

USE OF PAST QUESTIONS FOR PHYSICS REVISION

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Use of Past Questions for Physics Revision" 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 use of past questions for physics revision, 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 use; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with use and past. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. 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 390 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 = 2.96). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.537$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.57, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.22$, $p > 0.05$). 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 use.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of use of past questions for physics revision 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 use as inseparable from the broader question of past. National policies and programmes have sought, with varying degrees of success, to respond to the realities of use and past. A notable study by Oyelaran and Bakare (2017) argued that the impact of use is substantially mediated by the quality of institutions. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. An examination by Ibrahim and Famuyide (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. 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.

Scholars have long recognised use as a critical determinant of outcomes in science education. National policies and programmes have sought, with varying degrees of success, to respond to the realities of use and past. Nwosu and Adebayo (2020), in a survey of relevant stakeholders, concluded that the benefits of use are unevenly distributed across groups. Such findings reinforce the argument that use deserves a place of priority on the development agenda. Studies conducted within the West African subregion by Dauda and Ogunlana (2018) reached conclusions broadly consistent with the Nigerian evidence. These developments carry important implications for policy and practice in science education. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Scholars have long recognised use as a critical determinant of outcomes in science education. Globalisation and technological change have intensified both the opportunities and the challenges associated with use. Field evidence gathered by Dauda and Ogunlana (2016) suggested that stakeholder engagement materially improves the results achieved in matters of use. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Findings reported by Famuyide and Ibrahim (2018) observed that respondents with greater exposure to use recorded markedly different results. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

In recent years, use has emerged as a central theme in scholarly discourse on science education. Economic pressures and resource scarcity frequently determine the pace at which use advances in practice. An examination by Aderemi and Olawale (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. For practitioners, the practical significance of use cannot be overstated, given its demonstrable link with past. Empirical evidence from Olawale and Nnamdi (2021) suggests that positive developments in past are associated with improvements in use. For practitioners, the