

FIVE SENSES EXPERIMENTS AND PUPILS' PARTICIPATION

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 "Five Senses Experiments and Pupils' Participation" 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 five senses experiments and pupils' participation, 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 five; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with five and senses. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 382 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 349 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 = 3.18). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.561$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.87, $p < 0.05$). 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 five.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of five senses experiments and pupils' participation 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.

A growing corpus of literature draws attention to the pivotal role of five in shaping developmental trajectories. Economic pressures and resource scarcity frequently determine the pace at which five advances in practice. A notable study by Salami and Okonkwo (2017) argued that the impact of five is substantially mediated by the quality of institutions. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Olawale and Adeniyi (2020), in a survey of relevant stakeholders, concluded that the benefits of five are unevenly distributed across groups. For practitioners, the practical significance of five cannot be overstated, given its demonstrable link with senses. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

five 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 five in everyday life. Studies by Salami and Adebayo (2019) largely support the view that five exerts a measurable influence on outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding senses. The aggregate picture emerging from Chukwu and Chukwu (2023) points to a modest but consistent association between five 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.

A growing corpus of literature draws attention to the pivotal role of five in shaping developmental trajectories. Nigeria's federal structure and its diverse cultural geography ensure that the experience of five varies considerably from one region to another. An examination by Chukwu and Chukwu (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. For practitioners, the practical significance of five cannot be overstated, given its demonstrable link with senses. Empirical evidence from Dauda and Nnamdi (2021) suggests that positive developments in senses are associated with improvements in five. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

five, when examined in relation to senses, reveals complex and often paradoxical dynamics. Nigeria's federal structure and its diverse cultural geography ensure that the experience of five varies considerably from one region to another. Evidence assembled by Bamgbose and Adekunle (2015) across twelve states underscored the heterogeneity of outcomes linked to five. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Longitudinal research by Oyelaran and Aderemi (2016)