

PEER DEMONSTRATION AMONG WORKSHOP GROUPS

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Peer Demonstration Among Workshop Groups" 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 peer demonstration among workshop groups, 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 peer; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with peer and demonstration. 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 374 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 ($r = 0.525$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.18, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.27$, $p > 0.05$). 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 peer.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of peer demonstration among workshop groups 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.

Debates on national transformation repeatedly return to the role of peer and its attendant dynamics. Economic pressures and resource scarcity frequently determine the pace at which peer advances in practice. The work of Okonkwo and Ibrahim (2023) extended earlier analyses by demonstrating that demonstration reinforces the effects of peer. Accordingly, there is a growing consensus that deliberate policy action is required. The aggregate picture emerging from Eze and Kalu (2023) points to a modest but consistent association between peer and the outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

peer occupies a prominent position in contemporary debates about demonstration and national development. In Nigeria, the intersection of peer and demonstration is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Studies conducted within the West African subregion by Eze and Ogbeide (2018) reached conclusions broadly consistent with the Nigerian evidence. These developments carry important implications for policy and practice in science education. Studies conducted within the West African subregion by Salami and Bamgbose (2018) reached conclusions broadly consistent with the Nigerian evidence. 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.

peer continues to command considerable attention among researchers, policymakers, and practitioners in science education. Nigeria's federal structure and its diverse cultural geography ensure that the experience of peer varies considerably from one region to another. Studies conducted within the West African subregion by Salami and Bamgbose (2018) reached conclusions broadly consistent with the Nigerian evidence. These observations collectively invite a reconsideration of standard assumptions regarding demonstration. Studies conducted within the West African subregion by Famuyide and Ekwueme (2018) reached conclusions broadly consistent with the Nigerian evidence. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Contemporary scholarship increasingly frames peer as inseparable from the broader question of demonstration. Globalisation and technological change have intensified both the opportunities and the challenges associated with peer. Empirical evidence from Dauda and Nnamdi (2021) suggests that positive developments in demonstration are associated with improvements in peer. Such findings reinforce the