

LIFE CYCLE TEACHING WITH LIVE SPECIMENS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Life Cycle Teaching with Live Specimens" 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 life cycle teaching with live specimens, 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 life; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with life and cycle. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 383 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 344 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 = 3.05). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.584$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.76, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.25$, $p > 0.05$). 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 life.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of life cycle teaching with live specimens 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.

life, when examined in relation to cycle, reveals complex and often paradoxical dynamics. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of life. Studies conducted within the West African subregion by Adigun and Aderemi (2018) reached conclusions broadly consistent with the Nigerian evidence. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. An examination by Adigun and Salami (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. 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 life and its attendant dynamics. Nigeria's federal structure and its diverse cultural geography ensure that the experience of life varies considerably from one region to another. A notable study by Ekwueme and Adeniyi (2017) argued that the impact of life is substantially mediated by the quality of institutions. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Kalu and Ekwueme (2020), in a survey of relevant stakeholders, concluded that the benefits of life are unevenly distributed across groups. 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.

Scholars have long recognised life as a critical determinant of outcomes in science education. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of life. Evidence assembled by Kalu and Ekwueme (2015) across twelve states underscored the heterogeneity of outcomes linked to life. These observations collectively invite a reconsideration of standard assumptions regarding cycle. Research by Oyelaran and Eze (2021) using mixed methods provided particularly rich insight into the mechanisms connecting life and cycle. 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.

life continues to command considerable attention among researchers, policymakers, and practitioners in science education. Globalisation and technological change have intensified both the opportunities and the challenges associated with life. Field evidence gathered by Dauda and Bamgbose (2016) suggested that stakeholder engagement materially improves the results achieved in matters of life. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Comparative work by Chukwu and Aderemi (2022) across several states uncovered a consistent pattern linking life with cycle. The