

PRACTICAL ACTIVITIES AND INTEREST IN INTEGRATED SCIENCE

BY

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DEGREE IN SCIENCE EDUCATION

[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.

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 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.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Figures	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	8
1.7 Scope and Limitation of the Study	11
1.8 Definition of Terms	13
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Conceptual Review	14
2.1.1 Concept of Practical	14
2.1.2 Concept of Activities	15
2.1.3 Concept of Interest	17
2.2 Theoretical Framework	19
2.2.1 Constructivist Learning Theory	19
2.2.2 Technology Acceptance Model	20
2.2.3 Cognitive Load Theory	21
2.2.4 Experiential Learning Theory	22
2.3 Empirical Review	23
2.3.1 Early Studies on practical	24
2.3.2 Recent Nigerian Evidence on practical	25
2.3.3 Practical and activities	27
2.3.4 Comparative Perspectives across Africa	29
2.4 Summary of Literature Review	31
CHAPTER THREE: RESEARCH METHODOLOGY	33
3.1 Research Design	33
3.2 Population of the Study	33
3.3 Sample Size and Sampling Technique	34
3.4 Sources of Data Collection	35
3.5 Research Instrument	36
3.6 Validity and Reliability of the Instrument	37
3.7 Method of Data Analysis	38
3.7.1 Administration of the Instrument	39

3.8 Ethical Considerations	40
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	42
4.1 Data Presentation	42
4.2 Demographic Characteristics of Respondents	42
4.3 Analysis of Research Questions	43
4.4 Test of Hypotheses	44
4.5 Discussion of Findings	45
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	51
5.1 Summary	51
5.2 Conclusion	52
5.3 Recommendations	53
5.4 Suggestions for Further Studies	53
REFERENCES	55
APPENDIX	57

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	31
Table 2.2: Operationalisation of the Study Variables	31
Table 3.1: Population of the Study and Sampling Technique	40
Table 3.2: Validity and Reliability of the Research Instrument	41
Table 4.1: Gender Distribution of Respondents	48
Table 4.2: Age Distribution of Respondents	48
Table 4.3: Educational Attainment of Respondents	49
Table 4.4: Weighted Mean Analysis of Research Question One	49
Table 4.5: Weighted Mean Analysis of Research Question Two	49
Table 4.6: Correlation Summary between the Independent and Dependent Variables	49
Table 4.7: Independent Samples t-test by Gender	49
Table 4.8: Chi-square Test of Association	49

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	13
Figure 3.1: Science Education Research Context	41
Figure 4.1: Gender Distribution of Respondents	48
Figure 4.2: Age Distribution of Respondents	48

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