

TEACHING SCALE OF PREFERENCE WITH POCKET MONEY EXAMPLES

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teaching Scale of Preference with Pocket Money 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 scale of preference with pocket money 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 scale. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 400 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 378 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 ($r = 0.575$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.01, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.3$, $p > 0.05$). 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	7
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 Scale	15
2.1.3 Concept of Preference	17
2.2 Theoretical Framework	19
2.2.1 Technology Acceptance Model	19
2.2.2 UTAUT	20
2.2.3 Diffusion of Innovation Theory	21
2.2.4 Systems Development Life Cycle	22
2.3 Empirical Review	23
2.3.1 Early Studies on teaching	23
2.3.2 Recent Nigerian Evidence on teaching	25
2.3.3 Teaching and scale	27
2.3.4 Comparative Perspectives across Africa	29
2.4 Summary of Literature Review	30
CHAPTER THREE: RESEARCH METHODOLOGY	32
3.1 Research Design	32
3.2 Population of the Study	32
3.3 Sample Size and Sampling Technique	33
3.4 Sources of Data Collection	34
3.5 Research Instrument	35
3.6 Validity and Reliability of the Instrument	36
3.7 Method of Data Analysis	37
3.7.1 Administration of the Instrument	38

3.8 Ethical Considerations	39
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	51
5.4 Suggestions for Further Studies	52
REFERENCES	53
APPENDIX	55

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	31
Table 2.2: Operationalisation of the Study Variables	31
Table 3.1: Population of the Study and Sampling Technique	39
Table 3.2: Validity and Reliability of the Research Instrument	40
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: Social Science Education Research Context	40
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 scale of preference with pocket money 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.

Scholars have long recognised teaching as a critical determinant of outcomes in social science education. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of teaching. Comparative work by Umeh and Eze (2022) across several states uncovered a consistent pattern linking teaching with scale. Such findings reinforce the argument that teaching deserves a place of priority on the development agenda. A notable study by Chukwu and Umeh (2017) argued that the impact of teaching is substantially mediated by the quality of institutions. Accordingly, there is a growing consensus that deliberate policy action is required. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The salience of teaching in national discourse has grown steadily, driven by changing social conditions and technological penetration. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream teaching into routine governance. Studies conducted within the West African subregion by Ibrahim and Nnamdi (2018) reached conclusions broadly consistent with the Nigerian evidence. For practitioners, the practical significance of teaching cannot be overstated, given its demonstrable link with scale. Comparative work by Ogunlana and Osinachi (2022) across several states uncovered a consistent pattern linking teaching with scale. For practitioners, the practical significance of teaching cannot be overstated, given its demonstrable link with scale. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Scholars have long recognised teaching as a critical determinant of outcomes in social science education. The socio-cultural diversity of Nigeria implies that responses to teaching must be differentiated rather than uniform. Studies conducted within the West African subregion by Ogunlana and Osinachi (2018) reached conclusions broadly consistent with the Nigerian evidence. For practitioners, the practical significance of teaching cannot be overstated, given its demonstrable link with scale. Empirical evidence from Ibrahim and Bamgbose (2021) suggests that positive developments in scale are associated with improvements in teaching. Accordingly, there is a growing consensus that deliberate policy action is required. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

In both global and African literatures, teaching is now regarded as a key index of institutional performance. Economic pressures and resource scarcity frequently determine the pace at which teaching advances in practice. The aggregate picture emerging from Musa and Ibrahim (2023) points to a modest but consistent association between teaching and the outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. Findings reported by Musa and Eze (2018) observed that respondents with