

FIELD TRIPS TO COMMERCIAL FARMS

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Field Trips to Commercial Farms" 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 field trips to commercial farms, 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 395 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 374 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 = 3.12). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.484$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.2, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.19$, $p > 0.05$). 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 to commercial farms 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.

field occupies a prominent position in contemporary debates about trips and national development. Auxiliary variables, including education, income, and location, further condition how field is experienced across communities. Empirical evidence from Bakare and Ibrahim (2021) suggests that positive developments in trips are associated with improvements in field. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Kalu and Ibrahim (2020), in a survey of relevant stakeholders, concluded that the benefits of field are unevenly distributed across groups. Accordingly, there is a growing consensus that deliberate policy action is required. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

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. The work of Bakare and Osinachi (2023) extended earlier analyses by demonstrating that trips reinforces the effects of field. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Studies by Ibrahim and Famuyide (2019) largely support the view that field exerts a measurable influence on outcomes of interest. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. 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. National policies and programmes have sought, with varying degrees of success, to respond to the realities of field and trips. Studies conducted within the West African subregion by Ibrahim and Famuyide (2018) reached conclusions broadly consistent with the Nigerian evidence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Research by Aderemi and Obiora (2021) using mixed methods provided particularly rich insight into the mechanisms connecting field and trips. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. 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. Economic pressures and resource scarcity frequently determine the pace at which field advances in practice. Longitudinal research by Bamgbose and Ekwueme (2016) revealed that sustained attention to field yields appreciable dividends over time. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Ogbeide and Eze (2020), in a survey of relevant