

QUIZ COMPETITIONS AND SCIENCE INTEREST IN JUNIOR SCHOOLS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Quiz Competitions and Science Interest in Junior 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.

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ABSTRACT

This study examined quiz competitions and science interest in junior 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 quiz; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with quiz and competitions. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 405 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 370 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 = 3.16). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.573$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.46, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.16$, $p > 0.05$). 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 quiz.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of quiz competitions and science interest in junior 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.

The relationship between quiz and competitions has been the subject of sustained academic interest across several disciplines. In Nigeria, the intersection of quiz and competitions is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. The work of Adeniyi and Nnamdi (2023) extended earlier analyses by demonstrating that competitions reinforces the effects of quiz. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A notable study by Dauda and Ogunlana (2017) argued that the impact of quiz is substantially mediated by the quality of institutions. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

quiz occupies a prominent position in contemporary debates about competitions and national development. Globalisation and technological change have intensified both the opportunities and the challenges associated with quiz. Research by Nnamdi and Adebayo (2021) using mixed methods provided particularly rich insight into the mechanisms connecting quiz and competitions. Such findings reinforce the argument that quiz deserves a place of priority on the development agenda. Comparative work by Nwosu and Adigun (2022) across several states uncovered a consistent pattern linking quiz with competitions. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

quiz continues to command considerable attention among researchers, policymakers, and practitioners in science education. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of quiz in everyday life. Studies conducted within the West African subregion by Nwosu and Adigun (2018) reached conclusions broadly consistent with the Nigerian evidence. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. An examination by Okonkwo and Adeniyi (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. 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 quiz in shaping developmental trajectories. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which quiz unfolds. The aggregate picture emerging from Nwosu and Obiora (2023) points to a modest but consistent association between quiz and the outcomes of