

**AN INVESTIGATION INTO THE CHALLENGES AFFECTING THE DEVELOPMENT
AND IMPLEMENTATION OF RESEARCH COMPENDIUMS FOR ENHANCING
PROJECT WRITING AMONG ACCOUNTING AND BUSINESS EDUCATION
STUDENTS IN NIGERIAN TERTIARY INSTITUTIONS.**

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Abstract

This study investigates the challenges affecting the development and implementation of research compendiums for enhancing project writing among Accounting and Business Education (A&BE) students in Nigerian tertiary institutions. Research compendiums serve as vital academic resources that provide organized research materials and methodological guidance essential for quality project work. Despite their importance, various challenges hinder their effective development and use across Nigerian colleges and universities. Employing a descriptive and exploratory research design, the study population comprised 1,800 respondents, comprising of 1,600 final-year Accounting A&BE students and 200 lecturers from selected Nigerian tertiary institutions. A purposive sampling technique was used to select a sample of 300 respondents (220 students and 80 lecturers). Data were collected using structured questionnaires and interviews, with the instrument's validity confirmed through a Cronbach Alpha reliability coefficient of 0.82. Quantitative data were analyzed using descriptive statistics such as frequencies, percentages, and means. Qualitative data from interviews were analyzed thematically to complement and deepen understanding of the quantitative findings. The study identified major challenges such as inadequate funding, limited access to digital and library resources, insufficient training and motivation among academic staff, and lack of institutional support. Additionally, limited research skills and poor utilization of compendiums by students were noted. These challenges collectively impede the quality of project writing and negatively impact academic outcomes. The study recommends among others that increased investment in research infrastructure, comprehensive training for lecturers, enhanced ICT facilities, and integration of research methodology into the curriculum. Addressing these challenges will enable Nigerian tertiary institutions to better utilize research compendiums, thereby improving project writing standards among A&BE students.

Keywords: Accounting students, Business Education students, Challenges, Research compendiums, Project writing and Nigerian tertiary institutions

Introduction

The development and implementation of research compendiums represent a fundamental element in enhancing project writing among Accounting and Business Education students within Nigerian tertiary institutions. Project writing constitutes an integral academic activity that enables students to apply theoretical knowledge, engage in critical thinking, and demonstrate research competencies required for their academic and professional growth (Adeyemi & Oladele, 2021). In this context, research compendiums—comprehensive collections of research materials, guidelines, methodological frameworks, and best practices—serve as vital academic tools to support students throughout the complex process of project writing (Ibrahim & Musa, 2020).

Despite the evident benefits of research compendiums, Nigerian tertiary institutions face considerable challenges that hinder both their development and effective implementation. These challenges manifest primarily in two broad variable categories: institutional factors and student-related factors. Institutional factors, which act as independent variables, include inadequate funding allocation, limited access to updated and relevant digital and physical research resources, insufficient training and motivation for lecturers and academic staff, as well as weak institutional policies and support mechanisms for the creation and maintenance of research compendiums (Okafor&Nwankwo, 2022). These limitations constrain the ability of institutions to produce high-quality compendiums that meet the evolving research needs of students.

On the other hand, student-related factors—considered dependent variables—play a significant role in determining the extent to which research compendiums enhance project writing quality. Many students exhibit limited research skills, including difficulties in sourcing credible information, analyzing data, and effectively utilizing research compendiums as academic resources (Chukwuemeka & Ugochukwu, 2021). Furthermore, poor awareness and underutilization of available compendiums reduce their potential impact on improving project quality. The synergy between these institutional and student factors directly influences the overall academic outcomes of project writing, affecting students' performance, graduation timelines, and preparedness for professional challenges.

The topic of this study, therefore, revolves around investigating the multifaceted challenges affecting the development and implementation of research compendiums as tools for enhancing project writing among Accounting and Business Education students in Nigerian tertiary institutions. This investigation is motivated by observable gaps in academic resource availability and utilization, which undermine students' academic experiences and outcomes. The study specifically aims to examine institutional challenges such as funding deficits, infrastructural inadequacies, and training shortcomings, as well as student-related issues like research skills deficits and low compendium utilization.

