) of the same candidates not agreed perceived theoretical framework in a literature writing while few (15.0%) strongly agreed to perceived empirical review study as aspects in a literature writing. Further findings revealed (30%) candidates perceived gab identification as a requirement in chapter summary in literature review writing. The implication here is that, there is very low level of perception of a literature review writing among undergraduate final year students in science education. The study recommended that students should be taught literature review writing in their research methodology. The need to engage final year candidates on concept paper presentation during lectures seminar and workshops.

Key Words: Perception, Literature review, Writing, Science, Education



Introduction

A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing the researcher to identify relevant theories, methods, and gaps in the existing research. Dogo, Titus and Ayuba (2024) maintained that reviewing literatures is like finding pieces of a jigsaw puzzle and putting them together. See clearly where the missing pieces of information and a step to avoidance of plagiarism. Literature reviews are often found at the beginning of research articles. This is because the literature review shows the reader where the research community is up to in researching that topic and highlights gaps in the existing research. A literature review helps young researchers build their knowledge in their fields of studies and also helps in identifying important concepts as variables, research methods, and experimental techniques that are used to solve real world problems. The reviewing of literatures is that enable researchers read, and get a better understanding of how research findings are presented and discussed in particular discipline. The researcher's ability to read and understand relevant Literatures enable to write successfully a step to contribution to knowledge.

Dogo, Bundot and Lawal (2021) maintained that writing a comprehensive literature review research student in the Nigerian universities must incorporate and involve the following subheadings, introduction, conceptual framework, theoretical framework, empirical studies and chapter summary. The introduction remains the integral part or section of a literature review. The section restates the research topic of the main research topic research objectives and research questions. Dogo put idea behind the restatement of the research topic is to give a researcher and opportunity to outline or spelt out relevant Literatures to be review.

Another important aspect of a literature is the conceptual framework of the study. This is a content that requires a researcher to define and explain variables or concepts that concern the research topic of the study. The variables or concepts may reveal some gabs that need to be studies, and addressed scientifically. In this part of the literature review, all concepts are discussing in detail with empirical supports. Here research students are expected to view, make comments and even criticize use and makes attempt to address gabs. The ability to explain and write scholarly on conceptual can lead to the review of existing but relevant theories in research work.

Hussein (2019) in a study on theoretical framework as mandatory ingredients for quality research agreed with such placement. Since aspects involve a review of theories developed or adopted by experts in the field of study. Theoretical frame work is guiding the study under a number of theories by some researchers which is relevant to the research topic and incorporated. A research topic identify by any researcher at any level of education must have a base or back up with relevant theories. A researcher developing research objectives, research questions and research hypothesis must take into cognoscente relevant theories that support the study.

In reporting of relevant theories as relevant literatures, care must be taken to ensure the chosen theories have demonstrated a good contribution and the need for their implication to the study. If theories are relevant, make the researcher to carry out activities successfully and without any hindrances. It therefore pave way for them identify those aspects of empirical studies in theories that needs to be reviewed.

The empirical study is another important and critical aspects of a literature review writing. In most Nigerian universities, the research students in their final year of



project writing find it to comprehend this aspect of literature review. Bafge (2023) view empirical study as researcher's difficult ability to criticize or argued scientifically on literatures discussed and explained earlier. The ability to see where other studies have failed and address a particular gap that concerns the current study. The researcher's ability to scrutinize and digest the scope of the study necessitate this study. An effective and comprehensive empirical study gives the researcher the opportunity to address all gaps identified.

Bitrus (2022) maintain that the researchers lack of proper knowledge in writing literature review may likely experience, the following challenges, frustration, plagiarism, incompetency, and others. The above challenges are always experienced among to students in Nigerian universities specifically to students in tertiary institutions in Gombe State, Nigeria.

Statement of the problem

Writing project in science education among final year students in the Nigerian universities is very important and necessary. The activity is a core course as part of graduation. Final students who are research students write a project as a contribution to knowledge in their fields of studies. Writing a project therefore cannot be completed without the perception of literature review writing. A literature review is that piece of information obtain from various sources globally and locally. Literatures are also set of knowledge written documents which are circulated through any means of communication for consultation and usage both by young and renounce researchers in their fields of studies. The existing Literatures if properly reviewed, perceived and assessed lead free from bias, it's likely to bring out gaps and limited study that need to be address and generalize.

However, most research University students do encounter prostration and lost

direction when it came to literature review writing. Most students do pay less attention in the connection between Literatures to be review with the research topic and research objectives of the study. Research students only explore their knowledge on using irrelevant Literatures. Their approaches and responses during both oral and internal defense are clear evidences that they need to understand literature review writing. This kind of challenge may not be unconnected to the Nigerian research students in their final year particularly in Gombe State. Hence, the need to investigate the perception of science education final year undergraduate students' writing literature review in tertiary institutions in Gombe State Nigeria.

