

PARENTAL INVOLVEMENT IN SCIENCE HOMEWORK

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Parental Involvement in Science Homework" 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 parental involvement in science homework, 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 parental; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with parental and involvement. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 406 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 376 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 = 3.13). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.596$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.84, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.26$, $p > 0.05$). 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 parental.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of parental involvement in science homework 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.

parental continues to command considerable attention among researchers, policymakers, and practitioners in science education. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of parental. A notable study by Umeh and Adekunle (2017) argued that the impact of parental is substantially mediated by the quality of institutions. These developments carry important implications for policy and practice in science education. Longitudinal research by Adigun and Osinachi (2016) revealed that sustained attention to parental yields appreciable dividends over time. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Few subjects attract as much policy interest in contemporary Nigeria as the question of parental. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of parental in everyday life. The aggregate picture emerging from Oyelaran and Adigun (2023) points to a modest but consistent association between parental and the outcomes of interest. For practitioners, the practical significance of parental cannot be overstated, given its demonstrable link with involvement. Longitudinal research by Bamgbose and Dauda (2016) revealed that sustained attention to parental yields appreciable dividends over time. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Few subjects attract as much policy interest in contemporary Nigeria as the question of parental. Globalisation and technological change have intensified both the opportunities and the challenges associated with parental. The aggregate picture emerging from Bamgbose and Dauda (2023) points to a modest but consistent association between parental and the outcomes of interest. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Evidence assembled by Obiora and Musa (2015) across twelve states underscored the heterogeneity of outcomes linked to parental. Such findings reinforce the argument that parental deserves a place of priority on the development agenda. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The phenomenon of parental, 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 parental. Studies conducted within the West African subregion by Salami and Umeh (2018) reached conclusions broadly consistent with the Nigerian evidence. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Empirical evidence from Famuyide and Dauda