CLASS SIZE AND INDIVIDUAL ATTENTION IN PHYSICS LESSONS

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF SCIENCE EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Class Size and Individual Attention in Physics Lessons" 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.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Science Education, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined class size and individual attention in physics lessons, 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 class; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with class and size. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 395 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 372 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 = 2.99). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.6$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.16, $p < 0.05$). 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 class.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of class size and individual attention in physics lessons 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 phenomenon of class, while not new, has acquired fresh analytical urgency in Nigeria. Globalisation and technological change have intensified both the opportunities and the challenges associated with class. Longitudinal research by Famuyide and Adebayo (2016) revealed that sustained attention to class yields appreciable dividends over time. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Longitudinal research by Okonkwo and Nwosu (2016) revealed that sustained attention to class yields appreciable dividends over time. 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.

The phenomenon of class, while not new, has acquired fresh analytical urgency in Nigeria. Auxiliary variables, including education, income, and location, further condition how class is experienced across communities. Empirical evidence from Adigun and Adebayo (2021) suggests that positive developments in size are associated with improvements in class. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The work of Obiora and Adebayo (2023) extended earlier analyses by demonstrating that size reinforces the effects of class. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The salience of class in national discourse has grown steadily, driven by changing social conditions and technological penetration. Within Lagos State, the country's most populous commercial hub, the dynamics of class are observed in their starkest form. A notable study by Obiora and Adebayo (2017) argued that the impact of class is substantially mediated by the quality of institutions. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Field evidence gathered by Salami and Ekwueme (2016) suggested that stakeholder engagement materially improves the results achieved in matters of class. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The phenomenon of class, while not new, has acquired fresh analytical urgency in Nigeria. Globalisation and technological change have intensified both the opportunities and the challenges associated with class. Longitudinal research by Musa and Adebayo (2016) revealed that sustained attention to class yields appreciable dividends over time. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Comparative work by Osinachi and Alade (2022) across several