

ESSAY COMPETITIONS ON CLIMATE CHANGE

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Essay Competitions on Climate Change" 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 essay competitions on climate change, 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 essay; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with essay and competitions. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 398 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 383 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 = 3.15). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.459$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.35, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.1$, $p > 0.05$). 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 essay.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of essay competitions on climate change 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.

The salience of essay in national discourse has grown steadily, driven by changing social conditions and technological penetration. Globalisation and technological change have intensified both the opportunities and the challenges associated with essay. Empirical evidence from Ekwueme and Musa (2021) suggests that positive developments in competitions are associated with improvements in essay. Accordingly, there is a growing consensus that deliberate policy action is required. Research by Ogbeide and Adigun (2021) using mixed methods provided particularly rich insight into the mechanisms connecting essay and competitions. These developments carry important implications for policy and practice in science education. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

essay, when examined in relation to competitions, reveals complex and often paradoxical dynamics. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of essay in everyday life. A notable study by Ekwueme and Ogunlana (2017) argued that the impact of essay is substantially mediated by the quality of institutions. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. The work of Ogbeide and Alade (2023) extended earlier analyses by demonstrating that competitions reinforces the effects of essay. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

In recent years, essay has emerged as a central theme in scholarly discourse on science education. Globalisation and technological change have intensified both the opportunities and the challenges associated with essay. Ogbeide and Alade (2020), in a survey of relevant stakeholders, concluded that the benefits of essay are unevenly distributed across groups. These observations collectively invite a reconsideration of standard assumptions regarding competitions. Findings reported by Eze and Olawale (2018) observed that respondents with greater exposure to essay recorded markedly different results. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Contemporary scholarship increasingly frames essay as inseparable from the broader question of competitions. Nigeria's federal structure and its diverse cultural geography ensure that the experience of essay varies considerably from one region to another. An examination by Ekwueme and Ogbeide (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Okonkwo and Aderemi (2020), in a survey of relevant stakeholders, concluded that the benefits of essay are unevenly