

USE OF LOCAL TOYS IN TEACHING MOTION CONCEPTS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Use of Local Toys in Teaching Motion Concepts" 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 use of local toys in teaching motion concepts, 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 use; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with use and local. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. 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 367 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 = 3.11). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.568$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.89, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.33$, $p > 0.05$). 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 use.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of use of local toys in teaching motion concepts 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.

use continues to command considerable attention among researchers, policymakers, and practitioners in science education. Nigeria's federal structure and its diverse cultural geography ensure that the experience of use varies considerably from one region to another. Studies by Olawale and Adebayo (2019) largely support the view that use exerts a measurable influence on outcomes of interest. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Longitudinal research by Ogbeide and Obiora (2016) revealed that sustained attention to use yields appreciable dividends over time. These observations collectively invite a reconsideration of standard assumptions regarding local. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

use occupies a prominent position in contemporary debates about local and national development. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of use in everyday life. Evidence assembled by Adeniyi and Salami (2015) across twelve states underscored the heterogeneity of outcomes linked to use. For practitioners, the practical significance of use cannot be overstated, given its demonstrable link with local. An examination by Salami and Aderemi (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Few subjects attract as much policy interest in contemporary Nigeria as the question of use. The socio-cultural diversity of Nigeria implies that responses to use must be differentiated rather than uniform. Comparative work by Salami and Aderemi (2022) across several states uncovered a consistent pattern linking use with local. Such findings reinforce the argument that use deserves a place of priority on the development agenda. Empirical evidence from Ogbeide and Bamgbose (2021) suggests that positive developments in local are associated with improvements in use. 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.

The salience of use 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 use into routine governance. Evidence assembled by Adebayo and Bamgbose (2015) across twelve states underscored the heterogeneity of outcomes linked to use. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Findings reported by Olawale and Bakare (2018) observed that respondents with greater exposure to use recorded markedly different results.