

STUDY GROUPS AND ACADEMIC CONFIDENCE

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF GUIDANCE AND COUNSELLING,
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 GUIDANCE AND COUNSELLING

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Study Groups and Academic Confidence" 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.

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 Guidance and Counselling, 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 study groups and academic confidence, 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 study; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with study and groups. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 419 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 = 3.13). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.593$, $p < 0.05$) 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 ($t = 1.1$, $p > 0.05$). 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 study.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of study groups and academic confidence 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 study as inseparable from the broader question of groups. Globalisation and technological change have intensified both the opportunities and the challenges associated with study. Findings reported by Okonkwo and Okonkwo (2018) observed that respondents with greater exposure to study recorded markedly different results. Such findings reinforce the argument that study deserves a place of priority on the development agenda. Adebayo and Nnamdi (2020), in a survey of relevant stakeholders, concluded that the benefits of study are unevenly distributed across groups. 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.

The salience of study in national discourse has grown steadily, driven by changing social conditions and technological penetration. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of study. The aggregate picture emerging from Oyelaran and Alade (2023) points to a modest but consistent association between study and the outcomes of interest. Such findings reinforce the argument that study deserves a place of priority on the development agenda. The aggregate picture emerging from Eze and Alade (2023) points to a modest but consistent association between study and the outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

study continues to command considerable attention among researchers, policymakers, and practitioners in guidance and counselling. National policies and programmes have sought, with varying degrees of success, to respond to the realities of study and groups. Studies conducted within the West African subregion by Eze and Alade (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. Studies conducted within the West African subregion by Adigun and Bakare (2018) reached conclusions broadly consistent with the Nigerian evidence. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

study, when examined in relation to groups, reveals complex and often paradoxical dynamics. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of study. Findings reported by Obiora and Nnamdi (2018) observed that respondents with greater exposure to study recorded markedly different results. For practitioners, the practical significance of study cannot be overstated, given its