

TYPING SKILLS AND CBT EXAMINATION PERFORMANCE

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Typing Skills and CBT Examination Performance" 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 typing skills and cbt examination performance, 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 typing; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with typing and skills. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 391 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 369 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 = 3.01). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.509$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.84, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.24$, $p > 0.05$). 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 typing.

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	6
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	7
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 Typing	14
2.1.2 Concept of Skills	15
2.1.3 Concept of Cbt	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 typing	23
2.3.2 Recent Nigerian Evidence on typing	25
2.3.3 Typing and skills	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	39
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	51
5.4 Suggestions for Further Studies	51
REFERENCES	53
APPENDIX	55

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	40
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	47
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	46
Figure 4.2: Age Distribution of Respondents	47

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of typing skills and cbt examination performance 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.

typing continues to command considerable attention among researchers, policymakers, and practitioners in science education. Globalisation and technological change have intensified both the opportunities and the challenges associated with typing. Research by Nwosu and Ibrahim (2021) using mixed methods provided particularly rich insight into the mechanisms connecting typing and skills. Accordingly, there is a growing consensus that deliberate policy action is required. A notable study by Ibrahim and Nnamdi (2017) argued that the impact of typing is substantially mediated by the quality of institutions. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

typing, when examined in relation to skills, reveals complex and often paradoxical dynamics. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of typing. The aggregate picture emerging from Adekunle and Osinachi (2023) points to a modest but consistent association between typing and the outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. An examination by Dauda and Dauda (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

A growing corpus of literature draws attention to the pivotal role of typing in shaping developmental trajectories. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of typing in everyday life. A notable study by Dauda and Dauda (2017) argued that the impact of typing is substantially mediated by the quality of institutions. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The aggregate picture emerging from Umeh and Bamgbose (2023) points to a modest but consistent association between typing and the outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Contemporary scholarship increasingly frames typing as inseparable from the broader question of skills. Auxiliary variables, including education, income, and location, further condition how typing is experienced across communities. Findings reported by Ekwueme and Adebayo (2018) observed that respondents with greater exposure to typing recorded markedly different results. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The aggregate picture emerging from