

DRAWING INSTRUMENTS OWNERSHIP AMONG STUDENTS

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 "Drawing Instruments Ownership Among Students" 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 drawing instruments ownership among students, 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 drawing; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with drawing and instruments. 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 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 = 2.95). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.58$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.04, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.13$, $p > 0.05$). 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 drawing.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of drawing instruments ownership among students 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 drawing as a critical determinant of outcomes in science education. Globalisation and technological change have intensified both the opportunities and the challenges associated with drawing. Empirical evidence from Dauda and Salami (2021) suggests that positive developments in instruments are associated with improvements in drawing. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Comparative work by Aderemi and Adigun (2022) across several states uncovered a consistent pattern linking drawing with instruments. 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.

Scholars have long recognised drawing as a critical determinant of outcomes in science education. Economic pressures and resource scarcity frequently determine the pace at which drawing advances in practice. Empirical evidence from Okonkwo and Adekunle (2021) suggests that positive developments in instruments are associated with improvements in drawing. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Field evidence gathered by Bamgbose and Nwosu (2016) suggested that stakeholder engagement materially improves the results achieved in matters of drawing. These observations collectively invite a reconsideration of standard assumptions regarding instruments. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In recent years, drawing has emerged as a central theme in scholarly discourse on science education. Nigeria's federal structure and its diverse cultural geography ensure that the experience of drawing varies considerably from one region to another. An examination by Bamgbose and Nwosu (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. A notable study by Ogbeide and Bakare (2017) argued that the impact of drawing is substantially mediated by the quality of institutions. Such findings reinforce the argument that drawing deserves a place of priority on the development agenda. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Debates on national transformation repeatedly return to the role of drawing and its attendant dynamics. Within Lagos State, the country's most populous commercial hub, the dynamics of drawing are observed in their starkest form. Empirical evidence from Nwosu and Bamgbose (2021) suggests that positive developments in instruments are associated with improvements in drawing. For practitioners, the practical significance of drawing cannot be overstated, given its demonstrable link with instruments. The aggregate picture emerging