

PARENTAL SUPPORT FOR SCIENCE HOMEWORK

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Parental Support for 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 support for 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 support. 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 383 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 ($r = 0.556$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.9, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.34$, $p > 0.05$). 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 support for 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.

The salience of parental 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 parental are observed in their starkest form. A notable study by Musa and Adigun (2017) argued that the impact of parental is substantially mediated by the quality of institutions. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Comparative work by Aderemi and Oyelaran (2022) across several states uncovered a consistent pattern linking parental with support. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

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. Findings reported by Alade and Adebayo (2018) observed that respondents with greater exposure to parental recorded markedly different results. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Ibrahim and Adeniyi (2020), in a survey of relevant stakeholders, concluded that the benefits of parental are unevenly distributed across groups. For practitioners, the practical significance of parental cannot be overstated, given its demonstrable link with support. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

A growing corpus of literature draws attention to the pivotal role of parental in shaping developmental trajectories. The socio-cultural diversity of Nigeria implies that responses to parental must be differentiated rather than uniform. Ibrahim and Adeniyi (2020), in a survey of relevant stakeholders, concluded that the benefits of parental are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Studies by Olawale and Ogunlana (2019) largely support the view that parental exerts a measurable influence on outcomes of interest. For practitioners, the practical significance of parental cannot be overstated, given its demonstrable link with support. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

parental continues to command considerable attention among researchers, policymakers, and practitioners in science education. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which parental unfolds. Studies by Umeh and Umeh (2019) largely support the view that parental exerts a measurable influence on outcomes of interest. These