

ASSESSMENT OF FINISHED STUDENT PROJECTS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Assessment of Finished Student Projects" 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 finished student projects, 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 finished. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 402 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 364 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 = 3.09). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.493$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.22, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.26$, $p > 0.05$). 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 finished student projects 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.

A growing corpus of literature draws attention to the pivotal role of assessment in shaping developmental trajectories. Globalisation and technological change have intensified both the opportunities and the challenges associated with assessment. Evidence assembled by Ogbeide and Bamgbose (2015) across twelve states underscored the heterogeneity of outcomes linked to assessment. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Umeh and Osinachi (2020), in a survey of relevant stakeholders, concluded that the benefits of assessment are unevenly distributed across groups. For practitioners, the practical significance of assessment cannot be overstated, given its demonstrable link with finished. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Over the past two decades, assessment has become increasingly significant within the Nigerian landscape and beyond. Globalisation and technological change have intensified both the opportunities and the challenges associated with assessment. The work of Bello and Olawale (2023) extended earlier analyses by demonstrating that finished reinforces the effects of assessment. For practitioners, the practical significance of assessment cannot be overstated, given its demonstrable link with finished. Dauda and Alade (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. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The salience of assessment in national discourse has grown steadily, driven by changing social conditions and technological penetration. Within Lagos State, the country's most populous commercial hub, the dynamics of assessment are observed in their starkest form. A notable study by Dauda and Alade (2017) argued that the impact of assessment is substantially mediated by the quality of institutions. Such findings reinforce the argument that assessment deserves a place of priority on the development agenda. Research by Olawale and Chukwu (2021) using mixed methods provided particularly rich insight into the mechanisms connecting assessment and finished. Such findings reinforce the argument that assessment deserves a place of priority on the development agenda. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The phenomenon of assessment, while not new, has acquired fresh analytical urgency in Nigeria. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of assessment in everyday life. Evidence assembled by Dauda and Bamgbose (2015) across twelve states underscored the heterogeneity of outcomes linked to assessment. Accordingly, there is a growing consensus that deliberate