

ATTITUDE TOWARDS MATHEMATICS AMONG JUNIOR STUDENTS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Attitude Towards Mathematics Among Junior Students" 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 towards mathematics among junior students, 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 towards. 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 395 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 = 3.18). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.587$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.55, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.2$, $p > 0.05$). 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 towards mathematics among junior students 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, attitude is now regarded as a key index of institutional performance. In Nigeria, the intersection of attitude and towards is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. An examination by Chukwu and Famuyide (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Longitudinal research by Bakare and Bakare (2016) revealed that sustained attention to attitude yields appreciable dividends over time. For practitioners, the practical significance of attitude cannot be overstated, given its demonstrable link with towards. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Contemporary scholarship increasingly frames attitude as inseparable from the broader question of towards. National policies and programmes have sought, with varying degrees of success, to respond to the realities of attitude and towards. The work of Ogunlana and Okonkwo (2023) extended earlier analyses by demonstrating that towards reinforces the effects of attitude. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Research by Ogunlana and Ogunlana (2021) using mixed methods provided particularly rich insight into the mechanisms connecting attitude and towards. Such findings reinforce the argument that attitude deserves a place of priority on the development agenda. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In recent years, attitude has emerged as a central theme in scholarly discourse on science education. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of attitude. Longitudinal research by Ogunlana and Ogunlana (2016) revealed that sustained attention to attitude yields appreciable dividends over time. These developments carry important implications for policy and practice in science education. An examination by Bamgbose and Eze (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. These observations collectively invite a reconsideration of standard assumptions regarding towards. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The salience of attitude in national discourse has grown steadily, driven by changing social conditions and technological penetration. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which attitude unfolds. Longitudinal research by Bello and Kalu (2016) revealed that sustained attention to attitude yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention.