

TIME ALLOCATION FOR COMPUTER PRACTICALS

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Time Allocation for Computer Practicals" 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 time allocation for computer practicals, 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 time; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with time and allocation. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 382 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 = 3.13). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.511$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.74, $p < 0.05$). 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 time.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of time allocation for computer practicals 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.

time 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 time. Evidence assembled by Nnamdi and Bamgbose (2015) across twelve states underscored the heterogeneity of outcomes linked to time. Such findings reinforce the argument that time deserves a place of priority on the development agenda. Empirical evidence from Eze and Salami (2021) suggests that positive developments in allocation are associated with improvements in time. Such findings reinforce the argument that time deserves a place of priority on the development agenda. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In recent years, time has emerged as a central theme in scholarly discourse on science education. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which time unfolds. An examination by Alade and Bello (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. Comparative work by Musa and Adigun (2022) across several states uncovered a consistent pattern linking time with allocation. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

time occupies a prominent position in contemporary debates about allocation and national development. Economic pressures and resource scarcity frequently determine the pace at which time advances in practice. An examination by Musa and Adigun (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Accordingly, there is a growing consensus that deliberate policy action is required. Evidence assembled by Adigun and Umeh (2015) across twelve states underscored the heterogeneity of outcomes linked to time. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

In both global and African literatures, time is now regarded as a key index of institutional performance. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which time unfolds. A notable study by Umeh and Ogunlana (2017) argued that the impact of time is substantially mediated by the quality of institutions. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Findings reported by Salami and Adebayo (2018) observed that respondents with greater exposure to time recorded markedly