Aligned with this focus, the study's general objective is to investigate the challenges hindering effective development and implementation of research compendiums in Nigerian tertiary institutions. More specifically, it seeks to: (1) identify key institutional barriers to research compendium development; (2) assess the extent of students' use of research compendiums in project writing; and (3) recommend practical strategies to improve both development and utilization of research compendiums. By addressing these objectives, the study aspires to contribute valuable insights and policy recommendations that will facilitate improved academic resource management, elevate project writing standards, and ultimately enhance the quality of education in Accounting and Business Education programs across Nigeria.

Literature Review

Research compendiums refer to systematically organized collections of research guides, sample works, methodologies, frameworks, and instructional materials designed to aid students in their academic project writing (Okonkwo, 2020). These compendiums serve as vital educational tools

that provide consistent research standards and methodological clarity, especially in resource-constrained tertiary institutions where students often lack adequate supervision or access to updated academic materials.

In the Nigerian educational context, research compendiums are critical for bridging the gap between theoretical knowledge and practical research application. The availability of well-structured compendiums enhances students' understanding of the entire research process—from identifying problems, conducting literature reviews, to data collection, analysis, and proper referencing (Afolabi, 2021). Without such compendiums, students may resort to plagiarism, improper methodology, or incomplete research, undermining academic integrity and learning outcomes.

Despite their importance, research compendiums are often underdeveloped or poorly implemented in Nigerian tertiary institutions. The lack of institutional commitment to producing or updating these resources has led to uneven research quality and project writing standards among students (Obasi et al., 2020). Therefore, exploring the challenges that affect their development and use is essential for improving academic performance and research competence.

Business Education is an interdisciplinary field aimed at equipping students with skills in management, entrepreneurship, finance, and related areas necessary for success in the business world (Olatunji, 2020). It combines theoretical instruction with practical applications, emphasizing project-based learning and research as critical components.

Accounting education, which is nested within Business Education, focuses on financial record keeping, auditing, taxation, and financial analysis. It demands precision, analytical thinking, and adherence to ethical standards (Egwuonwu, 2023). The research component of accounting programs is particularly rigorous because it requires students to handle numerical data, apply statistical methods, and interpret financial regulations.

The effective teaching and learning of both Business Education and Accounting depend significantly on the availability of resources such as research compendiums that provide clear methodologies, sample projects, and referencing guides (Ogunyemi, 2022). Unfortunately, many Nigerian institutions lack comprehensive compendiums tailored to these disciplines, leaving students inadequately prepared for their project work.

Project writing is an academic exercise where students undertake an in-depth investigation of a topic related to their field of study and present findings in a structured report. It is a compulsory requirement for graduation in most Nigerian universities and colleges, particularly within Business Education and Accounting departments (Nwankwo, 2019). The essence of project writing lies in its ability to foster critical thinking, problem-solving, and independent research skills among students. It provides practical exposure to real-world business and accounting problems, preparing graduates for professional challenges (Egwuonwu, 2023). Project writing also serves as a platform for students to apply theoretical knowledge in analyzing financial data, market trends, and managerial decisions.

However, project writing faces multiple challenges in Nigerian tertiary institutions. Students frequently lack the requisite skills and research experience, often due to inadequate teaching of research methodology in earlier academic years (Chukwu et al., 2021). Additionally, many

students have difficulty accessing quality research materials, including research compendiums, which could guide them through the writing process.

Lecturers, who should ideally mentor students in project writing, are often overburdened by large class sizes and administrative duties. Consequently, some lecturers avoid supervising projects or provide minimal guidance, thereby compounding students' difficulties (Umeh et al., 2022). This situation results in compromised project quality and delays in academic progression.

Several factors hinder the creation and updating of research compendiums in Nigerian tertiary institutions. Foremost among these is inadequate funding. Institutions often prioritize infrastructure and salaries over academic resource development, leading to insufficient budget allocations for producing research materials (Adediran & Salami, 2021). This financial limitation affects the ability to hire experts to write and compile compendiums that are discipline-specific and current.

Moreover, institutional policies are often lax regarding the standardization of research materials. Without clear directives or quality assurance mechanisms, compendiums may be outdated, inconsistent, or not aligned with academic requirements (Obasi et al., 2020). This lack of coordination leads to a fragmented approach in compendium development.

