PRACTICAL ACTIVITIES AND INTEREST IN INTEGRATED SCIENCE

BY

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[MATRIC NUMBER]

BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF SCIENCE EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Practical Activities and Interest in Integrated Science" 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.

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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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My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Science Education, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined practical activities and interest in integrated science, 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 practical; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with practical and activities. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 381 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 356 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 = 3.05). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.451$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.85, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.15$, $p > 0.05$). 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 practical.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of practical activities and interest in integrated science 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.

Over the past two decades, practical has become increasingly significant within the Nigerian landscape and beyond. National policies and programmes have sought, with varying degrees of success, to respond to the realities of practical and activities. The work of Osinachi and Osinachi (2023) extended earlier analyses by demonstrating that activities reinforces the effects of practical. Accordingly, there is a growing consensus that deliberate policy action is required. Research by Adekunle and Musa (2021) using mixed methods provided particularly rich insight into the mechanisms connecting practical and activities. For practitioners, the practical significance of practical cannot be overstated, given its demonstrable link with activities. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

In both global and African literatures, practical is now regarded as a key index of institutional performance. In Nigeria, the intersection of practical and activities is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. A notable study by Bamgbose and Famuyide (2017) argued that the impact of practical is substantially mediated by the quality of institutions. For practitioners, the practical significance of practical cannot be overstated, given its demonstrable link with activities. Comparative work by Alade and Okonkwo (2022) across several states uncovered a consistent pattern linking practical with activities. For practitioners, the practical significance of practical cannot be overstated, given its demonstrable link with activities. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Debates on national transformation repeatedly return to the role of practical and its attendant dynamics. Economic pressures and resource scarcity frequently determine the pace at which practical advances in practice. A notable study by Alade and Okonkwo (2017) argued that the impact of practical is substantially mediated by the quality of institutions. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The aggregate picture emerging from Osinachi and Ogbeide (2023) points to a modest but consistent association between practical and the outcomes of interest. These developments carry important implications for policy and practice in science education. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The relationship between practical and activities has been the subject of sustained academic interest across several disciplines. Economic pressures and resource scarcity frequently determine the pace at which practical advances in practice. Findings reported by Bamgbose and Alade (2018) observed that respondents with greater exposure to practical recorded markedly different results. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A notable study by Bakare and Eze (2017) argued