

CHALLENGES ENCOUNTERED AND COPING STRATEGIES USED BY FINAL YEAR UNDERGRADUATE STUDENTS OF SOCIOLOGY IN PROJECT WRITING AT KOGI STATE UNIVERSITY, ANYIGBA, NIGERIA

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ABSTRACT *The research described in this paper investigates the challenges encountered and the coping strategies used by final year undergraduate students of sociology with regard to project writing at Kogi State University, Anyigba, Nigeria using both case study and ex-post facto design. The sample comprises those 2015/2016 final year undergraduate students of sociology at the institution, who have registered for the project course (Soc 406), carried out field work, and made ready final copies of their project work for submission. Results of the study show that, of all the challenges encountered by respondents in relation to project writing, a lack of money for meeting the financial demands of project work was most common. Likewise, of all the coping strategies used by respondents, sourcing material from cybercafés and libraries with the help of cybercafé and library attendants was of primary importance. The results of hypotheses testing revealed that there is no significant difference in the challenges encountered by male and female respondents, or in the coping strategies used in project writing. In view of these findings, the study recommends that parents should always strive to meet the financial needs of their wards in school. Likewise, the government should complement parents' efforts, as university expenses in Nigeria are a burden many parents can presently hardly afford.*

KEYWORDS: *challenges, coping strategies, undergraduate students, sociology, project writing, Kogi State, Nigeria*

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INTRODUCTION

Historically, sociology as a discipline has its origins in Western Europe during the eighteenth century. It emerged in response to the failure of the earlier existing schools of thought or disciplines to capture the nature of socio-political crises in Europe at that time (Erinosho 2005). Sociology thus served as the best alternative field of science to proffer solutions to the socio-political problems of the time (Erinosho 2005). In Nigeria, the first university to establish a separate department of sociology was the University of Nigeria, Nsukka in 1960 (Ogunbameru 2008). At present, almost all the universities in Nigeria have a separate sociology department.

To earn a bachelor's degree in sociology from any of the Nigerian universities, students, apart from completing and passing all the required and compulsory courses, are also required to write and submit a research project to the relevant department. The research project involves systematic inquiry into an approved topic or theme based on either library or field work, and is conducted under the supervision of teaching staff. The process of project creation by students is known as project writing.

Project writing involves undertaking an empirical investigation into an issue of social concern in the area of culture, gender, inequality, health and aging, population, politics, globalization, economic life, crime, the environment, etc., and is designed to give students the opportunity to put into practice earlier learning about statistical and research methods. Project writing is different from dissertation writing (which is done by Master's students or Master of Philosophy students) and thesis writing (by PhD students) at Nigerian universities. However, projects, dissertations, and thesis are all presented and defended before a panel of experts.

Despite the importance of project writing, it is observable that students always view it as something difficult. The reason for this may be that which students insinuate: since project writing involves steps/procedures that require time, money and commitment, it is sometimes difficult. This means that students fear facing the challenges associated with project writing.

Studies (Olaitan et al. 2009; Tichaona – Onias 2012; Asogwa et al. 2014) have been conducted about the challenges and coping strategies adopted by students during project writing. The findings of these studies have revealed the fact that students face challenges that range from inability to select a researchable topic, a lack of resources/materials, the hostile attitude of supervisors, a lack of will power, a lack of money, and ill health (Olaitan et al. 2009; Asogwa et al. 2014). Tichaona and Onias (2012) have classified project-writing-related challenges into three categories; namely, supervisory, institutional and student-related.

Supervisory-related challenges include research topics being imposed on students by supervisors, the failure of supervisors to return students work promptly, and a lack of research experience and relevant research skill/knowledge on the part of the supervisor. Institutional challenges include a lack of internet services or research materials in school libraries. Student-related challenges include a lack of time, money, and library resources, a lack of commitment and motivation to do research, a lack of adequate theory for the area under research, and family problems/commitments.

As regards coping strategies, Asogwa et al. (2014) in their study identify strategies such as seeking help from lecturers other than the students' supervisors (from topic selection through to the completion of project writing), borrowing money to cope with financial challenges, and constant visits to supervisors' offices to check project files as the main strategies adopted by students to cope with the challenges encountered in project writing.

