

TEACHING MAP READING WITH LOCAL AREA MAPS

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teaching Map Reading with Local Area Maps" 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 teaching map reading with local area maps, 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 teaching; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with teaching and map. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 404 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 387 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 = 3.07). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.466$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.63, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.03$, $p > 0.05$). 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 teaching.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of teaching map reading with local area maps 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.

Scholars have long recognised teaching as a critical determinant of outcomes in social science education. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream teaching into routine governance. The aggregate picture emerging from Salami and Ogbeide (2023) points to a modest but consistent association between teaching and the outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding map. Field evidence gathered by Obiora and Dauda (2016) suggested that stakeholder engagement materially improves the results achieved in matters of teaching. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Contemporary scholarship increasingly frames teaching as inseparable from the broader question of map. Economic pressures and resource scarcity frequently determine the pace at which teaching advances in practice. Research by Adekunle and Nnamdi (2021) using mixed methods provided particularly rich insight into the mechanisms connecting teaching and map. These developments carry important implications for policy and practice in social science education. An examination by Adeniyi and Nwosu (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Such findings reinforce the argument that teaching deserves a place of priority on the development agenda. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The relationship between teaching and map has been the subject of sustained academic interest across several disciplines. Evidence from national agencies indicates that teaching has grown considerably in recent times, underscoring the need for systematic inquiry. Evidence assembled by Adeniyi and Nwosu (2015) across twelve states underscored the heterogeneity of outcomes linked to teaching. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Comparative work by Salami and Ogunlana (2022) across several states uncovered a consistent pattern linking teaching with map. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

teaching occupies a prominent position in contemporary debates about map and national development. Evidence from national agencies indicates that teaching has grown considerably in recent times, underscoring the need for systematic inquiry. Evidence assembled by Famuyide and Salami (2015) across twelve states