

VALUES EDUCATION AND EXAMINATION HONESTY

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Values Education and Examination Honesty" 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 values education and examination honesty, 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 values; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with values and education. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 402 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 366 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 ($r = 0.528$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.79, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.14$, $p > 0.05$). 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 values.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of values education and examination honesty 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 both global and African literatures, values is now regarded as a key index of institutional performance. Economic pressures and resource scarcity frequently determine the pace at which values advances in practice. Findings reported by Nwosu and Umeh (2018) observed that respondents with greater exposure to values recorded markedly different results. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Evidence assembled by Dauda and Olawale (2015) across twelve states underscored the heterogeneity of outcomes linked to values. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

A growing corpus of literature draws attention to the pivotal role of values in shaping developmental trajectories. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of values. Bello and Ogbeide (2020), in a survey of relevant stakeholders, concluded that the benefits of values are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Findings reported by Aderemi and Nnamdi (2018) observed that respondents with greater exposure to values recorded markedly different results. 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 relationship between values and education has been the subject of sustained academic interest across several disciplines. In Nigeria, the intersection of values and education is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. The aggregate picture emerging from Aderemi and Nnamdi (2023) points to a modest but consistent association between values and the outcomes of interest. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Studies conducted within the West African subregion by Eze and Alade (2018) reached conclusions broadly consistent with the Nigerian evidence. These observations collectively invite a reconsideration of standard assumptions regarding education. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

values occupies a prominent position in contemporary debates about education and national development. The socio-cultural diversity of Nigeria implies that responses to values must be differentiated rather than uniform. Empirical evidence from Obiora and Adekunle (2021) suggests that positive developments in education are associated with improvements in values. The cumulative effect of these dynamics is a situation that demands