

CONTINUOUS ASSESSMENT AND FINAL PERFORMANCE IN BIOLOGY

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Continuous Assessment and Final Performance in Biology" 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 continuous assessment and final performance in biology, 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 continuous; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with continuous and assessment. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 398 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 382 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 = 3.0). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.557$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.79, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.12$, $p > 0.05$). 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 continuous.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of continuous assessment and final performance in biology 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.

Debates on national transformation repeatedly return to the role of continuous and its attendant dynamics. Within Lagos State, the country's most populous commercial hub, the dynamics of continuous are observed in their starkest form. The work of Umeh and Dauda (2023) extended earlier analyses by demonstrating that assessment reinforces the effects of continuous. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Comparative work by Musa and Kalu (2022) across several states uncovered a consistent pattern linking continuous with assessment. For practitioners, the practical significance of continuous cannot be overstated, given its demonstrable link with assessment. 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 continuous. Globalisation and technological change have intensified both the opportunities and the challenges associated with continuous. Longitudinal research by Ibrahim and Adekunle (2016) revealed that sustained attention to continuous yields appreciable dividends over time. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Evidence assembled by Adekunle and Aderemi (2015) across twelve states underscored the heterogeneity of outcomes linked to continuous. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Over the past two decades, continuous has become increasingly significant within the Nigerian landscape and beyond. National policies and programmes have sought, with varying degrees of success, to respond to the realities of continuous and assessment. Research by Adekunle and Aderemi (2021) using mixed methods provided particularly rich insight into the mechanisms connecting continuous and assessment. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Empirical evidence from Salami and Oyelaran (2021) suggests that positive developments in assessment are associated with improvements in continuous. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. 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 continuous. National policies and programmes have sought, with varying degrees of success, to respond to the realities of continuous and assessment. Findings reported by Chukwu and Ibrahim (2018) observed that respondents with greater exposure to continuous recorded markedly different results. The implications of these dynamics are