

TEACHING TRANSPORTATION WITH MOTOR PARK STUDIES

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 "Teaching Transportation with Motor Park Studies" 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 teaching transportation with motor park studies, 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 transportation. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 419 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 403 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 = 3.19). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.528$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.98, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.22$, $p > 0.05$). 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 transportation with motor park studies 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.

Over the past two decades, teaching has become increasingly significant within the Nigerian landscape and beyond. Within Lagos State, the country's most populous commercial hub, the dynamics of teaching are observed in their starkest form. Dauda and Adekunle (2020), in a survey of relevant stakeholders, concluded that the benefits of teaching are unevenly distributed across groups. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Field evidence gathered by Aderemi and Adeniyi (2016) suggested that stakeholder engagement materially improves the results achieved in matters of teaching. For practitioners, the practical significance of teaching cannot be overstated, given its demonstrable link with transportation. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

teaching, when examined in relation to transportation, reveals complex and often paradoxical dynamics. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of teaching. The aggregate picture emerging from Dauda and Adigun (2023) points to a modest but consistent association between teaching and the outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Empirical evidence from Olawale and Adigun (2021) suggests that positive developments in transportation are associated with improvements in teaching. Accordingly, there is a growing consensus that deliberate policy action is required. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

In recent years, teaching has emerged as a central theme in scholarly discourse on social science education. National policies and programmes have sought, with varying degrees of success, to respond to the realities of teaching and transportation. Evidence assembled by Olawale and Adigun (2015) across twelve states underscored the heterogeneity of outcomes linked to teaching. Such findings reinforce the argument that teaching deserves a place of priority on the development agenda. Field evidence gathered by Dauda and Eze (2016) suggested that stakeholder engagement materially improves the results achieved in matters of teaching. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

In recent years, teaching has emerged as a central theme in scholarly discourse on social science education. National policies and programmes have sought, with varying degrees of success, to respond to the realities of teaching and transportation. An examination by Bello and Ibrahim (2019) attributed much of the observed