

PAST QUESTIONS PRACTICE ON CBT PLATFORMS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Past Questions Practice on CBT Platforms" 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 past questions practice on cbt platforms, 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 past; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with past and questions. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 403 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 = 3.05). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.492$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.96, $p < 0.05$). 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 past.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Figures	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	8
1.7 Scope and Limitation of the Study	10
1.8 Definition of Terms	12
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Conceptual Review	14
2.1.1 Concept of Past	14
2.1.2 Concept of Questions	15
2.1.3 Concept of Practice	17
2.2 Theoretical Framework	19
2.2.1 Constructivist Learning Theory	19
2.2.2 Technology Acceptance Model	20
2.2.3 Cognitive Load Theory	21
2.2.4 Experiential Learning Theory	22
2.3 Empirical Review	23
2.3.1 Early Studies on past	23
2.3.2 Recent Nigerian Evidence on past	25
2.3.3 Past and questions	27
2.3.4 Comparative Perspectives across Africa	28
2.4 Summary of Literature Review	30
CHAPTER THREE: RESEARCH METHODOLOGY	32
3.1 Research Design	32
3.2 Population of the Study	32
3.3 Sample Size and Sampling Technique	33
3.4 Sources of Data Collection	34
3.5 Research Instrument	35
3.6 Validity and Reliability of the Instrument	36
3.7 Method of Data Analysis	37
3.7.1 Administration of the Instrument	38

3.8 Ethical Considerations	38
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	41
4.1 Data Presentation	41
4.2 Demographic Characteristics of Respondents	41
4.3 Analysis of Research Questions	42
4.4 Test of Hypotheses	43
4.5 Discussion of Findings	44
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	49
5.1 Summary	49
5.2 Conclusion	50
5.3 Recommendations	50
5.4 Suggestions for Further Studies	51
REFERENCES	52
APPENDIX	54

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	31
Table 2.2: Operationalisation of the Study Variables	31
Table 3.1: Population of the Study and Sampling Technique	39
Table 3.2: Validity and Reliability of the Research Instrument	39
Table 4.1: Gender Distribution of Respondents	47
Table 4.2: Age Distribution of Respondents	47
Table 4.3: Educational Attainment of Respondents	47
Table 4.4: Weighted Mean Analysis of Research Question One	48
Table 4.5: Weighted Mean Analysis of Research Question Two	48
Table 4.6: Correlation Summary between the Independent and Dependent Variables	48
Table 4.7: Independent Samples t-test by Gender	48
Table 4.8: Chi-square Test of Association	48

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	13
Figure 3.1: Science Education Research Context	40
Figure 4.1: Gender Distribution of Respondents	47
Figure 4.2: Age Distribution of Respondents	47

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of past questions practice on cbt platforms 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 recent years, past has emerged as a central theme in scholarly discourse on science education. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of past in everyday life. The aggregate picture emerging from Chukwu and Musa (2023) points to a modest but consistent association between past and the outcomes of interest. For practitioners, the practical significance of past cannot be overstated, given its demonstrable link with questions. Findings reported by Obiora and Umeh (2018) observed that respondents with greater exposure to past recorded markedly different results. Such findings reinforce the argument that past 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.

The relationship between past and questions has been the subject of sustained academic interest across several disciplines. Globalisation and technological change have intensified both the opportunities and the challenges associated with past. A notable study by Ibrahim and Oyelaran (2017) argued that the impact of past is substantially mediated by the quality of institutions. Such findings reinforce the argument that past deserves a place of priority on the development agenda. Studies by Umeh and Ibrahim (2019) largely support the view that past exerts a measurable influence on outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

past, when examined in relation to questions, reveals complex and often paradoxical dynamics. Globalisation and technological change have intensified both the opportunities and the challenges associated with past. Comparative work by Umeh and Ibrahim (2022) across several states uncovered a consistent pattern linking past with questions. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Field evidence gathered by Okonkwo and Okonkwo (2016) suggested that stakeholder engagement materially improves the results achieved in matters of past. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The salience of past in national discourse has grown steadily, driven by changing social conditions and technological penetration. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of past in everyday life. An examination by Nnamdi and Musa (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Comparative work by Aderemi and Umeh (2022) across several states uncovered a consistent pattern linking past with