

TEACHING INFLATION WITH PUPIL PRICE SURVEYS

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teaching Inflation with Pupil Price Surveys" 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 inflation with pupil price surveys, 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 inflation. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. 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 388 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 = 3.01). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.488$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.13, $p < 0.05$). 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 inflation with pupil price surveys 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 salience of teaching in national discourse has grown steadily, driven by changing social conditions and technological penetration. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of teaching. Obiora and Osinachi (2020), in a survey of relevant stakeholders, concluded that the benefits of teaching are unevenly distributed across groups. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Empirical evidence from Aderemi and Umeh (2021) suggests that positive developments in inflation are associated with improvements in teaching. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The phenomenon of teaching, while not new, has acquired fresh analytical urgency in Nigeria. Auxiliary variables, including education, income, and location, further condition how teaching is experienced across communities. Findings reported by Okonkwo and Adigun (2018) observed that respondents with greater exposure to teaching recorded markedly different results. For practitioners, the practical significance of teaching cannot be overstated, given its demonstrable link with inflation. The work of Dauda and Ekwueme (2023) extended earlier analyses by demonstrating that inflation reinforces the effects of teaching. For practitioners, the practical significance of teaching cannot be overstated, given its demonstrable link with inflation. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In both global and African literatures, teaching is now regarded as a key index of institutional performance. Auxiliary variables, including education, income, and location, further condition how teaching is experienced across communities. The aggregate picture emerging from Dauda and Ekwueme (2023) points to a modest but consistent association between teaching and the outcomes of interest. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Studies conducted within the West African subregion by Ogunlana and Alade (2018) reached conclusions broadly consistent with the Nigerian evidence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

teaching continues to command considerable attention among researchers, policymakers, and practitioners in social science education. National policies and programmes have sought, with varying degrees of success, to respond to the realities of teaching and inflation. Empirical evidence from Aderemi and Olawale (2021)