

TEACHING PERSONAL HYGIENE THROUGH DEMONSTRATIONS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teaching Personal Hygiene Through Demonstrations" 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 personal hygiene through demonstrations, 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 personal. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 413 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 387 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 = 2.96). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.465$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.14, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.13$, $p > 0.05$). 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.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Figures	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	6
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	7
1.7 Scope and Limitation of the Study	10
1.8 Definition of Terms	12
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Conceptual Review	14
2.1.1 Concept of Teaching	14
2.1.2 Concept of Personal	15
2.1.3 Concept of Hygiene	17
2.2 Theoretical Framework	19
2.2.1 Constructivist Learning Theory	19
2.2.2 Technology Acceptance Model	20
2.2.3 Cognitive Load Theory	21
2.2.4 Experiential Learning Theory	22
2.3 Empirical Review	24
2.3.1 Early Studies on teaching	24
2.3.2 Recent Nigerian Evidence on teaching	25
2.3.3 Teaching and personal	27
2.3.4 Comparative Perspectives across Africa	29
2.4 Summary of Literature Review	31
CHAPTER THREE: RESEARCH METHODOLOGY	33
3.1 Research Design	33
3.2 Population of the Study	33
3.3 Sample Size and Sampling Technique	34
3.4 Sources of Data Collection	35
3.5 Research Instrument	36
3.6 Validity and Reliability of the Instrument	37
3.7 Method of Data Analysis	38
3.7.1 Administration of the Instrument	39

3.8 Ethical Considerations	40
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	42
4.1 Data Presentation	42
4.2 Demographic Characteristics of Respondents	42
4.3 Analysis of Research Questions	43
4.4 Test of Hypotheses	44
4.5 Discussion of Findings	45
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	50
5.1 Summary	50
5.2 Conclusion	51
5.3 Recommendations	52
5.4 Suggestions for Further Studies	52
REFERENCES	54
APPENDIX	56

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	31
Table 2.2: Operationalisation of the Study Variables	32
Table 3.1: Population of the Study and Sampling Technique	40
Table 3.2: Validity and Reliability of the Research Instrument	41
Table 4.1: Gender Distribution of Respondents	48
Table 4.2: Age Distribution of Respondents	48
Table 4.3: Educational Attainment of Respondents	48
Table 4.4: Weighted Mean Analysis of Research Question One	49
Table 4.5: Weighted Mean Analysis of Research Question Two	49
Table 4.6: Correlation Summary between the Independent and Dependent Variables	49
Table 4.7: Independent Samples t-test by Gender	49
Table 4.8: Chi-square Test of Association	49

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	13
Figure 3.1: Science Education Research Context	41
Figure 4.1: Gender Distribution of Respondents	48
Figure 4.2: Age Distribution of Respondents	48

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of teaching personal hygiene through demonstrations 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.

teaching, when examined in relation to personal, reveals complex and often paradoxical dynamics. The socio-cultural diversity of Nigeria implies that responses to teaching must be differentiated rather than uniform. Findings reported by Bamgbose and Ekwueme (2018) observed that respondents with greater exposure to teaching recorded markedly different results. These observations collectively invite a reconsideration of standard assumptions regarding personal. Field evidence gathered by Famuyide and Famuyide (2016) suggested that stakeholder engagement materially improves the results achieved in matters of teaching. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

teaching, when examined in relation to personal, reveals complex and often paradoxical dynamics. Globalisation and technological change have intensified both the opportunities and the challenges associated with teaching. The work of Umeh and Olawale (2023) extended earlier analyses by demonstrating that personal reinforces the effects of teaching. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Longitudinal research by Ibrahim and Aderemi (2016) revealed that sustained attention to teaching yields appreciable dividends over time. 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.

Scholars have long recognised teaching as a critical determinant of outcomes in science education. Economic pressures and resource scarcity frequently determine the pace at which teaching advances in practice. Findings reported by Ibrahim and Aderemi (2018) observed that respondents with greater exposure to teaching recorded markedly different results. Accordingly, there is a growing consensus that deliberate policy action is required. Studies conducted within the West African subregion by Musa and Adebayo (2018) reached conclusions broadly consistent with the Nigerian evidence. These observations collectively invite a reconsideration of standard assumptions regarding personal. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

teaching, when examined in relation to personal, reveals complex and often paradoxical dynamics. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which teaching unfolds. Longitudinal research by Musa and Musa (2016) revealed that sustained attention to teaching yields appreciable dividends over time. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The aggregate picture