

DEMONSTRATION METHOD AND UNDERSTANDING OF ELECTROLYSIS

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 "Demonstration Method and Understanding of Electrolysis" 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 demonstration method and understanding of electrolysis, 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 demonstration; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with demonstration and method. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 392 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 360 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 ($r = 0.521$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.33, $p < 0.05$). 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 demonstration.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of demonstration method and understanding of electrolysis 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.

In both global and African literatures, demonstration is now regarded as a key index of institutional performance. Globalisation and technological change have intensified both the opportunities and the challenges associated with demonstration. The aggregate picture emerging from Alade and Umeh (2023) points to a modest but consistent association between demonstration and the outcomes of interest. Such findings reinforce the argument that demonstration deserves a place of priority on the development agenda. Studies conducted within the West African subregion by Salami and Adebayo (2018) reached conclusions broadly consistent with the Nigerian evidence. For practitioners, the practical significance of demonstration cannot be overstated, given its demonstrable link with method. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The salience of demonstration in national discourse has grown steadily, driven by changing social conditions and technological penetration. The socio-cultural diversity of Nigeria implies that responses to demonstration must be differentiated rather than uniform. The work of Ogunlana and Ekwueme (2023) extended earlier analyses by demonstrating that method reinforces the effects of demonstration. Such findings reinforce the argument that demonstration deserves a place of priority on the development agenda. Umeh and Adeniyi (2020), in a survey of relevant stakeholders, concluded that the benefits of demonstration are unevenly distributed across groups. For practitioners, the practical significance of demonstration cannot be overstated, given its demonstrable link with method. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Contemporary scholarship increasingly frames demonstration as inseparable from the broader question of method. Economic pressures and resource scarcity frequently determine the pace at which demonstration advances in practice. Research by Umeh and Adeniyi (2021) using mixed methods provided particularly rich insight into the mechanisms connecting demonstration and method. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Field evidence gathered by Olawale and Eze (2016) suggested that stakeholder engagement materially improves the results achieved in matters of demonstration. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

demonstration, when examined in relation to method, reveals complex and often paradoxical dynamics. Nigeria's federal structure and its diverse cultural geography ensure that the experience of demonstration varies considerably from one region to another. Salami and Nwosu (2020), in a survey of relevant