In spite of the efforts of earlier researchers, related studies have focused on students in disciplines such as educational management (Tichaona – Onias 2012) and agricultural education (Asogwa et al. 2015), and none on undergraduate students of sociology, suggesting that further study is required in this area. As a result, this present study investigates the challenges and coping strategies used by final year undergraduate students of sociology as regards project writing at Kogi State University, Anyigba, Nigeria. The outcomes of this study will be useful in understanding the challenges faced by sociology undergraduate students in project writing, and also provide some ideas about the management of such challenges.

OBJECTIVES OF THE STUDY

Specifically, the study sought:

- (i) To identify the challenges encountered by final year undergraduate students of sociology in terms of project writing
- (ii) To investigate the strategies used by final year undergraduate students of sociology in terms of coping with the challenges encountered in project writing.

THEORETICAL FRAMEWORK

This study is anchored in expectancy-value theory. Expectancy-value theory was developed by John William Atkinson in the 1950s and 1960s in an effort to understand the achievement motivation of individuals. In the 1980s, Jacquelynne Eccles expanded this theory to the field of education. According to expectancy-value theory, students' achievement and achievement-related choices are primarily determined by two factors; namely, expectancies of success, and subjective task values. Expectancies are specific beliefs individuals have regarding their likely success with certain tasks they plan to carry out, while task values refers to how important or useful the individual perceives the task/s to be (Eccles – Wigfield 2002). Theoretical and empirical (Nagengast et al. 2011; Trautwein et al. 2012) work suggests that expectancies and values interact to predict important outcomes such as engagement, continuing interest, and academic achievement. Other factors, including demographic characteristics, prior experience, and perceptions of others beliefs and behavior affect achievement-related outcomes indirectly through these expectancies and values.

In applying this theory to the study, we observe that students often believe that project writing is difficult to accomplish because of the cost/challenges (loss of time, overly high-effort, negative psychological experiences such as stress, etc.) associated with it. This belief leads them to expect that they will perform poorly on project writing tasks. However, subjective task value relates to the motivation that shapes how an individual answers the following question: 'Do I really want to do this task, and why?' Subjective task values can be categorized into attainment value (importance for identity or self), intrinsic value (enjoyment or interest) and utility value (usefulness or relevance) (Eccles 1983). The subjective value students award to project writing is typically, however, tied to utility value. Students see project writing (despite its perceived difficulty) as a useful and relevant component of the work needed to earn a degree in sociology. This task value motivates them to use different kinds of strategies to counter the challenges associated with project writing.

METHODOLOGY

Brief Description of Kogi State University (KSU), Anyigba, Nigeria

This study was carried out at Kogi State University, Anyigba, during the 2015/2016 academic session. The institution was established in 1999 by the

Kogi State Government, and is located at Anyigba, but commenced academic activities in April 2000 with six faculties including Agriculture, Arts and Humanities, Law, Management Sciences, Natural Sciences, and Social Sciences. The university offers many courses such as Law, Biochemistry, Microbiology, Business Administration, Accounting, Agricultural Economics, Sociology, etc. As of the 2014/2015 academic session, 17,390 undergraduate students were enrolled (Kogi State University 2015), and the university is ranked as Nigeria's (and one of Africa's) fastest growing universities (Kogi State University 2015). Kogi State University was purposely chosen for this study because it is one of the universities in Nigeria that offers sociology as a course of study.

Research design, Study population, Sample size and Sampling technique

This study used both case study and ex-post facto design. These designs are considered appropriate for use in this study since it solely focused on undergraduate students of sociology in Kogi State University and because the fact of the study (of challenges and coping strategies) occurred prior to this research work.

The study population comprises of all the 2015/2016 final year undergraduate students of sociology at Kogi State University, totaling two hundred and twenty one (221). However, to qualify as part of the sample the students had to have registered for the project course (Soc 406), carried out field work, and made ready final copies of their project work for submission. Those meeting these criteria totaled one hundred and sixty three (163), and were chosen as a sample for the study using a purposive sampling technique.

Method of Data Collection

Data were collected using a structured questionnaire divided into three sections. Section A consisted of questions about the socio-demographic characteristics of the respondents (namely, gender, age, religion, ethnic group, and place of residence). Section B focused on the challenges encountered by respondents in project writing. There were 18 items in this section of which 14 were adapted from Asogwa et al.'s (2014) Challenges and Coping Strategies Questionnaire (CCSQ), while the remaining four were provided by the researcher. Respondents were instructed to indicate the extent of their agreement with each item using a four-point scale (where 1 means strongly disagree, 2 means disagree, 3 means agree, and 4 means strongly agree). Section C centers on the strategies used by respondents to cope with the challenges encountered in project writing. There were ten items in this section, all of which were adapted from Asogwa et al.'s

(2014) Challenges and Coping Strategies Questionnaire (CCSQ). Respondents were asked to rate the items using a three-point scale (where 1 means never, 2 means sometimes, and 3 means always).

