

FIELD TRIPS AND INTEREST IN GEOGRAPHY

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF SOCIAL SCIENCE EDUCATION,
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN SOCIAL SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

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

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 Social 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 geography, 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 Technology Acceptance Model and the UTAUT. A sample size of 391 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 379 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 ($r = 0.47$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.65, $p < 0.05$). 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 field.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of field trips and interest in geography 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 phenomenon of field, while not new, has acquired fresh analytical urgency in Nigeria. Economic pressures and resource scarcity frequently determine the pace at which field advances in practice. Longitudinal research by Adebayo and Okonkwo (2016) revealed that sustained attention to field yields appreciable dividends over time. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The work of Adeniyi and Chukwu (2023) extended earlier analyses by demonstrating that trips reinforces the effects of field. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

field occupies a prominent position in contemporary debates about trips and national development. Globalisation and technological change have intensified both the opportunities and the challenges associated with field. The aggregate picture emerging from Adigun and Kalu (2023) points to a modest but consistent association between field and the outcomes of interest. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Olawale and Adeniyi (2020), in a survey of relevant stakeholders, concluded that the benefits of field are unevenly distributed across groups. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The relationship between field and trips has been the subject of sustained academic interest across several disciplines. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream field into routine governance. Studies conducted within the West African subregion by Olawale and Adeniyi (2018) reached conclusions broadly consistent with the Nigerian evidence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Field evidence gathered by Bakare and Famuyide (2016) suggested that stakeholder engagement materially improves the results achieved in matters of field. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Scholars have long recognised field as a critical determinant of outcomes in social science education. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of field. The aggregate picture emerging from Adigun and Kalu (2023) points to a modest but consistent association between field and the outcomes of interest. The cumulative effect of these dynamics is a situation that