

WEATHER RECORDS AND FARMING CALENDAR LESSONS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Weather Records and Farming Calendar Lessons" 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 records and farming calendar lessons, 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 records. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 414 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 396 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 = 3.09). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.486$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.8, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.3$, $p > 0.05$). 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 records and farming calendar lessons 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.

Contemporary scholarship increasingly frames weather as inseparable from the broader question of records. Evidence from national agencies indicates that weather has grown considerably in recent times, underscoring the need for systematic inquiry. The work of Ibrahim and Bello (2023) extended earlier analyses by demonstrating that records reinforces the effects of weather. These observations collectively invite a reconsideration of standard assumptions regarding records. Empirical evidence from Dauda and Adeniyi (2021) suggests that positive developments in records are associated with improvements in weather. These observations collectively invite a reconsideration of standard assumptions regarding records. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The relationship between weather and records has been the subject of sustained academic interest across several disciplines. National policies and programmes have sought, with varying degrees of success, to respond to the realities of weather and records. Findings reported by Umeh and Ogunlana (2018) observed that respondents with greater exposure to weather recorded markedly different results. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Research by Kalu and Adekunle (2021) using mixed methods provided particularly rich insight into the mechanisms connecting weather and records. Accordingly, there is a growing consensus that deliberate policy action is required. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

A growing corpus of literature draws attention to the pivotal role of weather in shaping developmental trajectories. Nigeria's federal structure and its diverse cultural geography ensure that the experience of weather varies considerably from one region to another. Empirical evidence from Kalu and Adekunle (2021) suggests that positive developments in records are associated with improvements in weather. Such findings reinforce the argument that weather deserves a place of priority on the development agenda. An examination by Adigun and Salami (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. 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.

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 Famuyide and Dauda (2023) extended earlier analyses by demonstrating that records reinforces the effects of weather. These observations collectively invite a reconsideration of standard assumptions regarding records. Empirical evidence from Okonkwo and Obiora