

DESERTIFICATION LESSONS IN NORTHERN SCHOOLS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Desertification Lessons in Northern Schools" 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 desertification lessons in northern schools, 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 desertification; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with desertification and lessons. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 409 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 374 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 ($r = 0.477$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.53, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.03$, $p > 0.05$). 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 desertification.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of desertification lessons in northern schools 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.

desertification continues to command considerable attention among researchers, policymakers, and practitioners in science education. The socio-cultural diversity of Nigeria implies that responses to desertification must be differentiated rather than uniform. Studies conducted within the West African subregion by Bamgbose and Kalu (2018) reached conclusions broadly consistent with the Nigerian evidence. These observations collectively invite a reconsideration of standard assumptions regarding lessons. A notable study by Aderemi and Kalu (2017) argued that the impact of desertification is substantially mediated by the quality of institutions. Such findings reinforce the argument that desertification deserves a place of priority on the development agenda. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The relationship between desertification and lessons has been the subject of sustained academic interest across several disciplines. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream desertification into routine governance. Longitudinal research by Nnamdi and Eze (2016) revealed that sustained attention to desertification yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. An examination by Adebayo and Chukwu (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. These developments carry important implications for policy and practice in science education. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The phenomenon of desertification, while not new, has acquired fresh analytical urgency in Nigeria. National policies and programmes have sought, with varying degrees of success, to respond to the realities of desertification and lessons. A notable study by Adebayo and Chukwu (2017) argued that the impact of desertification is substantially mediated by the quality of institutions. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The aggregate picture emerging from Ibrahim and Adekunle (2023) points to a modest but consistent association between desertification and the outcomes of interest. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

desertification, when examined in relation to lessons, reveals complex and often paradoxical dynamics. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of desertification in everyday life. The aggregate picture emerging from Eze and Adebayo (2023) points to a modest but