

ATTITUDE OF STUDENTS TOWARDS DISSECTION EXERCISES

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Attitude of Students Towards Dissection Exercises" 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 attitude of students towards dissection exercises, 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 attitude; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with attitude and students. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 400 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 384 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 = 3.1). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.596$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.9, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.28$, $p > 0.05$). 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 attitude.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of attitude of students towards dissection exercises 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.

The salience of attitude 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 attitude. Studies conducted within the West African subregion by Kalu and Salami (2018) reached conclusions broadly consistent with the Nigerian evidence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Empirical evidence from Aderemi and Adebayo (2021) suggests that positive developments in students are associated with improvements in attitude. Accordingly, there is a growing consensus that deliberate policy action is required. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Contemporary scholarship increasingly frames attitude as inseparable from the broader question of students. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream attitude into routine governance. A notable study by Adigun and Adigun (2017) argued that the impact of attitude is substantially mediated by the quality of institutions. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The aggregate picture emerging from Nwosu and Olawale (2023) points to a modest but consistent association between attitude and the outcomes of interest. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Scholars have long recognised attitude as a critical determinant of outcomes in science education. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which attitude unfolds. Longitudinal research by Nwosu and Olawale (2016) revealed that sustained attention to attitude yields appreciable dividends over time. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Empirical evidence from Bakare and Ogunlana (2021) suggests that positive developments in students are associated with improvements in attitude. Such findings reinforce the argument that attitude deserves a place of priority on the development agenda. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Scholars have long recognised attitude as a critical determinant of outcomes in science education. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of attitude. Ibrahim and Bello (2020), in a survey of relevant stakeholders, concluded that the benefits of attitude are unevenly distributed across groups. These observations collectively invite a reconsideration of