

TEACHING OF STATISTICS WITH LOCAL MARKET DATA

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teaching of Statistics with Local Market Data" 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 of statistics with local market data, 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 statistics. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 395 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 380 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 = 3.19). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.472$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.31, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.32$, $p > 0.05$). 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.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of teaching of statistics with local market data 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.

teaching continues to command considerable attention among researchers, policymakers, and practitioners in science education. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of teaching. Findings reported by Aderemi and Adebayo (2018) observed that respondents with greater exposure to teaching recorded markedly different results. Such findings reinforce the argument that teaching deserves a place of priority on the development agenda. Findings reported by Olawale and Ibrahim (2018) observed that respondents with greater exposure to teaching recorded markedly different results. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

teaching occupies a prominent position in contemporary debates about statistics and national development. Evidence from national agencies indicates that teaching has grown considerably in recent times, underscoring the need for systematic inquiry. Evidence assembled by Bakare and Aderemi (2015) across twelve states underscored the heterogeneity of outcomes linked to teaching. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Studies conducted within the West African subregion by Ibrahim and Okonkwo (2018) reached conclusions broadly consistent with the Nigerian evidence. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The phenomenon of teaching, while not new, has acquired fresh analytical urgency in Nigeria. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of teaching in everyday life. Comparative work by Ibrahim and Okonkwo (2022) across several states uncovered a consistent pattern linking teaching with statistics. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Studies conducted within the West African subregion by Ekwueme and Musa (2018) reached conclusions broadly consistent with the Nigerian evidence. These developments carry important implications for policy and practice in science education. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

teaching, when examined in relation to statistics, reveals complex and often paradoxical dynamics. The socio-cultural diversity of Nigeria implies that responses to teaching must be differentiated rather than uniform. Field evidence gathered by Ekwueme and Adebayo (2016) suggested that stakeholder engagement materially improves the results achieved in matters of teaching. The cumulative effect of these dynamics is a