

REUSE OF SACHET WATER NYLONS IN CRAFT LESSONS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Reuse of Sachet Water Nylons in Craft Lessons" 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

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ABSTRACT

This study examined reuse of sachet water nylons in craft lessons, 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 reuse; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with reuse and sachet. 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 356 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 ($r = 0.493$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.34, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.09$, $p > 0.05$). 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 reuse.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of reuse of sachet water nylons in craft lessons 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.

In both global and African literatures, reuse is now regarded as a key index of institutional performance. The socio-cultural diversity of Nigeria implies that responses to reuse must be differentiated rather than uniform. Findings reported by Okonkwo and Eze (2018) observed that respondents with greater exposure to reuse recorded markedly different results. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Longitudinal research by Olawale and Ogunlana (2016) revealed that sustained attention to reuse yields appreciable dividends over time. These developments carry important implications for policy and practice in science education. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

In recent years, reuse has emerged as a central theme in scholarly discourse on science education. Within Lagos State, the country's most populous commercial hub, the dynamics of reuse are observed in their starkest form. The aggregate picture emerging from Adebayo and Osinachi (2023) points to a modest but consistent association between reuse and the outcomes of interest. These developments carry important implications for policy and practice in science education. The aggregate picture emerging from Ekwueme and Adigun (2023) points to a modest but consistent association between reuse and the outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding sachet. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

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