

# **FIELD TRIPS AND INTEREST IN ECOLOGY TOPICS**

BY

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DEGREE IN SCIENCE EDUCATION

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## CERTIFICATION

This is to certify that this research project titled "Field Trips and Interest in Ecology Topics" 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.

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PROJECT SUPERVISOR

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Date

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EXTERNAL EXAMINER

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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.

## **ACKNOWLEDGEMENT**

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Science Education, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

## **ABSTRACT**

This study examined field trips and interest in ecology topics, 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 field; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with field and trips. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 394 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 372 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 = 3.05). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ( $r = 0.47$ ,  $p < 0.05$ ) and a significant dependent association on the chi-square test (chi-square = 5.51,  $p < 0.05$ ). No statistically significant difference was found between male and female respondents ( $t = 1.16$ ,  $p > 0.05$ ). 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 field.

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## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the Study

The study of field trips and interest in ecology topics 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 field in national discourse has grown steadily, driven by changing social conditions and technological penetration. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which field unfolds. Studies conducted within the West African subregion by Kalu and Ogunlana (2018) reached conclusions broadly consistent with the Nigerian evidence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Empirical evidence from Bello and Aderemi (2021) suggests that positive developments in trips are associated with improvements in field. Such findings reinforce the argument that field deserves a place of priority on the development agenda. 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 field in shaping developmental trajectories. Economic pressures and resource scarcity frequently determine the pace at which field advances in practice. Research by Salami and Kalu (2021) using mixed methods provided particularly rich insight into the mechanisms connecting field and trips. These observations collectively invite a reconsideration of standard assumptions regarding trips. Empirical evidence from Bello and Chukwu (2021) suggests that positive developments in trips are associated with improvements in field. For practitioners, the practical significance of field cannot be overstated, given its demonstrable link with trips. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

A growing corpus of literature draws attention to the pivotal role of field in shaping developmental trajectories. Nigeria's federal structure and its diverse cultural geography ensure that the experience of field varies considerably from one region to another. A notable study by Bello and Chukwu (2017) argued that the impact of field is substantially mediated by the quality of institutions. These observations collectively invite a reconsideration of standard assumptions regarding trips. The aggregate picture emerging from Oyelaran and Ekwueme (2023) points to a modest but consistent association between field and the outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding trips. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

field continues to command considerable attention among researchers, policymakers, and practitioners in science education. Evidence from national agencies indicates that field has grown considerably in recent times, underscoring the need for systematic inquiry. Field evidence gathered by Ekwueme and Adeniyi (2016) suggested that stakeholder engagement materially improves the results achieved in matters of field. These observations collectively invite a reconsideration of standard assumptions regarding trips. The aggregate