The instrument adapted in this study had a Cronbach's alpha reliability coefficient of 0.85. However, in the current research a Cronbach's alpha coefficient of 0.73 was obtained.

Methods of Data Analysis

The data were processed using Statistical Package for Social Sciences (SPSS) software, version 20. The data were statistically analyzed using descriptive techniques such as frequency count, percentage and weighted mean. Weighted mean was used to determine the relative importance of each of the challenges and the strategies used by respondents in project writing. Hypotheses were tested using the Levenes independent sample t-test for equality of variance.

The study conformed to the guiding principles of social research ethics which include autonomy, justice and avoidance of malfeasance. Respondents were given leeway to decide whether to participate in the research.

RESULTS AND DISCUSSION

A total of one hundred and sixty three (163) questionnaires were administered, out of which one hundred and fifteen (115) – representing 70.6 percent – were suitable for analysis while the remaining forty eight (48) – representing 29.4 percent – were invalid and not used in the analysis.

Table 1. Socio-Demographic Characteristics of Respondents

Variable	Characteristics	Frequency	Percentage (%)
Gender	Male	59	51.3
	Female	56	48.7
	Total	115	100.0
Age (in years)	20-22	15	13.0
	23-25	40	34.8
	26-28	38	33.0
	29 and above	22	19.1
	Total	115	100.0

Religious Affiliation	Christian	52	45.2
	Islamic	49	42.6
	Traditional African Religion	14	12.2
	Total	115	100.0
Ethnic Group	Igala	52	45.2
	Yoruba	27	23.3
	Ebira	14	12.2
	Other	22	19.1
	Total	115	100.0
Residence	Hostel	46	40.0
	Off campus	69	60.0
	Total	115	100.0

Source: *Field Survey, 2016*

Table 1 shows the socio-demographic characteristics of the respondents. From the table it can be seen that a little more than half (51.3 percent) of the respondents were male, while the remaining (48.7 percent) were female. This result is not surprising because Kogi State (where the school is located) is one of the states in northern Nigeria where preference is given to educating male children. However, a critical look at the data in Table 1 above shows that the difference between male and female respondents in percentage terms is 2.6%. This indicates that the preference for educating male children is gradually disappearing. This may be due to the realization among parents of the many benefits of educating female children. Adult females have proved to be more caring for parents and to give them more financial and emotional support (Edewor 2001 cited in Isiugo-Abanihe – Adegbola 2007:46). Education equips female children to better perform these functions, especially providing financial support.

That majority of respondents (34.8 percent) were between the ages of 23-25 years, 33.0 percent were between the ages of 26-28 years, and 19.1 percent were 29 years or older, while 13.0 percent were from 20-22 years old. This finding shows that more respondents were aged between 23-25 years than those in other age categories. Although most of the respondents in that age group (23-25 years) gained admission to university when 16 years old, as stipulated by the Joint Admission and Matriculation Board (JAMB), (the federal government agency responsible for the conduct of university entrance examinations in Nigeria), and would be expected to have already graduated from university (the length of the sociology course is four years), their still being at university may be due to delays stemming from the students themselves in the process of meeting graduation requirements, or delays due to the prolonged strikes of the organized labor unions such as the Academic Staff Union of Universities (ASUU) and the Non-Academic Staff Union of Universities (NASU). These events sometimes

prolong students' stay on campus and thus their age at graduation to between 23-25 years.

Data about respondents' religious affiliation shows that the majority (45.2 percent) were Christian, about 42.6 percent were Muslims, and the remaining 12.2 percent belong to various traditional African religions. This result indicates that the respondents' sociology department is a mixed religious one, dominated almost on equal terms by Christians and Muslims, with few practitioners of traditional religions.

In terms of ethnic group, the majority (45.2 percent) of respondents were Igala, about 23.3 percent were Yoruba, and 12.2 percent were Ebira, while the remaining respondents (19.1 percent) were from other ethnic groups from the state and Nigeria. The high proportion of respondents from the Igala ethnic group is not surprising in view of the fact that the university is sited in Anyigba, one of the more densely populated regions of Igala land. Generally, among the three most prominent tribes in Kogi State (Igala, Ebira, and Okun), the Igala are the most numerous. This is also reflected in the results of this study.

