

ASSESSMENT OF ELECTRICAL CONDUCTIVITY OF SELECTED MATERIALS

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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DEGREE IN PHYSICS

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Assessment of Electrical Conductivity of Selected Materials" 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 assessment of electrical conductivity of selected materials, 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 assessment; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with assessment and electrical. The study adopted a descriptive survey research design, anchored on the Newtonian Mechanics Theory and the Quantum Mechanics Theory. 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 384 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 = 3.03). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.527$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.59, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.3$, $p > 0.05$). 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 assessment.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of assessment of electrical conductivity of selected materials 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.

assessment continues to command considerable attention among researchers, policymakers, and practitioners in physics. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of assessment. An examination by Adeniyi and Famuyide (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. For practitioners, the practical significance of assessment cannot be overstated, given its demonstrable link with electrical. The aggregate picture emerging from Adekunle and Nwosu (2023) points to a modest but consistent association between assessment and the outcomes of interest. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Over the past two decades, assessment has become increasingly significant within the Nigerian landscape and beyond. Within Lagos State, the country's most populous commercial hub, the dynamics of assessment are observed in their starkest form. Comparative work by Bakare and Salami (2022) across several states uncovered a consistent pattern linking assessment with electrical. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Osinachi and Ogbeide (2020), in a survey of relevant stakeholders, concluded that the benefits of assessment are unevenly distributed across groups. These observations collectively invite a reconsideration of standard assumptions regarding electrical. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Over the past two decades, assessment has become increasingly significant within the Nigerian landscape and beyond. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream assessment into routine governance. The work of Osinachi and Ogbeide (2023) extended earlier analyses by demonstrating that electrical reinforces the effects of assessment. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. A notable study by Ibrahim and Adekunle (2017) argued that the impact of assessment is substantially mediated by the quality of institutions. Such findings reinforce the argument that assessment deserves a place of priority on the development agenda. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Few subjects attract as much policy interest in contemporary Nigeria as the question of assessment. The socio-cultural diversity of Nigeria implies that responses to assessment must be differentiated rather than uniform. Research by Ekwueme and Adeniyi (2021) using mixed methods provided particularly rich insight into the mechanisms connecting assessment and electrical. Left unaddressed, the identified patterns are likely