

HOMEWORK FREQUENCY AND MATHEMATICS SCORES

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Homework Frequency and Mathematics Scores" 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 homework frequency and mathematics scores, 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 homework; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with homework and frequency. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 382 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 358 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 = 3.06). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.523$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.99, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.31$, $p > 0.05$). 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 homework.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of homework frequency and mathematics scores 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 homework, while not new, has acquired fresh analytical urgency in Nigeria. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of homework. An examination by Eze and Nnamdi (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The aggregate picture emerging from Bakare and Famuyide (2023) points to a modest but consistent association between homework and the outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Scholars have long recognised homework as a critical determinant of outcomes in science education. Evidence from national agencies indicates that homework has grown considerably in recent times, underscoring the need for systematic inquiry. Studies by Olawale and Bamgbose (2019) largely support the view that homework exerts a measurable influence on outcomes of interest. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Findings reported by Eze and Famuyide (2018) observed that respondents with greater exposure to homework recorded markedly different results. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Few subjects attract as much policy interest in contemporary Nigeria as the question of homework. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of homework. Eze and Famuyide (2020), in a survey of relevant stakeholders, concluded that the benefits of homework are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Findings reported by Eze and Adekunle (2018) observed that respondents with greater exposure to homework recorded markedly different results. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The phenomenon of homework, while not new, has acquired fresh analytical urgency in Nigeria. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of homework. The work of Bello and Ogunlana (2023) extended earlier analyses by demonstrating that frequency reinforces the effects of homework. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Field evidence gathered by Chukwu and Chukwu (2016) suggested that stakeholder