The majority (60.0 percent) of respondents reside off-campus, while the remaining (40.0 percent) reside at a university hostel. This result is surprising as a majority of respondents were expected to be resident at the university hostel as the university authority favors freshmen and final year students over other categories of students in terms of the allocation of bed spaces at the hostel (because it is assumed by university management that the hostel provides a conducive environment for studying, especially for freshmen and final year students who need to be close to university facilities). Accordingly, it is amazing that not even half of all respondents were living at the university hostel. Further enquiries were made from respondents about why most of them preferred off-campus living. Many of the respondents cited overcrowding and the unsanitary condition of the hostels, cultism and other social vices, as well as the lack of academic focus of on-campus students, and inadequate on-campus security as the main reasons for disliking on-campus living. An inquiry into the methods of securing such off-campus accommodation indicated that many respondents had secured such accommodation through friends, parents/relations, estate agents' advertisements, or students who served as agents, and through their own efforts.

In sum, the demographic profile of a typical respondent is male, 23-25 years old, Christian, Igala by tribe, and residing off-campus.

In addition to the foregoing, efforts were made to identify the challenges encountered by the respondents in terms of project writing. Results are presented in Table 2 below.

Table 2. *Project-writing related Challenges encountered by Respondents*

No in the Questionnaire	Items	SD	D	A	SA	Fx	N	\bar{X}	Rank
		1	2	3	4				
5	Inadequate funds for meeting financial demands of project writing	6	12	62	35	356	115	3.10	1st
3	Inability to source materials relevant to research topic from library	13	29	52	21	311	115	2.70	2nd
2	Inability to understand and cope with the relationship between concepts as applied to the approved topic	11	35	56	13	301	115	2.62	3rd
6	Approved topic is complex and lacks literature	9	49	37	20	298	115	2.59	4th
4	Inability to cope with other academic assignments assigned by supervisor in addition to course work or projects	18	38	40	19	290	115	2.52	5th
11	Respondents demanded money to respond to data collection instrument	22	37	36	20	284	115	2.47	6th
15	Natural phenomena interfered with research work	20	38	43	14	281	115	2.44	7th
8	No interest in topic approved for respondent by supervisor	24	37	45	9	269	115	2.34	8th
1	Inability to select a researchable topic for project writing	28	47	25	15	257	115	2.23	9th
16	Excessive use of social media left no time for project work or writing	22	54	30	9	256	115	2.23	10th
18	Social activities such as clubbing, partying, etc. slowed down project work / writing	37	40	22	16	247	115	2.15	11th
17	Suspected hindrance of project work or writing from the spiritual realm	33	43	29	10	246	115	2.14	12th
14	Target respondents denied access for data collection	25	58	27	5	242	115	2.10	13th

10	Supervisor asked respondent to write and submit project without supplying any guide or materials	28	54	29	4	239	115	2.08	14th
9	Lack of computer literacy/ internet access	41	52	16	6	217	115	1.89	15th
12	Demand for cash or materials from supervisor as condition of paying attention to work	45	53	11	6	208	115	1.81	16th
13	Sexual harassment by supervisor	46	53	11	5	205	115	1.78	17th
7	Supervisor has poor knowledge of topic and cannot provide suitable guidance	46	60	4	5	198	115	1.72	18th

SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree
 Source: Field Survey, 2016

Table 2 shows the challenges encountered by the respondents in the course of writing their final year undergraduate project. From the table it can be seen that the majority of the respondents agreed that they encountered one or more of the following challenges: lack of adequate funding, inability to source relevant materials for their research topic, inability to understand and cope with the relationship between concepts as applied to the topic approved for them by their various supervisors, and inability to cope with other academic assignments assigned by supervisors in addition to their course work/project. These findings are consistent with those of Olaitan et al. (2009), Tichaona – Onias (2012), and Asogwa et al. (2014).

On the other hand, most of the respondents disagreed that they faced challenges such as ‘the topic approved for me is complex and has scanty literature’, ‘social activities such as clubbing, partying, etc. slowed me down in my project work/writing’, ‘target respondents denied me access for data collection’, ‘my supervisor asked me to write and submit to him/her without any guide or materials’, ‘I am not computer literate enough to access the internet’, ‘sexual harassment from my supervisor’, and ‘my supervisor has poor knowledge of my topic to guide me properly’. These findings contradict those of Olaitan et al. (2009), Tichaona – Onias (2012), and Asogwa et al. (2014) as these researchers found that students encountered the aforementioned challenges.

From among the challenges encountered by respondents in project writing as listed in Table 2 above, ‘inadequate funds for meeting financial demands of project writing’ was most commonly encountered, with an overall mean of 3.10, while ‘supervisor has poor knowledge of topic and cannot provide suitable guidance’ ranked last with a mean value of 1.72

Efforts were also made to understand the coping strategies used by respondents to counter the challenges experienced in the course of their project writing; the results of this inquiry are presented in Table 3, below.

Table 3. *Coping Strategies used by Respondents*

No in the Questionnaire	Items	Never	Some-times	Always	Fx	N	\bar{X}	Rank
		1	2	3				
4	Sourcing materials from cybercafés and libraries with help of cybercafé and library attendants	13	49	53	270	115	2.35	1st
6	Consistently visiting supervisor's office without invitation to check on status of project work	13	62	40	257	115	2.23	2nd
1	Seeking help from lecturers and students other than supervisor, from topic selection to end of project writing	20	61	34	244	115	2.12	3rd
9	Rewarding respondents materially to facilitate data collection.	26	60	29	233	115	2.03	4th
2	Sourcing materials for project with the help of classmates	17	81	17	230	115	2.00	5th
5	Learning how to browse and analyze data on computer	22	80	13	221	115	1.92	6th
7	Collecting data from respondents with the help of classmates.	33	62	19	214	115	1.86	7th
3	Borrowing money to deal with the financial challenges of completing project writing	37	65	13	206	115	1.79	8th
8	Appreciating supervisor periodically with cash or material gifts	69	33	13	174	115	1.51	9th
10	Petitioning the appropriate quarters about supervisor's style of supervision	97	15	3	136	115	1.18	10th

Source: Field Survey, 2016

Table 3 shows the coping strategies used in response to the challenges of project writing encountered by respondents. It can be seen that the majority of respondents consistently visited their supervisors' offices without invitation to check on their project work, sought help from lecturers and students other than their supervisors, rewarded their respondents materially to facilitate data collection, and sourced material for their projects with the help of classmates, learnt how to browse and analyze data on computers, collected data from respondents with the help of classmates, and sometimes borrowed money to cope with the financial challenges of project writing. These findings confirm those of Asogwa et al. (2014). For instance, these researchers found that students, among others, also sometimes rewarded their respondents materially to facilitate data collection, sourced material for their projects with the help of classmates, never petitioned the appropriate quarters about their supervisor's style of supervision, etc.

A further look at Table 3 reveals that most respondents never rewarded their supervisors with cash or material items. This may be due to the fact that there is zero tolerance for any acts of corruption at Kogi State University. Students and lecturers are always warned and encouraged through various school-organized seminars and programs to eschew vices such as corruption, dishonesty, etc. and be to responsible, disciplined, honest, hardworking and patriotic. This finding, as contained in Table 3, contradicts that of Asogwa et al. (2014).

Further enquiries were made from respondents about whether they used any other strategies apart from the ones listed in Table 3 to cope with the challenges encountered in their project work. Many respondents answered in the affirmative. The other coping strategies they claimed to use include allocating lecture-free days to project work, improving the quality and quantity of food intake so as to stay stronger and healthier and thus prevent physical and mental breakdown, engaging in part-time work to raise the money needed for carrying out project work, typing up project work themselves to save on typing costs, reducing participation in non-mandatory social and religious activities on campus so as to stay focused on project writing, and taking browsing-enabled gadgets such as phones and laptops to school to charge them (to counter the challenge of dealing with the irregular electricity supply in their lodging places and thus create the opportunity to access the internet to obtain academic materials). This shows that respondents used a combination of strategies to make their project work easier.

From among the coping strategies used by the respondents (as listed in Table 3), 'sourcing material from cybercafés and libraries with the help of cyber and library attendants' was the most common, with an overall mean of 2.35, while 'petitioning appropriate quarters about supervisor's style of supervision' was least common with a mean value of 1.18

Further efforts were also made to examine statistically whether there was a significant difference in the challenges encountered and the coping strategies used by the respondents in project writing by formulating two hypotheses, as described below:

Hypothesis 1

H_0 : There is no significant difference in the challenges encountered by male and female final year undergraduate students of sociology in terms of project writing.

