

PRINCIPALS' FUNDING OF WORKSHOP CONSUMABLES

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Principals' Funding of Workshop Consumables" 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 principals' funding of workshop consumables, 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 principals; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with principals and funding. 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 343 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 = 3.08). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.47$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.8, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.08$, $p > 0.05$). 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 principals.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of principals' funding of workshop consumables 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.

Debates on national transformation repeatedly return to the role of principals and its attendant dynamics. Globalisation and technological change have intensified both the opportunities and the challenges associated with principals. The aggregate picture emerging from Adeniyi and Adebayo (2023) points to a modest but consistent association between principals and the outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. Longitudinal research by Chukwu and Okonkwo (2016) revealed that sustained attention to principals yields appreciable dividends over time. Such findings reinforce the argument that principals deserves a place of priority on the development agenda. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

principals, when examined in relation to funding, reveals complex and often paradoxical dynamics. National policies and programmes have sought, with varying degrees of success, to respond to the realities of principals and funding. Findings reported by Nwosu and Bakare (2018) observed that respondents with greater exposure to principals recorded markedly different results. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Research by Osinachi and Bello (2021) using mixed methods provided particularly rich insight into the mechanisms connecting principals and funding. These observations collectively invite a reconsideration of standard assumptions regarding funding. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Few subjects attract as much policy interest in contemporary Nigeria as the question of principals. National policies and programmes have sought, with varying degrees of success, to respond to the realities of principals and funding. The work of Osinachi and Bello (2023) extended earlier analyses by demonstrating that funding reinforces the effects of principals. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Findings reported by Alade and Ekwueme (2018) observed that respondents with greater exposure to principals recorded markedly different results. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Debates on national transformation repeatedly return to the role of principals and its attendant dynamics. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of principals in everyday life. Dauda and Ekwueme (2020), in a survey of relevant stakeholders, concluded that the benefits of principals are unevenly distributed across groups. These observations collectively invite a reconsideration of standard assumptions regarding funding. Research by Ogunlana and Adekunle (2021) using mixed methods provided particularly rich insight into the mechanisms connecting principals and funding. Left