

EXAMINATION BODIES AND PUBLIC TRUST IN CERTIFICATES

BY

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CERTIFICATION

This is to certify that this research project titled "Examination Bodies and Public Trust in Certificates" 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 examination bodies and public trust in certificates, 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 examination; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with examination and bodies. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 409 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 393 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 = 3.04). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.594$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.96, $p < 0.05$). 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 examination.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of examination bodies and public trust in certificates 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.

examination continues to command considerable attention among researchers, policymakers, and practitioners in educational foundations. Auxiliary variables, including education, income, and location, further condition how examination is experienced across communities. Studies by Obiora and Famuyide (2019) largely support the view that examination exerts a measurable influence on outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding bodies. Longitudinal research by Adigun and Famuyide (2016) revealed that sustained attention to examination yields appreciable dividends over time. 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.

Scholars have long recognised examination as a critical determinant of outcomes in educational foundations. Within Lagos State, the country's most populous commercial hub, the dynamics of examination are observed in their starkest form. Famuyide and Alade (2020), in a survey of relevant stakeholders, concluded that the benefits of examination are unevenly distributed across groups. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Comparative work by Oyelaran and Famuyide (2022) across several states uncovered a consistent pattern linking examination with bodies. Such findings reinforce the argument that examination deserves a place of priority on the development agenda. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Few subjects attract as much policy interest in contemporary Nigeria as the question of examination. In Nigeria, the intersection of examination and bodies is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. A notable study by Oyelaran and Famuyide (2017) argued that the impact of examination is substantially mediated by the quality of institutions. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Research by Bakare and Umeh (2021) using mixed methods provided particularly rich insight into the mechanisms connecting examination and bodies. Such findings reinforce the argument that examination deserves a place of priority on the development agenda. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Few subjects attract as much policy interest in contemporary Nigeria as the question of examination. National policies and programmes have sought, with varying degrees of success, to respond to the realities of examination and bodies. An examination by Musa and Adeniyi (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The cumulative effect of these dynamics