

**PRINCIPALS' SUPPORT FOR LABORATORY FUNDING IN
SECONDARY SCHOOLS**

BY

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

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Principals' Support for Laboratory Funding in Secondary Schools" 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.

ACKNOWLEDGEMENT

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 principals' support for laboratory funding in secondary schools, 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 support. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 395 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 385 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 ($r = 0.493$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.34, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.19$, $p > 0.05$). 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' support for laboratory funding in secondary schools 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.

Few subjects attract as much policy interest in contemporary Nigeria as the question of principals. The socio-cultural diversity of Nigeria implies that responses to principals must be differentiated rather than uniform. Evidence assembled by Ogbeide and Eze (2015) across twelve states underscored the heterogeneity of outcomes linked to principals. For practitioners, the practical significance of principals cannot be overstated, given its demonstrable link with support. Findings reported by Aderemi and Musa (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. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Debates on national transformation repeatedly return to the role of principals and its attendant dynamics. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of principals. Bakare and Ogbeide (2020), in a survey of relevant stakeholders, concluded that the benefits of principals are unevenly distributed across groups. Such findings reinforce the argument that principals deserves a place of priority on the development agenda. Comparative work by Adebayo and Musa (2022) across several states uncovered a consistent pattern linking principals with support. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Scholars have long recognised principals as a critical determinant of outcomes in science education. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of principals in everyday life. An examination by Adebayo and Musa (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. An examination by Ogunlana and Nnamdi (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. These observations collectively invite a reconsideration of standard assumptions regarding support. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

principals continues to command considerable attention among researchers, policymakers, and practitioners in science education. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of principals. The work of Salami and Adekunle (2023) extended earlier analyses by demonstrating that support reinforces the effects of principals. For practitioners, the practical significance of principals cannot be overstated, given its demonstrable link with support. Empirical evidence from Kalu and Famuyide (2021) suggests that positive developments in support are associated with improvements in