

TIME FOR PRACTICALS ON THE JUNIOR TIMETABLE

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 "Time for Practicals on the Junior Timetable" 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 time for practicals on the junior timetable, 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 practicals. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 401 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 365 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 = 3.06). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.549$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.37, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.21$, $p > 0.05$). 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 for practicals on the junior timetable 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.

Scholars have long recognised time as a critical determinant of outcomes in science education. National policies and programmes have sought, with varying degrees of success, to respond to the realities of time and practicals. Empirical evidence from Bakare and Adeniyi (2021) suggests that positive developments in practicals are associated with improvements in time. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. A notable study by Ekwueme and Bamgbose (2017) argued that the impact of time is substantially mediated by the quality of institutions. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

time, when examined in relation to practicals, reveals complex and often paradoxical dynamics. Nigeria's federal structure and its diverse cultural geography ensure that the experience of time varies considerably from one region to another. An examination by Obiora and Bamgbose (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. The aggregate picture emerging from Eze and Olawale (2023) points to a modest but consistent association between time and the outcomes of interest. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Contemporary scholarship increasingly frames time as inseparable from the broader question of practicals. Evidence from national agencies indicates that time has grown considerably in recent times, underscoring the need for systematic inquiry. Research by Eze and Olawale (2021) using mixed methods provided particularly rich insight into the mechanisms connecting time and practicals. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The work of Okonkwo and Obiora (2023) extended earlier analyses by demonstrating that practicals reinforces the effects of time. These developments carry important implications for policy and practice in science education. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

A growing corpus of literature draws attention to the pivotal role of time in shaping developmental trajectories. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of time in everyday life. The aggregate picture emerging from Ibrahim and Musa (2023) points to a modest but consistent association between time and the outcomes of interest. For practitioners, the practical significance of time cannot be overstated, given its demonstrable link with practicals. Findings reported by