

STUDENTS' ATTITUDE TOWARDS QUANTITATIVE CHEMISTRY

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Students' Attitude Towards Quantitative Chemistry" 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 students' attitude towards quantitative chemistry, 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 students; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with students and attitude. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 416 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 395 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 = 3.14). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.515$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.21, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.11$, $p > 0.05$). 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 students.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of students' attitude towards quantitative chemistry 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.

A growing corpus of literature draws attention to the pivotal role of students in shaping developmental trajectories. National policies and programmes have sought, with varying degrees of success, to respond to the realities of students and attitude. A notable study by Aderemi and Kalu (2017) argued that the impact of students is substantially mediated by the quality of institutions. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. An examination by Salami and Ekwueme (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. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

A growing corpus of literature draws attention to the pivotal role of students in shaping developmental trajectories. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of students. The aggregate picture emerging from Nnamdi and Dauda (2023) points to a modest but consistent association between students and the outcomes of interest. For practitioners, the practical significance of students cannot be overstated, given its demonstrable link with attitude. The aggregate picture emerging from Nwosu and Musa (2023) points to a modest but consistent association between students and the outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Contemporary scholarship increasingly frames students as inseparable from the broader question of attitude. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of students. Nwosu and Musa (2020), in a survey of relevant stakeholders, concluded that the benefits of students are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Studies conducted within the West African subregion by Adigun and Dauda (2018) reached conclusions broadly consistent with the Nigerian evidence. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

students, when examined in relation to attitude, reveals complex and often paradoxical dynamics. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream students into routine governance. Studies conducted within the West African subregion by Osinachi and Adekunle (2018) reached conclusions broadly consistent with the Nigerian evidence. Such findings reinforce the