ELECTRICITY MODULE TEACHING WITH SIMPLE KITS

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

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Electricity Module Teaching with Simple Kits" 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.

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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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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 electricity module teaching with simple kits, 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 electricity; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with electricity and module. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 402 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 379 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 = 3.07). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.471$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.4, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.33$, $p > 0.05$). 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 electricity.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of electricity module teaching with simple kits 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 relationship between electricity and module has been the subject of sustained academic interest across several disciplines. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream electricity into routine governance. Field evidence gathered by Ogbeide and Famuyide (2016) suggested that stakeholder engagement materially improves the results achieved in matters of electricity. These observations collectively invite a reconsideration of standard assumptions regarding module. The aggregate picture emerging from Umeh and Chukwu (2023) points to a modest but consistent association between electricity and the outcomes of interest. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

A growing corpus of literature draws attention to the pivotal role of electricity in shaping developmental trajectories. In Nigeria, the intersection of electricity and module is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. The aggregate picture emerging from Ekwueme and Oyelaran (2023) points to a modest but consistent association between electricity and the outcomes of interest. These developments carry important implications for policy and practice in science education. Empirical evidence from Nwosu and Ogunlana (2021) suggests that positive developments in module are associated with improvements in electricity. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The phenomenon of electricity, while not new, has acquired fresh analytical urgency in Nigeria. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of electricity. Longitudinal research by Nwosu and Ogunlana (2016) revealed that sustained attention to electricity yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Ekwueme and Nnamdi (2020), in a survey of relevant stakeholders, concluded that the benefits of electricity are unevenly distributed across groups. These observations collectively invite a reconsideration of standard assumptions regarding module. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

In recent years, electricity 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 electricity varies considerably from one region to another. The aggregate picture emerging from Ekwueme and Famuyide (2023) points to a modest but consistent association between electricity and the outcomes of interest. The