Objectives of the Study

The main objectives of the study were to determine the level perception of literature review writing among final year students in science education at tertiary institutions in Gombe State, Nigeria. Specifically, the study sought to;

1. Find out the perception level of science education final year students on conceptual framework in literature writing in tertiary institutions in Gombe State.
2. Find out the perception level of science education final year students on theoretical framework in literature writing in tertiary institutions in Gombe State.
3. Find out the perception level of science education final year students on empirical studies in literature writing in tertiary institutions in Gombe State.
4. Find out the perception level of science education final year students on challenges faced in literature writing in tertiary institutions in Gombe State.



Research Questions

1. What is the perception level of science education final year students on conceptual framework in literature writing in tertiary institutions in Gombe State?
2. What is the perception level of science education final year students on theoretical framework in literature writing in tertiary institutions in Gombe State?
3. What is the perception level of science education final year students on empirical studies in literature writing in tertiary institutions in Gombe State?
4. What is the perception level of science education final year students on challenges faced in literature writing in tertiary institutions in Gombe State?

Methodology

The study employed survey research design. The design was suitable as it seems to describes some attributes on define variables under study. The study was conducted at tertiary institutions in Gombe State Nigeria. The study considered high institution that train science teacher education with emphasis on science teacher based.

The population of the study were all the four tertiary institution that offered courses for Science Teacher Education for first degree programme. Only final year students

were considered with a total number of 1020 from the four tertiary institutions. A sample size of 287 was used for the study. The sample was computed based on Yamnane methods. A Purposeful sampling technique was also used to select the sample size. A non-proportional sampling was also used to select students from the four schools under study.

The study used five-point likert scale structured questionnaire. The items on the structured questionnaire were developed based on the four research questions formulated.

Results

The results are presented based on the research questions.

Research Question One

What is the perception level of science education final year students on conceptual framework in literature writing in tertiary institutions in Gombe State?

The research question was set in order to test the objective one of the study. Respondents were required to indicate their perception level on conceptual framework in literature review writing in project work. The responses from responded using Likert scale of measurement as to; very high (VH), High (H), very low (VL), low (L), poor (P). The Table below presented the result.

Table 1: Percentage Responses on levels of perception on conceptual framework by final year students (n =287)

S/N	STATEMENT	VH	H	VL	L	P
1	I do explain concepts as variables in writing literatures	25.0	5.0	10.2	55.5	5.5
2	I always depend on authors work and copy directly when citing from source	50.3	20.3	15.3	12.1	2.0
3	The explanation of concepts lead me to gabs identification	15.0	10.5	10.5	5.0	60.0
4	I only depend on literatures	18.0	10.0	5.0	5.0	62.0
5	I come across when writing my conceptual framework	45.5	25.5	10.5	10.5	10.0



Table 1. Above indicated (25) have shown very high level of perception can define and explain variables as concepts in conceptual framework. The same findings revealed more (60) have poor level of perception in gaps identification. Further findings revealed more 62 respondents indicated poor level of perception in using any literature they come across. The implication here is that final year students' lack of conceptual framework perception can affects their abilities in the development of literature review writing in a project work.

Research Question Two

What is the perception level of science education final year students on theoretical framework in literature writing in tertiary institutions in Gombe State?

The research question was set in order to test objective two of the study. Responses obtained were based on likert five scales of measurements. Respondents were required to indicate their perception level on the theoretical framework in literature review writing. Responses were measured as very high, high, low and poor. The table below presented the result.

Table2: Percentage Responses on level of perception on theoretical framework final year students (n 287)

S/N	STATEMENT	VH	H	VI	L	P
1	I always discuss any relevant theory I came across in my literature review.	60.5	30.5	10.5	0.0	5.0
2	I choose the most relevant theory out if few discussed.	10.0	10.0	0.00	11.0	89.0
3	The theories identified and discussed by me can lead me to gaps identification.	10.0	10.0	0.00	70.0	10.0
4	I can identify some activities as contributions in theories discussed and relate to my work.	40.5	10.5	10.9	10.0	30.0
5	I can access my theory as literatures for project Writing Very Easy.	25.0	10.5	60.5	4.5	0.00

Table 2. indicated More (89%) students perceived to very low extend to theoretical framework discussion relevant theories in writing literature reviews. Further findings reveal more 70 per indicated low level of perception students in using theories to identified gaps and challenges that need to be address. Research students' weakness to use theories for gaps identification is an implication.

Research Question Three

What is the perception level of science education final year students on empirical

studies in literature writing in tertiary institutions in Gombe State?