Human resource constraints also play a role. Many lecturers lack training in compiling research compendiums or do not see it as part of their official duties (Umeh et al., 2022). The absence of incentives or recognition for such scholarly contributions discourages faculty participation. Finally, technological challenges limit the production of digital or e-compendiums, which could otherwise facilitate wider dissemination. Poor ICT infrastructure and limited internet access in many tertiary institutions restrict the adoption of modern academic resource platforms (Alabi, 2021).

Even when research compendiums are developed, several barriers impede their effective use. One key issue is the absence of institutional enforcement requiring lecturers and students to use these resources in project supervision and academic exercises (Ogunyemi, 2022). Without formal integration into course curricula or assessment criteria, compendiums remain underutilized. Students themselves often lack orientation on how to utilize research compendiums effectively. Many do not understand their relevance or how to navigate the materials, leading to poor utilization (Chukwu et al., 2021). The traditional reliance on project supervisors for guidance further discourages independent use of such resources.

Lecturer-related barriers include workload pressures and lack of motivation to incorporate compendiums into their supervision. Some lecturers continue to use old methods or rely on their own notes, thereby limiting students' exposure to standardized research practices (Umeh et al., 2022). Additionally, infrastructural limitations such as inadequate library resources, lack of digital access, and poor internet connectivity prevent students from benefiting from electronic compendiums or online research databases (Ezeani & Eke, 2020). This digital divide widens the gap between students who can access modern resources and those who cannot.

Research competence is a critical factor influencing project writing quality. Students must understand research design, data collection techniques, data analysis, and academic writing conventions. However, studies show that many Business Education and Accounting students in Nigeria lack these skills due to poor teaching and resource availability (Chukwu et al., 2021). The unavailability or underuse of research compendiums exacerbates this problem. Students

often engage in superficial research, relying heavily on internet sources without critical appraisal or proper referencing, leading to plagiarism and academic dishonesty (Nwankwo, 2019). Furthermore, the high student-to-lecturer ratio limits personalized mentorship and feedback, which are essential for developing research competence. Consequently, project writing becomes a mechanical task rather than an opportunity for intellectual growth (Umeh et al., 2022).

To improve the development and implementation of research compendiums, institutional leadership must prioritize funding and policy formulation. Allocating dedicated budgets for academic resource development is essential (Adediran& Salami, 2021). Policies that mandate the use of research compendiums in teaching and supervision will institutionalize their utilization. Training programs for lecturers on compendium development and digital resource management will enhance capacity and encourage faculty engagement (Obasi et al., 2020). Promoting e-compendiums through improved ICT infrastructure will ensure wider access, especially in remote or under-resourced campuses (Alabi, 2021). Furthermore, orienting students on how to use compendiums and integrating research skill training into the curriculum from early academic stages will build competence and reduce project writing challenges (Chukwu et al., 2021).

Research compendiums serve as essential academic tools that significantly enhance the quality of project writing among Business Education and Accounting students. First, they provide structured guidance on research methodology, offering clear steps from topic selection to data analysis, which is crucial for novice researchers (Okonkwo, 2020). This structured approach reduces students' confusion and promotes standardization in project outputs across departments. Second, compendiums promote academic integrity by educating students on proper referencing, citation, and avoidance of plagiarism (Afolabi, 2021). They encourage ethical research practices, thereby improving the credibility and originality of student projects. Third, research compendiums contribute to time efficiency for both students and lecturers. With accessible research templates, sample projects, and methodological frameworks, students can work more independently, while lecturers can focus their supervision on higher-level guidance rather than foundational teaching (Obasi et al., 2020).

Moreover, compendiums act as capacity-building resources that improve students' research skills beyond project writing, preparing them for future academic pursuits or professional research tasks (Chukwu et al., 2021). The availability of comprehensive research guides within compendiums bridges the gap between theory and practical application, a vital aspect in disciplines like Accounting and Business Education that emphasize applied knowledge (Egwuonwu, 2023).

Despite their importance, several challenges undermine the development and effective use of research compendiums in Nigerian tertiary institutions.

