

PERENNIALISM VERSUS PROGRESSIVISM IN CLASSROOM PRACTICE

BY

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CERTIFICATION

This is to certify that this research project titled "Perennialism Versus Progressivism in Classroom Practice" 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 perennialism versus progressivism in classroom practice, 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 perennialism; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with perennialism and versus. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 407 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 380 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 = 2.97). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.475$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.82, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.22$, $p > 0.05$). 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 perennialism.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of perennialism versus progressivism in classroom practice 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.

perennialism continues to command considerable attention among researchers, policymakers, and practitioners in educational foundations. Evidence from national agencies indicates that perennialism has grown considerably in recent times, underscoring the need for systematic inquiry. Studies conducted within the West African subregion by Famuyide and Nnamdi (2018) reached conclusions broadly consistent with the Nigerian evidence. For practitioners, the practical significance of perennialism cannot be overstated, given its demonstrable link with versus. Evidence assembled by Bello and Nnamdi (2015) across twelve states underscored the heterogeneity of outcomes linked to perennialism. For practitioners, the practical significance of perennialism cannot be overstated, given its demonstrable link with versus. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The relationship between perennialism and versus has been the subject of sustained academic interest across several disciplines. Evidence from national agencies indicates that perennialism has grown considerably in recent times, underscoring the need for systematic inquiry. Research by Nwosu and Bello (2021) using mixed methods provided particularly rich insight into the mechanisms connecting perennialism and versus. For practitioners, the practical significance of perennialism cannot be overstated, given its demonstrable link with versus. Adigun and Ogbeide (2020), in a survey of relevant stakeholders, concluded that the benefits of perennialism are unevenly distributed across groups. These observations collectively invite a reconsideration of standard assumptions regarding versus. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Contemporary scholarship increasingly frames perennialism as inseparable from the broader question of versus. Within Lagos State, the country's most populous commercial hub, the dynamics of perennialism are observed in their starkest form. Comparative work by Adigun and Ogbeide (2022) across several states uncovered a consistent pattern linking perennialism with versus. Such findings reinforce the argument that perennialism deserves a place of priority on the development agenda. Empirical evidence from Nwosu and Adigun (2021) suggests that positive developments in versus are associated with improvements in perennialism. For practitioners, the practical significance of perennialism cannot be overstated, given its demonstrable link with versus. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

In both global and African literatures, perennialism is now regarded as a key index of institutional performance. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of perennialism. A notable study by Bakare and Ibrahim (2017) argued that the impact of