

USE OF PAST QUESTIONS IN PREPARING FOR CHEMISTRY EXAMINATIONS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Use of Past Questions in Preparing for Chemistry Examinations" 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 in preparing for chemistry examinations, 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 389 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 = 3.04). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.454$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.29, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.23$, $p > 0.05$). 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 in preparing for chemistry examinations 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.

use, when examined in relation to past, reveals complex and often paradoxical dynamics. Evidence from national agencies indicates that use has grown considerably in recent times, underscoring the need for systematic inquiry. The aggregate picture emerging from Osinachi and Adeniyi (2023) points to a modest but consistent association between use and the outcomes of interest. For practitioners, the practical significance of use cannot be overstated, given its demonstrable link with past. Longitudinal research by Okonkwo and Dauda (2016) revealed that sustained attention to use yields appreciable dividends over time. Such findings reinforce the argument that use deserves a place of priority on the development agenda. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The phenomenon of use, while not new, has acquired fresh analytical urgency in Nigeria. Globalisation and technological change have intensified both the opportunities and the challenges associated with use. Research by Bakare and Dauda (2021) using mixed methods provided particularly rich insight into the mechanisms connecting use and past. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Evidence assembled by Bamgbose and Obiora (2015) across twelve states underscored the heterogeneity of outcomes linked to use. These observations collectively invite a reconsideration of standard assumptions regarding past. 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 use. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of use. Comparative work by Bamgbose and Obiora (2022) across several states uncovered a consistent pattern linking use with past. Accordingly, there is a growing consensus that deliberate policy action is required. Evidence assembled by Ogbeide and Famuyide (2015) across twelve states underscored the heterogeneity of outcomes linked to use. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

use occupies a prominent position in contemporary debates about past and national development. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which use unfolds. Adekunle and Nwosu (2020), in a survey of relevant stakeholders, concluded that the benefits of use are unevenly distributed across groups. These observations collectively invite a reconsideration of standard assumptions regarding past. Studies conducted within the West African subregion by Nnamdi and Ogunlana (2018) reached conclusions broadly consistent with the