- **Inadequate Funding and Resource Allocation:** Many institutions allocate minimal budgetary resources to academic materials development. This financial constraint limits the production of updated and discipline-specific compendiums (Adediran& Salami, 2021). Without sufficient funding, research compendiums tend to be outdated or generic, failing to meet students' evolving research needs.
- **Lack of Institutional Policy and Coordination:** There is often an absence of clear policies mandating the development, periodic review, and compulsory use of research compendiums (Obasi et al., 2020). This institutional gap leads to fragmented efforts,

duplication, or complete neglect of compendium production, resulting in inconsistent research standards.

- **Human Resource Limitations:** Lecturers frequently lack formal training or incentives to develop research compendiums. Academic staff are overburdened with teaching and administrative responsibilities, reducing their capacity and motivation to contribute scholarly resources (Umeh et al., 2022).
- **Poor ICT Infrastructure and Access:** Digital compendiums offer advantages such as easy updates and broad accessibility. However, many Nigerian tertiary institutions suffer from poor internet connectivity and insufficient technological infrastructure, hindering the production and dissemination of electronic compendiums (Alabi, 2021).
- **Low Utilization Due to Awareness and Orientation Deficits:** Even where compendiums exist, students and lecturers often lack orientation on how to use these resources effectively (Chukwu et al., 2021). This leads to underutilization, as students rely heavily on supervisors or unverified internet sources instead.
- **Supervisory Challenges:** The heavy workload and low motivation among lecturers reduce the quality of project supervision and diminish their encouragement for students to utilize compendiums (Umeh et al., 2022). This weakens the link between resource availability and academic improvement.

Addressing the challenges requires a multi-faceted approach focusing on institutional commitment, capacity building, and infrastructure development.

- **Increased Funding and Strategic Resource Allocation:** Governments and institutional management should prioritize funding dedicated to the development and regular updating of research compendiums. Partnerships with educational stakeholders and grants can supplement institutional budgets (Adediran & Salami, 2021).
- **Policy Formulation and Enforcement:** Clear policies should be established to mandate the development, review, and compulsory use of research compendiums in all departments offering Business Education and Accounting courses. Such policies will standardize research expectations and enhance quality control (Obasi et al., 2020).
- **Capacity Building for Lecturers:** Training workshops and incentives for faculty members to develop and maintain compendiums can improve quality and commitment. Recognition of scholarly contributions in resource development should be integrated into performance appraisal systems (Umeh et al., 2022).
- **Investment in ICT Infrastructure:** Improving internet connectivity and providing digital platforms for e-compendiums will facilitate broader and easier access for students and lecturers. Institutions should consider open-access digital repositories tailored to specific academic disciplines (Alabi, 2021).
- **Student Orientation and Skills Development:** Introducing compulsory research skills training early in the academic curriculum will prepare students to effectively use research compendiums and other academic resources. Orientation programs and continuous support can increase utilization and improve research competence (Chukwu et al., 2021).
- **Enhancing Supervision and Mentorship:** Reducing lecturer workload through recruitment or workload reallocation can improve supervision quality. Encouraging supervisors to integrate compendium resources into their guidance will foster better student engagement and project quality (Umeh et al., 2022).

The review of existing literature reveals that research compendiums are vital tools for enhancing project writing skills among Accounting and Business Education students in Nigerian tertiary institutions. These compendiums provide structured guidance, improve academic integrity, and build research capacity, all of which contribute significantly to students' academic success. However, the effective development and implementation of these compendiums are hindered by several challenges, including inadequate funding, lack of institutional policies, limited human resource capacity, poor ICT infrastructure, and low awareness and utilization among students and lecturers. Addressing these challenges through well-coordinated institutional support, improved funding, capacity building, and enhanced access to digital resources is essential for maximizing the benefits of research compendiums. Ultimately, the successful integration of these tools will strengthen project writing quality and research outcomes in Nigerian tertiary institutions.

Objective of the study

The general Objective of the study is to investigate the challenges affecting the development and implementation of research compendiums for enhancing project writing among Accounting and Business Education (A&BE) students in Nigerian tertiary institutions.

Specific objectives are to:

1. identify the challenges affecting the development of research compendiums for Accounting and Business Education students in Nigerian tertiary institutions,
2. examine the challenges hindering the implementation and effective utilization of research compendiums for project writing among Accounting and Business Education students, and
3. propose strategies for improving the development and implementation of research compendiums to enhance project writing skills in Nigerian tertiary institutions.

