

MATHEMATICS CLUBS AND INTEREST IN THE SUBJECT

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Mathematics Clubs and Interest in the Subject" 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 mathematics clubs and interest in the subject, 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 mathematics; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with mathematics and clubs. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 413 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 398 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 = 3.04). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.486$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.08, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.25$, $p > 0.05$). 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 mathematics.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of mathematics clubs and interest in the subject 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.

A growing corpus of literature draws attention to the pivotal role of mathematics in shaping developmental trajectories. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of mathematics. Longitudinal research by Nwosu and Eze (2016) revealed that sustained attention to mathematics yields appreciable dividends over time. Such findings reinforce the argument that mathematics deserves a place of priority on the development agenda. The work of Adigun and Okonkwo (2023) extended earlier analyses by demonstrating that clubs reinforces the effects of mathematics. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In both global and African literatures, mathematics is now regarded as a key index of institutional performance. Auxiliary variables, including education, income, and location, further condition how mathematics is experienced across communities. Research by Salami and Bello (2021) using mixed methods provided particularly rich insight into the mechanisms connecting mathematics and clubs. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Comparative work by Oyelaran and Aderemi (2022) across several states uncovered a consistent pattern linking mathematics with clubs. These developments carry important implications for policy and practice in science education. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Contemporary scholarship increasingly frames mathematics as inseparable from the broader question of clubs. Auxiliary variables, including education, income, and location, further condition how mathematics is experienced across communities. Oyelaran and Aderemi (2020), in a survey of relevant stakeholders, concluded that the benefits of mathematics are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Field evidence gathered by Bakare and Oyelaran (2016) suggested that stakeholder engagement materially improves the results achieved in matters of mathematics. Such findings reinforce the argument that mathematics deserves a place of priority on the development agenda. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

mathematics, when examined in relation to clubs, reveals complex and often paradoxical dynamics. Auxiliary variables, including education, income, and location, further condition how mathematics is experienced across communities. Studies conducted within the West African subregion by Okonkwo and Salami (2018) reached