

WILDLIFE PROTECTION LESSONS NEAR FOREST RESERVES

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Wildlife Protection Lessons Near Forest Reserves" 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 wildlife protection lessons near forest reserves, 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 wildlife; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with wildlife and protection. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 394 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 = 3.18). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.567$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.35, $p < 0.05$). 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 wildlife.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of wildlife protection lessons near forest reserves 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, wildlife is now regarded as a key index of institutional performance. National policies and programmes have sought, with varying degrees of success, to respond to the realities of wildlife and protection. Comparative work by Kalu and Osinachi (2022) across several states uncovered a consistent pattern linking wildlife with protection. Accordingly, there is a growing consensus that deliberate policy action is required. Findings reported by Osinachi and Adekunle (2018) observed that respondents with greater exposure to wildlife recorded markedly different results. These observations collectively invite a reconsideration of standard assumptions regarding protection. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Few subjects attract as much policy interest in contemporary Nigeria as the question of wildlife. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream wildlife into routine governance. Evidence assembled by Famuyide and Eze (2015) across twelve states underscored the heterogeneity of outcomes linked to wildlife. For practitioners, the practical significance of wildlife cannot be overstated, given its demonstrable link with protection. Findings reported by Bello and Olawale (2018) observed that respondents with greater exposure to wildlife recorded markedly different results. These developments carry important implications for policy and practice in science education. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

wildlife continues to command considerable attention among researchers, policymakers, and practitioners in science education. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of wildlife in everyday life. The aggregate picture emerging from Bello and Olawale (2023) points to a modest but consistent association between wildlife and the outcomes of interest. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Studies conducted within the West African subregion by Salami and Bamgbose (2018) reached conclusions broadly consistent with the Nigerian evidence. For practitioners, the practical significance of wildlife cannot be overstated, given its demonstrable link with protection. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

wildlife, when examined in relation to protection, reveals complex and often paradoxical dynamics. Evidence from national agencies indicates that wildlife has grown considerably in recent times, underscoring the need for systematic inquiry. Findings reported by Osinachi and Olawale (2018) observed that respondents with greater exposure to wildlife recorded markedly different results. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Evidence assembled by Salami and