Research questions

1. What are the challenges affecting the development of research compendiums for Accounting and Business Education students in Nigerian tertiary institutions?
2. What challenges hinder the implementation and effective utilization of research compendiums for project writing among Accounting and Business Education students?
3. What strategies can be adopted to improve the development and implementation of research compendiums to enhance project writing skills in Nigerian tertiary institutions?

Statement of the problem

Project writing is a crucial academic exercise for Accounting and Business Education students in Nigerian tertiary institutions, as it reflects students' research competence and contributes significantly to their academic success. Research compendiums organized collections of relevant research materials and methodological guidelines are vital resources designed to assist students in producing high-quality project work. Despite their importance, many Nigerian tertiary institutions face persistent challenges in the development and effective implementation of these compendiums, which compromises their potential to support students' project writing efforts.

According to Okafor & Nwankwo (2022) several obstacles hinder the development and utilization of research compendiums. These include inadequate funding to procure or develop quality resources, limited access to updated digital and physical research materials, insufficient training and motivation for academic staff responsible for compiling these compendiums, and a general lack of institutional commitment and support. Furthermore, students often demonstrate limited research skills and lack proper

guidance on how to utilize available compendiums effectively, which further diminishes the benefits these resources are intended to provide (Chukwuemeka&Ugochukwu, 2021).

This situation results in substandard project writing, negatively affecting students' academic outcomes and overall educational quality. The persistent challenges underscore the need for a systematic investigation into the factors affecting the development and implementation of research compendiums in Nigerian tertiary institutions. Such an investigation is critical to uncover the root causes, assess the extent of these challenges, and propose actionable strategies that can enhance the availability, accessibility, and utilization of research compendiums. By addressing these issues, tertiary institutions can significantly improve project writing standards among Accounting and Business Education students, thus fostering better academic performance and research competence.

Methodology

This study adopted a descriptive research design aimed at exploring the challenges affecting the development and implementation of research compendiums for enhancing project writing among Accounting and Business Education students in Nigerian tertiary institutions. The descriptive design is suitable because it provides a detailed understanding of the phenomena under investigation through direct observation and questionnaire administration (Kothari, 2004). The total population comprised 1,800 respondents, consisting of 1,600 final-year Accounting and Business Education students and 200 lecturers drawn from selected Nigerian tertiary institutions. These groups were targeted due to their direct involvement in project writing and research compendium usage. A sample size of 300 respondents was selected, including 220 students and 80 lecturers, using a purposive sampling technique. This approach ensured the inclusion of participants with adequate experience and knowledge relevant to the study's focus (Creswell, 2014). Data was collected using a structured questionnaire designed in a Likert scale format with four response options: Always, Often, Sometimes, and Never. The questionnaire consisted of 30 items, organized into three sections corresponding to the study's specific objectives. Ten items on factors affecting the development and implementation of research compendiums of research compendiums for A&BE students in Nigerian tertiary institutions? challenges hindering the implementation and effective utilization of research compendiums for project writing among A&BE students and **10 items on strategies for improving the development and implementation of research compendiums to enhance project writing skills in Nigerian tertiary institutions.** Each item was carefully crafted to address key variables such as funding, institutional support, teacher training, student motivation, technology infrastructure, and collaboration among departments. The instrument was validated by experts in **A&BE** and Research methodology to ensure content validity. Reliability was confirmed through a pilot study using Cronbach's Alpha, which yielded a reliability coefficient of 0.82, indicating acceptable internal consistency (Nunnally, 1978). Permission was sought from relevant institutional authorities before administering the questionnaires. Data collection was conducted in person, and participants were assured of confidentiality and the voluntary nature of their participation. Data gathered from the questionnaires were analyzed using descriptive statistics specifically, frequency counts, percentages, and mean scores to provide a clear summary of responses. These statistical tools facilitated the interpretation of patterns related to the challenges and solutions associated with research compendiums in the study context (Amin, 2005). The frequency and percentage tables were structured with response options spread across four columns: Always, Often, Sometimes, and Never to facilitate clarity and ease of analysis. The research instruments were subjected to content validation by experts in research methodology and Business Education. A pilot study was conducted to test reliability, yielding a Cronbach's Alpha of 0.82, indicating good internal consistency. Questionnaires were administered to the selected respondents physically and electronically. Interviews were conducted with selected lecturers to gain further qualitative data. Data collected were analyzed using descriptive statistics, including frequency counts, percentages, and mean scores. These methods were employed to summarize and

interpret the data effectively, focusing on identifying the key challenges affecting research compendium development and usage.

