

TEACHING EROSION CONTROL WITH GULLY EXAMPLES

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 "Teaching Erosion Control with Gully Examples" 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 teaching erosion control with gully examples, 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 teaching; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with teaching and erosion. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 403 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 377 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 = 2.97). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.574$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.22, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.1$, $p > 0.05$). 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 teaching.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of teaching erosion control with gully examples 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.

The phenomenon of teaching, while not new, has acquired fresh analytical urgency in Nigeria. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of teaching. Longitudinal research by Olawale and Bakare (2016) revealed that sustained attention to teaching yields appreciable dividends over time. For practitioners, the practical significance of teaching cannot be overstated, given its demonstrable link with erosion. The work of Adebayo and Nnamdi (2023) extended earlier analyses by demonstrating that erosion reinforces the effects of teaching. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

In both global and African literatures, teaching is now regarded as a key index of institutional performance. National policies and programmes have sought, with varying degrees of success, to respond to the realities of teaching and erosion. A notable study by Aderemi and Osinachi (2017) argued that the impact of teaching is substantially mediated by the quality of institutions. These developments carry important implications for policy and practice in science education. Studies conducted within the West African subregion by Oyelaran and Bamgbose (2018) reached conclusions broadly consistent with the Nigerian evidence. 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.

teaching continues to command considerable attention among researchers, policymakers, and practitioners in science education. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream teaching into routine governance. Comparative work by Oyelaran and Bamgbose (2022) across several states uncovered a consistent pattern linking teaching with erosion. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The aggregate picture emerging from Obiora and Dauda (2023) points to a modest but consistent association between teaching and the outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding erosion. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

A growing corpus of literature draws attention to the pivotal role of teaching in shaping developmental trajectories. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which teaching unfolds. Studies by Alade and Aderemi (2019) largely support the view that teaching exerts a measurable influence on outcomes of interest. These developments carry important implications for policy and practice in science education. Field evidence