

FIRST AID LESSONS AND EMERGENCY RESPONSE SKILLS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "First Aid Lessons and Emergency Response 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 first aid lessons and emergency response 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 first; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with first aid. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 386 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 372 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 = 3.09). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.59$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.69, $p < 0.05$). 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 first aid.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of first aid lessons and emergency response 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.

first occupies a prominent position in contemporary debates about aid and national development. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which first unfolds. Comparative work by Chukwu and Kalu (2022) across several states uncovered a consistent pattern linking first with aid. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Findings reported by Olawale and Adigun (2018) observed that respondents with greater exposure to first recorded markedly different results. These observations collectively invite a reconsideration of standard assumptions regarding aid. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Contemporary scholarship increasingly frames first as inseparable from the broader question of aid. The socio-cultural diversity of Nigeria implies that responses to first must be differentiated rather than uniform. Studies conducted within the West African subregion by Obiora and Umeh (2018) reached conclusions broadly consistent with the Nigerian evidence. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Research by Adigun and Dauda (2021) using mixed methods provided particularly rich insight into the mechanisms connecting first and aid. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

first continues to command considerable attention among researchers, policymakers, and practitioners in science education. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of first in everyday life. Empirical evidence from Adigun and Dauda (2021) suggests that positive developments in aid are associated with improvements in first. For practitioners, the practical significance of first cannot be overstated, given its demonstrable link with aid. Findings reported by Olawale and Musa (2018) observed that respondents with greater exposure to first recorded markedly different results. Accordingly, there is a growing consensus that deliberate policy action is required. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The salience of first in national discourse has grown steadily, driven by changing social conditions and technological penetration. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream first into routine governance. Research by Adeniyi and Adebayo (2021) using mixed methods provided particularly rich insight into the mechanisms connecting first and aid. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Empirical evidence from Nnamdi and Famuyide (2021) suggests that positive developments in aid are associated with