# ASSESSMENT OF LABORATORY REPORTS IN PHYSICS

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF SCIENCE EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.) DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

# CERTIFICATION

This is to certify that this research project titled "Assessment of Laboratory Reports in Physics" 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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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.

# ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Science Education, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

# ABSTRACT

This study examined assessment of laboratory reports in physics, 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 laboratory. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 413 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 383 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 = 3.07). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.573$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.11, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.28$, $p > 0.05$). 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 laboratory reports in physics 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.

Contemporary scholarship increasingly frames assessment as inseparable from the broader question of laboratory. The socio-cultural diversity of Nigeria implies that responses to assessment must be differentiated rather than uniform. Findings reported by Nwosu and Okonkwo (2018) observed that respondents with greater exposure to assessment recorded markedly different results. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Empirical evidence from Adeniyi and Adigun (2021) suggests that positive developments in laboratory are associated with improvements in assessment. These observations collectively invite a reconsideration of standard assumptions regarding laboratory. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The relationship between assessment and laboratory has been the subject of sustained academic interest across several disciplines. Auxiliary variables, including education, income, and location, further condition how assessment is experienced across communities. An examination by Dauda and Umeh (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. For practitioners, the practical significance of assessment cannot be overstated, given its demonstrable link with laboratory. Field evidence gathered by Kalu and Salami (2016) suggested that stakeholder engagement materially improves the results achieved in matters of assessment. These observations collectively invite a reconsideration of standard assumptions regarding laboratory. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

assessment occupies a prominent position in contemporary debates about laboratory and national development. Evidence from national agencies indicates that assessment has grown considerably in recent times, underscoring the need for systematic inquiry. Empirical evidence from Kalu and Salami (2021) suggests that positive developments in laboratory are associated with improvements in assessment. For practitioners, the practical significance of assessment cannot be overstated, given its demonstrable link with laboratory. Studies by Bakare and Okonkwo (2019) largely support the view that assessment exerts a measurable influence on outcomes of interest. 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.

In recent years, assessment has emerged as a central theme in scholarly discourse on science education. In Nigeria, the intersection of assessment and laboratory is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Studies by Osinachi and Bakare (2019) largely