The research question was set in order to test objective three of the study. Responses obtained were based on likert five scales of measurements. Respondents were required to indicate their perception level on empirical studies in literature review writing. Responses were measured as Very high, High, Very Low, Low and Poor. Table below presented result



Table 3: Percentage Responses on level of perception on empirical studies. (n 210)

S/N	STATEMENT	VH	H	VI	L	P
1	I can read, and understand any literature reviewed	15.0	10.0	5.0	60.0	5.0
2	, I do relate my reviewed literatures with my work or research topic.	5.0	20.0	5.0	20.00	60.0
3	I hardly identified gaps when making valid judgments on literatures review.	20.0	5.0	10.0	60.0	5.0
4	I find it difficult to clearly spelt out gaps from each literature identified	10.0	5.0	10.0	5.0	70.0

Table3. Above indicated that most 60 student lack the idea of empirical study review as only few (15) students has shown very high level of perception that can read and understand literatures reviewed since more 60 students have shown poor level of perception on the same literatures. The same findings indicated more 60 students agreed cannot use their Literatures to identified gaps that need to be address. Since only 20 have indicated high level of perception that can use Literatures review for gaps identification. The implication here is that most students find it difficult to perceive all empirical studies reviewed. The situation therefore become worrisome and

lack focus on part of our research students. When it comes to project writing.

Research Question four

What is the perception level of science education final year students on challenges faced in literature writing in tertiary institutions in Gombe State?

The research question was set in order to test objective of the study. Responses obtained were based on likert five scales of measurements. Respondents were required to indicate their level of perception on kinds of challenges faced when writing literatures in literature review writing. Responses were measured as Strongly Agree, four Agreed. Undecided, Strongly Disagree, Disagreed.

Table 4: Percentage Responses on level of perception theoretical framework of final year students (n 287) year students (n 287)

S/N	STATEMENT	SA	A	U	SD	D
1	I find it difficult to identify and discuss relevant concepts from my research topic.	0.0	15.0	10.5	55.0	20.0
2	I find it difficult to identify and discuss and discuss relevant theories	65.0	15.0	0.00	10.0	10.0
3	The theories identified and discussed can lead me gaps identification.	70.0	10.0	0.00	10.0	10.0
4	I always became frustrated when sourcing for relevant Literatures for project writing.	40.5	10.5	10.9	10.0	30.0
5	I look at literature review writing not necessary for my project work.	25.0	10.5	60.5	4.5	0.00

Table4. above indicated more than half 55 if final year students strongly disagreed

with the finding it difficult to identify and discuss relevant concepts from their topics.



The same findings also revealed more 65 agreed to find it difficult to identify and discuss relevant theories that concern their topic since few 10. strongly disagreed. On using theories to identify gaps Instances, activities and gaps, more 70 strongly disagreed cannot do that. Further findings also revealed more 60 strongly agreed could not decide whether using Literatures in their project work is necessary. The implication majority have indicated their level of perception on kinds of challenges they faced. The challenges may not be unconnected their level of perception in the benefits or importance literature review writing in project work.

Discuss of findings

The findings investigated students' responses particularly their level of perception on content if literature writing in science among final year students at tertiary institutions in Gombe state. Finding obtained were based objectives and research questions.

Finding in student's perception level on conceptual framework revealed that only 25 percentages have shown a very high level of perception do define and explain variables as concepts in literature review writings. The same study revealed more (60) research final year students have poor level of perception in gaps identification even after concepts were discussed. Further findings revealed that more 62 students indicated low level of perception in using any literature they come across. The implication here is that final year student's lack of conceptual framework can affect the development of literature review in a project work.

Finding on student's level of perception

On theoretical framework revealed more (89%) of the research students perceived to very low extend on theoretical framework discuss in detail relevant theories on writing

literature reviews. Further findings reveal more 70 students indicated low level of perception in using theories to identified gaps and challenges that need to be address. The research shows student's weakness to use theories for gaps identification is an implication.

Funding in final student's level perception on empirical study revealed that most student lack the idea of empirical study review as only few (15) strongly agreed can read and understand literatures reviewed since more 60 students strongly disagree on their level of perception on the same literatures. The same findings indicated more 60 students agreed cannot use their Literatures to identified gaps that need to be address. Since only 20 percent agreed can perceived and use Literatures review for gaps identification. The implication here is that most students find it difficult to perceived all empherical studies reviewed. The situation therefore become worrisome and lack of focus on part if our research students.

Findings on face by research student, indicated that more than half 55 if final year students strongly agreed find it difficult to identify and discuss relevant concepts from their topics. The same findings also revealed more 65 find it difficult to identify and discuss relevant theories that concern their topic since few 10. Strongly disagreed. On using theories to identify gaps.

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Conclusion

From the findings of this study, it was concluded that, students in science education at tertiary institutions in Gombe State have low perception level of project writing and, most of the students cannot bring out gabs from their empherical studies. It's a clear evidence that final year students did not comprehend the status of literature in project writing.

Recommendations

The study recommended that,

- 1 The lecturers in science education in tertiary institutions should help the students to comprehend the concept of conceptual framework and theoretical framework in literature writing and applied same in their projects writing.
- 2 Teachers or lecturer should ensure research students use their academic abilities and ideas to review of literatures relevant to their study.

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