

PRACTICAL WORK AND WAEC PHYSICS SCORES

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Practical Work and WAEC Physics Scores" 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 work and waec physics scores, 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 work. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 391 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 357 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 = 3.1). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.519$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.5, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.12$, $p > 0.05$). 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 work and waec physics scores 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 relationship between practical and work has been the subject of sustained academic interest across several disciplines. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which practical unfolds. The aggregate picture emerging from Adeniyi and Adigun (2023) points to a modest but consistent association between practical and the outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. Studies by Famuyide and Osinachi (2019) largely support the view that practical exerts a measurable influence on outcomes of interest. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The salience of practical in national discourse has grown steadily, driven by changing social conditions and technological penetration. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of practical. An examination by Nwosu and Adigun (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The work of Adebayo and Olawale (2023) extended earlier analyses by demonstrating that work reinforces the effects of practical. These observations collectively invite a reconsideration of standard assumptions regarding work. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

A growing corpus of literature draws attention to the pivotal role of practical in shaping developmental trajectories. Economic pressures and resource scarcity frequently determine the pace at which practical advances in practice. Evidence assembled by Adebayo and Olawale (2015) across twelve states underscored the heterogeneity of outcomes linked to practical. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Evidence assembled by Alade and Famuyide (2015) across twelve states underscored the heterogeneity of outcomes linked to practical. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The phenomenon of practical, while not new, has acquired fresh analytical urgency in Nigeria. National policies and programmes have sought, with varying degrees of success, to respond to the realities of practical and work. Findings reported by Famuyide and Olawale (2018) observed that respondents with greater exposure to practical recorded markedly different results. Such findings reinforce the argument that practical deserves a place of priority on the development agenda. Studies by Famuyide and Ogbeide (2019) largely