H_1 : There is a significant difference in the challenges encountered by male and female final year undergraduate students of sociology in terms of project writing.

The results of Hypothesis 1, formulated above, are presented in Table 4.

Table 4. *Difference in Challenges Encountered by Male and Female Final Year Undergraduate Students of Sociology in Project Writing*

Gender	N	Mean	Std. Deviation	Std. Error Mean	P value	t – value	Decision
Male	59	40.4746	5.33807	0.69496	0.233	-0.949	NS
Female	56	41.375	4.80364	0.64191			

NS = Not Significant, $p > 0.05$

The negative t – value implies that the challenges encountered by final year undergraduate students of sociology of either gender have an inverse effect on their project writing. The p -value of 0.233, which is greater than the level of significance ($\alpha = 0.05$), implies that there is no sufficient evidence to reject the null hypothesis, H_0 . Hence, it is concluded that there is no significant difference in the challenges encountered by male and female final year undergraduate students of sociology in terms of project writing at the 5 percent significance level. In other words, male and female final year undergraduate students of sociology encountered similar challenges with project writing.

Hypothesis 2

H_0 : There is no significant difference in the coping strategies used by male and female final year undergraduate students of sociology in terms of project writing.

H_1 : There is a significant difference in the coping strategies used by male and female final year undergraduate students of sociology in terms of project writing.

The result of Hypothesis 2 are presented in Table 5.

Table 5. *Difference in Coping Strategies used by Male and Female Final Year Undergraduate Students of Sociology in Project Writing.*

Gender	N	Mean	Std. Deviation	Std. Error Mean	P value	t – value	Decision
Male	59	18.9492	2.38836	0.31094	0.262	-0.426	NS
Female	56	19.125	2.00964	0.26855			

NS = Not Significant, $p > 0.05$

From Table 5 above, the *p-value* of 0.262 which is greater than the level of significance ($\alpha = 0.05$) implies that there is no sufficient reason to reject the null hypothesis, H_0 . Hence, it is concluded that there is no significant difference in the coping strategies used by male and female final year undergraduate students of sociology in terms of project writing at the 5 percent significance level. In other words, the coping strategies employed by male and female final year undergraduate students of sociology in terms of project writing are of the same efficiency.

CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

The study described in this paper investigated the challenges encountered and the coping strategies used by final year undergraduate students of sociology during their project writing at Kogi State University, Anyigba, Nigeria. Results of the study show that of all the challenges related to project writing encountered by respondents, a lack of money for meeting the financial demands of their projects is most common. This finding implies that parents have not done enough financially to support their wards at university. A further result of the study is

that of all the coping strategies used by respondents, sourcing material from cybercafés and libraries with the help of cybercafé and library attendants was first. This finding implies that both cybercafés and libraries are the best place for sourcing materials for research work. The results of hypotheses testing reveal that there is no significant difference in the challenges encountered by male and female respondents, or with the coping strategies used in project writing.

In view of the aforementioned findings, the study concludes that challenges are an inspiration to hard work and achievement, hence students should learn to innovatively improvise to overcome difficulties encountered at any point in any situation as nothing good comes easily. Correspondingly, it is hereby recommended that parents should always strive to meet adequately the financial needs of their wards in school, since it is their responsibility to do so. Likewise, the government should complement parents' efforts, as university expenses are a burden many parents can presently ill-afford in Nigeria. The government can do this by supporting students financially, either in the form of loans (student loans at low or zero interest), scholarships, or grants to offset their educational expenses or to help them acquire the academic materials needed for their studies. Finally, students wishing to carry out research should always make use of cybercafés and libraries to source the material they need for their studies as they are the best sources of relevant information for research work.

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

The results of this study are limited to the department of sociology where the data was collected. Additional evidence will therefore be required prior to generalizing findings to the university as a whole. In this respect, further research is needed to investigate the project-writing-related challenges and coping strategies adopted by final year undergraduate students at Kogi State University. The finding of such studies will help to either support or refute this study's findings. Notwithstanding this limitation, the study described in this paper has addressed an important issue related to the project writing of current and prospective final year undergraduate students of sociology at a time when such empirical research is otherwise not available. As a result, this paper has contributed to the discipline of sociology in particular, and higher education literature in general.

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