EXTRACURRICULAR SCIENCE CLUBS AND CHEMISTRY INTEREST

BY

[STUDENT'S FULL NAME]

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

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.) DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Extracurricular Science Clubs and Chemistry Interest" 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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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 extracurricular science clubs and chemistry interest, 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 extracurricular; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with extracurricular and science. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 384 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 351 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 = 3.05). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.549$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.92, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.02$, $p > 0.05$). 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 extracurricular.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of extracurricular science clubs and chemistry interest 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 extracurricular in national discourse has grown steadily, driven by changing social conditions and technological penetration. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream extracurricular into routine governance. Longitudinal research by Umeh and Ibrahim (2016) revealed that sustained attention to extracurricular yields appreciable dividends over time. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A notable study by Adigun and Nwosu (2017) argued that the impact of extracurricular is substantially mediated by the quality of institutions. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

In both global and African literatures, extracurricular is now regarded as a key index of institutional performance. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of extracurricular. Findings reported by Chukwu and Ibrahim (2018) observed that respondents with greater exposure to extracurricular recorded markedly different results. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Research by Ekwueme and Adigun (2021) using mixed methods provided particularly rich insight into the mechanisms connecting extracurricular and science. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

In both global and African literatures, extracurricular is now regarded as a key index of institutional performance. Globalisation and technological change have intensified both the opportunities and the challenges associated with extracurricular. The aggregate picture emerging from Ekwueme and Adigun (2023) points to a modest but consistent association between extracurricular and the outcomes of interest. Such findings reinforce the argument that extracurricular deserves a place of priority on the development agenda. A notable study by Adebayo and Alade (2017) argued that the impact of extracurricular is substantially mediated by the quality of institutions. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

extracurricular continues to command considerable attention among researchers, policymakers, and practitioners in science education. In Nigeria, the intersection of extracurricular and science is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings.