

ASSESSMENT OF DEMOCRATIC THEORY ON GOVERNANCE IN DEVELOPING COUNTRIES

BY

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DEGREE IN POLITICAL SCIENCE

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Assessment of Democratic Theory on Governance in Developing Countries" 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.

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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 democratic theory on governance in developing countries, 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 democratic. The study adopted a descriptive survey research design, anchored on the Elite Theory and the Systems Theory. A sample size of 404 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 376 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 = 2.96). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.489$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.42, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.04$, $p > 0.05$). 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.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Figures	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	8
1.7 Scope and Limitation of the Study	11
1.8 Definition of Terms	13
CHAPTER TWO: LITERATURE REVIEW	15
2.1 Conceptual Review	15
2.1.1 Concept of Assessment	15
2.1.2 Concept of Democratic	16
2.1.3 Concept of Theory	18
2.2 Theoretical Framework	20
2.2.1 Elite Theory	20
2.2.2 Systems Theory	21
2.2.3 Social Capital Theory	22
2.2.4 Rational Choice Theory	24
2.3 Empirical Review	25
2.3.1 Early Studies on assessment	25
2.3.2 Recent Nigerian Evidence on assessment	27
2.3.3 Assessment and democratic	28
2.3.4 Comparative Perspectives across Africa	30
2.4 Summary of Literature Review	32
CHAPTER THREE: RESEARCH METHODOLOGY	34
3.1 Research Design	34
3.2 Population of the Study	34
3.3 Sample Size and Sampling Technique	35
3.4 Sources of Data Collection	36
3.5 Research Instrument	37
3.6 Validity and Reliability of the Instrument	38
3.7 Method of Data Analysis	39
3.7.1 Administration of the Instrument	40

3.8 Ethical Considerations	41
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	43
4.1 Data Presentation	43
4.2 Demographic Characteristics of Respondents	43
4.3 Analysis of Research Questions	44
4.4 Test of Hypotheses	45
4.5 Discussion of Findings	46
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	52
5.1 Summary	52
5.2 Conclusion	53
5.3 Recommendations	54
5.4 Suggestions for Further Studies	54
REFERENCES	56
APPENDIX	58

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	33
Table 2.2: Operationalisation of the Study Variables	33
Table 3.1: Population of the Study and Sampling Technique	42
Table 3.2: Validity and Reliability of the Research Instrument	42
Table 4.1: Gender Distribution of Respondents	49
Table 4.2: Age Distribution of Respondents	49
Table 4.3: Educational Attainment of Respondents	50
Table 4.4: Weighted Mean Analysis of Research Question One	50
Table 4.5: Weighted Mean Analysis of Research Question Two	50
Table 4.6: Correlation Summary between the Independent and Dependent Variables	50
Table 4.7: Independent Samples t-test by Gender	50
Table 4.8: Chi-square Test of Association	50

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	13
Figure 3.1: Political Science Research Context	42
Figure 4.1: Gender Distribution of Respondents	49
Figure 4.2: Age Distribution of Respondents	49

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of assessment of democratic theory on governance in developing countries 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.

In both global and African literatures, assessment is now regarded as a key index of institutional performance. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of assessment. A notable study by Olawale and Adeniyi (2017) argued that the impact of assessment is substantially mediated by the quality of institutions. Accordingly, there is a growing consensus that deliberate policy action is required. Salami and Famuyide (2020), in a survey of relevant stakeholders, concluded that the benefits of assessment are unevenly distributed across groups. Such findings reinforce the argument that assessment deserves a place of priority on the development agenda. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Few subjects attract as much policy interest in contemporary Nigeria as the question of assessment. Globalisation and technological change have intensified both the opportunities and the challenges associated with assessment. An examination by Adebayo and Salami (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. Studies by Obiora and Okonkwo (2019) largely support the view that assessment exerts a measurable influence on outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Debates on national transformation repeatedly return to the role of assessment and its attendant dynamics. Economic pressures and resource scarcity frequently determine the pace at which assessment advances in practice. Comparative work by Obiora and Okonkwo (2022) across several states uncovered a consistent pattern linking assessment with democratic. For practitioners, the practical significance of assessment cannot be overstated, given its demonstrable link with democratic. Studies conducted within the West African subregion by Kalu and Bamgbose (2018) reached conclusions broadly consistent with the Nigerian evidence. For practitioners, the practical significance of assessment cannot be overstated, given its demonstrable link with democratic. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

assessment, when examined in relation to democratic, reveals complex and often paradoxical dynamics. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which assessment unfolds. Research by Ogbeide and Adekunle (2021) using mixed methods provided particularly rich insight into the mechanisms connecting assessment and democratic. These observations collectively invite a reconsideration of standard assumptions regarding democratic. Research by