

BUILDING DRAWING INTERPRETATION SKILLS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Building Drawing Interpretation Skills" 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 building drawing interpretation skills, 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 building; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with building and drawing. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 388 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 = 3.06). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.459$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.52, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.15$, $p > 0.05$). 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 building.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of building drawing interpretation skills 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.

building, when examined in relation to drawing, reveals complex and often paradoxical dynamics. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of building. The work of Adebayo and Kalu (2023) extended earlier analyses by demonstrating that drawing reinforces the effects of building. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The work of Oyelaran and Bamgbose (2023) extended earlier analyses by demonstrating that drawing reinforces the effects of building. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

building occupies a prominent position in contemporary debates about drawing and national development. Economic pressures and resource scarcity frequently determine the pace at which building advances in practice. Empirical evidence from Adekunle and Famuyide (2021) suggests that positive developments in drawing are associated with improvements in building. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The aggregate picture emerging from Aderemi and Aderemi (2023) points to a modest but consistent association between building and the outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. 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 building. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of building in everyday life. Field evidence gathered by Aderemi and Aderemi (2016) suggested that stakeholder engagement materially improves the results achieved in matters of building. Such findings reinforce the argument that building deserves a place of priority on the development agenda. Comparative work by Dauda and Bello (2022) across several states uncovered a consistent pattern linking building with drawing. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Contemporary scholarship increasingly frames building as inseparable from the broader question of drawing. Economic pressures and resource scarcity frequently determine the pace at which building advances in practice. Studies conducted within the West African subregion by Olawale and Adigun (2018) reached conclusions broadly consistent with the Nigerian evidence. Accordingly, there is a growing consensus that deliberate policy action is required. Findings reported by Bakare and Osinachi (2018) observed that