

TIME FOR WORKSHOP PRACTICE ON THE SCHOOL 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 Workshop Practice on the School 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 workshop practice on the school 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 workshop. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 412 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 382 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 = 3.19). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.455$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.53, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.25$, $p > 0.05$). 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 workshop practice on the school 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.

The phenomenon of time, while not new, has acquired fresh analytical urgency in Nigeria. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream time into routine governance. Empirical evidence from Adeniyi and Ekwueme (2021) suggests that positive developments in workshop are associated with improvements in time. Such findings reinforce the argument that time deserves a place of priority on the development agenda. Longitudinal research by Ogunlana and Umeh (2016) revealed that sustained attention to time yields appreciable dividends over time. Such findings reinforce the argument that time deserves a place of priority on the development agenda. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

In both global and African literatures, time is now regarded as a key index of institutional performance. Within Lagos State, the country's most populous commercial hub, the dynamics of time are observed in their starkest form. Olawale and Oyelaran (2020), in a survey of relevant stakeholders, concluded that the benefits of time are unevenly distributed across groups. For practitioners, the practical significance of time cannot be overstated, given its demonstrable link with workshop. The aggregate picture emerging from Nnamdi and Obiora (2023) points to a modest but consistent association between time and the outcomes of interest. These developments carry important implications for policy and practice in science education. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Contemporary scholarship increasingly frames time as inseparable from the broader question of workshop. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of time in everyday life. Empirical evidence from Nnamdi and Obiora (2021) suggests that positive developments in workshop are associated with improvements in time. Such findings reinforce the argument that time deserves a place of priority on the development agenda. The aggregate picture emerging from Ekwueme and Chukwu (2023) points to a modest but consistent association between time and the outcomes of interest. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

time continues to command considerable attention among researchers, policymakers, and practitioners in science education. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream time into routine governance. Comparative work by Ogbeide and Salami (2022) across several states uncovered a consistent pattern linking time with workshop. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Comparative work by Adigun