

WEATHER CHART RECORDING BY PRIMARY PUPILS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Weather Chart Recording by Primary Pupils" 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 weather chart recording by primary pupils, 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 weather; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with weather and chart. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 402 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 381 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 ($r = 0.565$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.15, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.29$, $p > 0.05$). 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 weather.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of weather chart recording by primary pupils 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.

Few subjects attract as much policy interest in contemporary Nigeria as the question of weather. Nigeria's federal structure and its diverse cultural geography ensure that the experience of weather varies considerably from one region to another. The work of Musa and Adigun (2023) extended earlier analyses by demonstrating that chart reinforces the effects of weather. These observations collectively invite a reconsideration of standard assumptions regarding chart. The aggregate picture emerging from Alade and Famuyide (2023) points to a modest but consistent association between weather and the outcomes of interest. For practitioners, the practical significance of weather cannot be overstated, given its demonstrable link with chart. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

In recent years, weather 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 weather. A notable study by Adebayo and Bello (2017) argued that the impact of weather is substantially mediated by the quality of institutions. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. A notable study by Famuyide and Famuyide (2017) argued that the impact of weather is substantially mediated by the quality of institutions. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

A growing corpus of literature draws attention to the pivotal role of weather in shaping developmental trajectories. Auxiliary variables, including education, income, and location, further condition how weather is experienced across communities. Evidence assembled by Famuyide and Famuyide (2015) across twelve states underscored the heterogeneity of outcomes linked to weather. Such findings reinforce the argument that weather deserves a place of priority on the development agenda. Empirical evidence from Chukwu and Ogbeide (2021) suggests that positive developments in chart are associated with improvements in weather. For practitioners, the practical significance of weather cannot be overstated, given its demonstrable link with chart. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Scholars have long recognised weather as a critical determinant of outcomes in science education. Auxiliary variables, including education, income, and location, further condition how weather is experienced across communities. Empirical evidence from Nnamdi and Bello (2021) suggests that positive developments in chart are associated with improvements in weather. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A notable study by Bamgbose and Ogbeide (2017) argued that the impact of weather is substantially mediated by the quality of institutions. Accordingly, there is a growing