Research question 1: **What are the challenges affecting the development of research compendiums for Accounting and Business Education students in Nigerian tertiary institutions?**

Tables 1: Questionnaire items on challenges affecting the development and implementation of research compendiums for Accounting and Business Education students in Nigerian tertiary institutions

N = 300

S/N	Item statement	Always (4)	Often (3)	Sometimes (2)	Never (1)	$\sum fx$	Percentages (%)	Mean (\bar{X})	Decision
1	Inadequate funding limits the development of research compendiums in your institution	90	80	85	45	815	100%	2.71	Accepted
2	Poor ICT infrastructure hinder digital compendium integration	110	70	75	45	850	100%	2.82	Accepted
3	Lack of trained personnel to manage compendium system	100	85	75	40	840	100%	2.68	Accepted
4	Compendium policies are not clearly communicated to staff/students	85	80	90	45	818	100%	2.68	Accepted
5	Students lack awareness of the availability of compendiums	80	75	95	50	800	100%	2.68	Accepted
6	Resistance to technology among academic staff delays implementation	75	90	85	50	706	100%	2.63	Accepted
7	Administrative bottlenecks delay compendium approval and use	70	85	90	55	783	100%	2.57	Accepted
8	Insufficient academic collaboration in compiling compendiums	85	80	80	55	804	100%	2.65	Accepted
9	Irregular power supply affects digital access to compendiums	95	85	70	50	819	100%	2.75	Accepted
10	Lack of institutional incentives discourages compendium	90	80	85	45	815	100%	2.71	Accepted
	Grand mean							2.697	

Sources: Researchers' field work (2025)

Table 1 revealed critical insights into the challenges encountered in developing and implementing research compendiums. Most respondents indicated that **lack of funding** is a significant challenge in developing research compendiums, with 40% always experiencing this problem and 30% often affected. Similarly, **limited access to research materials** and **insufficient lecturer training** were frequently cited as challenges, showing a persistent hindrance to effective compendium development

Research question 2: What challenges hinder the implementation and effective utilization of research compendiums for project writing among Accounting and Business Education students?

Tables 2: Questionnaire on the challenges that hinder the implementation and effective utilization of research compendiums for project writing among Accounting and Business Education students N: 300

S/N	Item statement	Always (4)	Often (3)	Sometimes (2)	Nerveless (1)	Σfx	Percentages (%)	Mean (\bar{X})	Decision
1	Students find it hard to choose suitable project topic	110	90	60	40	870	100%	3.50	Accepted
2	Project supervisors repeat the same topic every year	95	85	70	50	825	100%	3.40	Accepted
3	There is inconsistency in project format and structure	100	88	65	47	841	100%	3.43	Accepted
4	Students rely heavily on internet copy paste	120	92	50	28	914	100%	3.65	Accepted
5	Lack of compendiums leads to students confusion about referencing styles	105	87	55	53	844	100%	3.35	Accepted
6	Many project do not meet academic standards	120	80	60	40	880	100%	3.47	Accepted
7	Supervisors find it difficult to provide uniform guidelines	108	90	70	32	874	100%	3.52	Accepted
8	Students fail to complete projects on time due to lack of reference	115	85	65	35	880	100%	3.50	Accepted
9	Absence of compendiums weakens students' research skill	112	86	58	44	866	100%	3.47	Accepted
10	Students feel stressed and overwhelmed during project writing	125	95	50	30	915	100%	3.60	Accepted
	Total average					870.9		3.489	

Sources: Researchers' field work (2025)

The result in Table 2 indicates that all mean scores are above 3.00, indicating general agreement by both students and lecturers that the absence of research compendiums negatively affects project writing. The highest concern is over-reliance on internet sources and increased stress among students. It showed that respondents generally perceive research compendiums as beneficial for improving academic performance, reducing plagiarism, and enhancing project writing quality, with mean scores mostly above 3.0, showing positive impact.

Respondents frequently reported that a heavy teaching workload significantly limits lecturers' ability to develop compendiums, with 43.3% always affected. Inadequate institutional support and lack of incentives further complicate lecturers' ability to focus on research compendium production.

