

# **CONTINUOUS ASSESSMENT THROUGH PRACTICAL TASKS**

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

## **CERTIFICATION**

This is to certify that this research project titled "Continuous Assessment Through Practical Tasks" 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

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Date

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EXTERNAL EXAMINER

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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 continuous assessment through practical tasks, 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 384 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 354 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 = 3.14). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ( $r = 0.482$ ,  $p < 0.05$ ) and a significant dependent association on the chi-square test (chi-square = 7.2,  $p < 0.05$ ). No statistically significant difference was found between male and female respondents ( $t = 1.05$ ,  $p > 0.05$ ). 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 through practical tasks 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, continuous is now regarded as a key index of institutional performance. The socio-cultural diversity of Nigeria implies that responses to continuous must be differentiated rather than uniform. Studies conducted within the West African subregion by Oyelaran and Ogbeide (2018) reached conclusions broadly consistent with the Nigerian evidence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. An examination by Dauda and Chukwu (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In both global and African literatures, continuous is now regarded as a key index of institutional performance. Globalisation and technological change have intensified both the opportunities and the challenges associated with continuous. A notable study by Nwosu and Umeh (2017) argued that the impact of continuous is substantially mediated by the quality of institutions. For practitioners, the practical significance of continuous cannot be overstated, given its demonstrable link with assessment. Evidence assembled by Eze and Bakare (2015) across twelve states underscored the heterogeneity of outcomes linked to continuous. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Contemporary scholarship increasingly frames continuous as inseparable from the broader question of assessment. The socio-cultural diversity of Nigeria implies that responses to continuous must be differentiated rather than uniform. A notable study by Eze and Bakare (2017) argued that the impact of continuous is substantially mediated by the quality of institutions. Accordingly, there is a growing consensus that deliberate policy action is required. Empirical evidence from Alade and Ogbeide (2021) suggests that positive developments in assessment are associated with improvements in continuous. These observations collectively invite a reconsideration of standard assumptions regarding assessment. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

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. Studies conducted within the West African subregion by Umeh and Ogunlana (2018) reached conclusions broadly consistent with the Nigerian evidence. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Research by Osinachi and