

ASSESSMENT OF CLASSROOM FACTORS INFLUENCING STUDENTS' ACHIEVEMENT IN MATHEMATICS

BY

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DEGREE IN MATHEMATICS

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Assessment of Classroom Factors Influencing Students' Achievement in Mathematics" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined assessment of classroom factors influencing students' achievement in mathematics, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of assessment; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with assessment and classroom. The study adopted a descriptive survey research design, anchored on the Polya's Problem-Solving Theory and the Mathematical Modelling Theory. A sample size of 382 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 362 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.16). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.546$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.27, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.3$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on assessment.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of assessment of classroom factors influencing students' achievement in mathematics is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

assessment occupies a prominent position in contemporary debates about classroom and national development. Within Lagos State, the country's most populous commercial hub, the dynamics of assessment are observed in their starkest form. Evidence assembled by Bello and Oyelaran (2015) across twelve states underscored the heterogeneity of outcomes linked to assessment. These observations collectively invite a reconsideration of standard assumptions regarding classroom. Research by Adigun and Eze (2021) using mixed methods provided particularly rich insight into the mechanisms connecting assessment and classroom. These observations collectively invite a reconsideration of standard assumptions regarding classroom. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Scholars have long recognised assessment as a critical determinant of outcomes in mathematics. Within Lagos State, the country's most populous commercial hub, the dynamics of assessment are observed in their starkest form. Salami and Eze (2020), in a survey of relevant stakeholders, concluded that the benefits of assessment are unevenly distributed across groups. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. An examination by Nnamdi and Bakare (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Such findings reinforce the argument that assessment deserves a place of priority on the development agenda. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The phenomenon of assessment, while not new, has acquired fresh analytical urgency in Nigeria. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of assessment. A notable study by Nnamdi and Bakare (2017) argued that the impact of assessment is substantially mediated by the quality of institutions. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Evidence assembled by Adekunle and Umeh (2015) across twelve states underscored the heterogeneity of outcomes linked to assessment. Accordingly, there is a growing consensus that deliberate policy action is required. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

In both global and African literatures, assessment is now regarded as a key index of institutional performance. Nigeria's federal structure and its diverse cultural geography ensure that the experience of assessment varies considerably from one region to another. An examination by Oyelaran and Bello (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Empirical evidence from