

USE OF REAL OBJECTS IN TEACHING LIVING AND NON-LIVING THINGS

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 "Use of Real Objects in Teaching Living and Non-Living Things" 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 real objects in teaching living and non-living things, 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 real. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 392 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 358 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 = 3.18). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.519$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.58, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.11$, $p > 0.05$). 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 real objects in teaching living and non-living things 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 occupies a prominent position in contemporary debates about real and national development. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of use. A notable study by Ekwueme and Obiora (2017) argued that the impact of use is substantially mediated by the quality of institutions. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The aggregate picture emerging from Nnamdi and Salami (2023) points to a modest but consistent association between use and the outcomes of interest. Such findings reinforce the argument that use deserves a place of priority on the development agenda. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Scholars have long recognised use as a critical determinant of outcomes in science education. National policies and programmes have sought, with varying degrees of success, to respond to the realities of use and real. The work of Bello and Bello (2023) extended earlier analyses by demonstrating that real reinforces the effects of use. These observations collectively invite a reconsideration of standard assumptions regarding real. The aggregate picture emerging from Salami and Ogbeide (2023) points to a modest but consistent association between use and the outcomes of interest. 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.

Scholars have long recognised use as a critical determinant of outcomes in science education. Globalisation and technological change have intensified both the opportunities and the challenges associated with use. Evidence assembled by Salami and Ogbeide (2015) across twelve states underscored the heterogeneity of outcomes linked to use. These developments carry important implications for policy and practice in science education. Empirical evidence from Ogbeide and Alade (2021) suggests that positive developments in real are associated with improvements in use. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Contemporary scholarship increasingly frames use as inseparable from the broader question of real. Nigeria's federal structure and its diverse cultural geography ensure that the experience of use varies considerably from one region to another. Field evidence gathered by Alade and Nnamdi (2016) suggested that stakeholder engagement materially improves the results achieved in matters of use. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Studies by Nwosu and Ogbeide (2019) largely support the view that use exerts a measurable influence on outcomes of interest. Accordingly,