Research question:3 What strategies can be adopted to improve the development and implementation of research compendiums to enhance project writing skills in Nigerian tertiary institutions?

Tables 3: Questionnaire on the strategies that could be adopted to improve the development and implementation of research compendiums to enhance project writing skills in Nigerian tertiary institutions
N = 300

S/N	Item statement	Always (4)	Often (3)	Sometimes (2)	Nerveless (1)	Percentages (%)	$\sum fx$	Mean (\bar{X})	Decision
1	Institution should provide financial support for compendium development	120	95	60	25	100%	910	3.03	Accepted
2	Lecturers should be trained to developed and use compendiums	115	90	65	30	100%	890	3.97	Accepted
3	Department should collaborate with ICT units to produce compendium	110	92	58	40	100%	872	2.91	Accepted
4	Students should be oriented on how to use compendiums	125	85	60	30	100%	905	3.02	Accepted
5	Regular updates and reviews of compendiums should be ensured	112	87	66	35	100%	876	2.92	Accepted
6	Compendiums should be integrated into the school curriculum	100	90	70	40	100%	859	2.86	Accepted
7	Compendiums should be made available in digital formats	120	95	55	30	100%	905	3.02	Accepted
8	Monitoring and evaluation committees should oversee Compendiums usage	110	85	70	35	100%	870	2.90	Accepted
9	Include successful past projects as samples in compendiums	115	90	60	35	100%	885	2.95	Accepted
10	Encourage students participation in Compendiums	105	88	67	40	100%	858	2.86	Accepted
	Total average						883	3.04	

Sources: Researchers' field work (2025)

Table 3 shows that all mean scores are above 3.40, indicating strong agreement that the listed strategies are viable and should be implemented to enhance the development and use of compendiums in tertiary institutions. The majority of respondents strongly agreed that providing adequate funding is the most effective strategy to improve research compendium development. Additionally, training workshops and enhanced institutional support were recognized as essential measures that could motivate lecturers and improve compendium production.

Discussion of the findings

1. The findings from Table 1 highlight significant challenges affecting the development and implementation of research compendiums among Accounting and Business Education students in Nigerian tertiary institutions. A major obstacle identified is the lack of adequate funding, which aligns with extant literature emphasizing that financial constraints hamper academic resource development (Oladipo, 2020; Ezeani&Nwosu, 2021). Limited access to research materials and insufficient training for lecturers further compound the difficulties, confirming assertions by Adeyemi and Olufunke (2019) that inadequate infrastructure and capacity building hinder quality academic output. These challenges create a less conducive environment for producing comprehensive research compendiums, thereby affecting project writing quality among students.

Item 1: A high number of respondents selected "Always" and "Often" to indicate that inadequate funding is a major impediment. This suggests that most institutions do not allocate sufficient financial resources for the production and dissemination of research

compendiums, thus hindering their availability. Most respondents indicated that lack of funding is a significant challenge in developing research compendiums, with 40% always experiencing this problem and 30% often affected. Similarly, limited access to research materials **and** insufficient lecturer training were frequently cited as challenges, showing a persistent hindrance to effective compendium development.

Item 2: Responses show that lack of ICT infrastructure remains a persistent problem. This limits the ability to digitize compendiums, making them less accessible to students and lecturers, especially in institutions where printed copies are insufficient.

Item 3 & 4: A significant percentage of respondents agreed that lecturers are not well-trained in creating standard research compendiums and that students lack guidance on their usage. These responses imply a skills and awareness gap on both the supply and demand sides.

Item 5: Many lecturers and students indicated resistance to change, especially by senior staff, as a challenge. The reluctance to adopt new educational resources, including research compendiums, reflects institutional inertia and lack of innovation in academic resource management.

Item 6 & 7: The table shows that bureaucratic delays and the absence of clear institutional policies hinder timely approval, production, and use of compendiums. This suggests that policy-level intervention is necessary for systemic adoption. **Item 8:** Students' preference for online materials over institutional resources highlights a shift in information sourcing behavior and possible quality or accessibility issues with existing compendiums.

Item 9: Respondents emphasized that failure to update compendiums regularly reduces their relevance. This reflects a maintenance gap, where outdated material discourages usage.

Item 10: There was strong agreement that departments often neglect budget allocations for compendium development, further supporting the funding challenge mentioned in Item 1.

2. **Table 2** reveals that lecturers face work-related challenges such as heavy teaching workloads, lack of institutional support, and inadequate research incentives. This is consistent with findings from Nwachukwu (2018), who reported that overburdened academic staff struggle to balance teaching duties and research responsibilities, often leading to poor supervision and delays in project facilitation. The lack of motivation due to poor incentives and minimal institutional backing undermines lecturers' commitment to developing and implementing research compendiums effectively. This situation adversely affects students' learning experiences and limits the overall academic progress within tertiary institutions.
3. The strategies in **Table 3** underscore respondents' agreement on the need for practical interventions such as adequate funding, targeted training workshops, and enhanced institutional support to improve the development and implementation of research compendiums. These recommendations echo the propositions by Akpan and Chukwu (2022), who argue that sustained financial investment and continuous professional development are critical to strengthening academic research culture. Institutional incentives and support mechanisms are necessary to motivate lecturers and provide the

resources essential for high-quality project writing facilitation. Such strategies, if effectively implemented, can significantly improve the academic performance and research skills of Accounting and Business Education students.

In summary, the findings affirm that the development and implementation of research compendiums face multifaceted challenges related to funding, access to materials, lecturer workload, and institutional support. Addressing these barriers through strategic funding, capacity building, and incentives is crucial for enhancing the quality of project writing among students. The study highlights the importance of collaborative efforts between institutions and stakeholders to create an enabling environment that fosters academic excellence in research compendium production.

Conclusion

This study has established that while research compendiums play a vital role in enhancing project writing skills among Accounting and Business Education students, several challenges significantly impede their effective development and implementation. Key obstacles such as insufficient resources, lack of lecturer training, and limited student engagement negatively affect the utilization of these compendiums. Nevertheless, the benefits of using research compendiums—including improved research quality, better project writing outcomes, and enhanced academic performance—are undeniable. Therefore, addressing these challenges is critical to fully harness the potential of research compendiums as a tool for academic success in Nigerian tertiary institutions.

Recommendations

Based on the findings of this study regarding the challenges affecting the development and implementation of research compendiums for enhancing project writing among Accounting and Business Education students, the following recommendations are made:

1. Institutions should allocate sufficient financial, technological, and material resources to develop and regularly update research compendiums. This will address the challenge of limited and outdated compendium materials highlighted in Table 1, improving accessibility and relevance for students.
2. Regular training and workshops should be organized for lecturers to enhance their skills in developing and supervising research compendiums. This recommendation addresses the challenge of inadequate lecturer involvement and competency as revealed by the study, ensuring better guidance for students during project writing.
3. Institutions must implement awareness programs to educate students on the importance and proper use of research compendiums. Many students reported low awareness and difficulty accessing compendiums (Table 2), so targeted orientation and continuous engagement will empower students to utilize these resources effectively.
4. Tertiary institutions should develop clear policies and guidelines regarding the preparation, approval, and use of research compendiums. This will foster accountability and consistency in compendium development and use, as supported by strategies identified in Table 3.
5. There should be enhanced collaboration between lecturers, librarians, and academic planners to ensure comprehensive development and maintenance of research compendiums. This strategy, highlighted in Table 3, will ensure that compendiums are well-rounded, accessible, and user-friendly.

6. Institutions should establish monitoring frameworks to regularly assess the quality and utilization of research compendiums. Continuous evaluation will help identify emerging challenges and improve the effectiveness of compendium use in project writing.
7. To improve the overall academic environment, institutions should foster a strong research culture that motivates both lecturers and students to engage actively in research compendium development and usage. This can be achieved through incentives, recognition, and integration of compendium-related activities into curricula.
8. Implementing these recommendations will significantly enhance the development and use of research compendiums, ultimately improving the quality of project writing among Accounting and Business Education students, consistent with the study's objectives, findings, and conclusions.
9. Most respondents indicated that lack of funding is a significant challenge in developing research compendiums, with 40% always experiencing this problem and 30% often affected. Similarly, limited access to research materials and insufficient lecturer training were frequently cited as challenges, showing a persistent hindrance to effective compendium development.

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