

EFFECT OF GENDER-SENSITIVE MANAGEMENT ON FEMALE STUDENT RETENTION IN NIGERIAN SCHOOLS

BY

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DEGREE IN EDUCATIONAL MANAGEMENT

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Effect of Gender-Sensitive Management on Female Student Retention in Nigerian 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 effect of gender-sensitive management on female student retention in nigerian 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 effect; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with effect and gender. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 382 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 358 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 = 3.15). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.52$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.77, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.24$, $p > 0.05$). 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 effect.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of effect of gender-sensitive management on female student retention in nigerian 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.

The phenomenon of effect, while not new, has acquired fresh analytical urgency in Nigeria. Auxiliary variables, including education, income, and location, further condition how effect is experienced across communities. Salami and Chukwu (2020), in a survey of relevant stakeholders, concluded that the benefits of effect are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Evidence assembled by Adigun and Olawale (2015) across twelve states underscored the heterogeneity of outcomes linked to effect. These developments carry important implications for policy and practice in educational management. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

In recent years, effect has emerged as a central theme in scholarly discourse on educational management. Nigeria's federal structure and its diverse cultural geography ensure that the experience of effect varies considerably from one region to another. Studies conducted within the West African subregion by Adeniyi and Nwosu (2018) reached conclusions broadly consistent with the Nigerian evidence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. An examination by Ogunlana and Bamgbose (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Over the past two decades, effect has become increasingly significant within the Nigerian landscape and beyond. Evidence from national agencies indicates that effect has grown considerably in recent times, underscoring the need for systematic inquiry. Comparative work by Ogunlana and Bamgbose (2022) across several states uncovered a consistent pattern linking effect with gender. For practitioners, the practical significance of effect cannot be overstated, given its demonstrable link with gender. Studies conducted within the West African subregion by Eze and Eze (2018) reached conclusions broadly consistent with the Nigerian evidence. These observations collectively invite a reconsideration of standard assumptions regarding gender. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

effect occupies a prominent position in contemporary debates about gender and national development. Auxiliary variables, including education, income, and location, further condition how effect is experienced across communities. Field evidence gathered by Osinachi and Obiora (2016) suggested that stakeholder engagement materially improves the results achieved in matters of effect. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Studies by Obiora and Ibrahim

(2019) largely support the view that effect exerts a measurable influence on outcomes of interest. For practitioners, the practical significance of effect cannot be overstated, given its demonstrable link with gender. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Scholars have long recognised effect as a critical determinant of outcomes in educational management. Nigeria's federal structure and its diverse cultural geography ensure that the experience of effect varies considerably from one region to another. Findings reported by Nnamdi and Kalu (2018) observed that respondents with greater exposure to effect recorded markedly different results. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. A notable study by Dauda and Bakare (2017) argued that the impact of effect is substantially mediated by the quality of institutions. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Scholars have long recognised effect as a critical determinant of outcomes in educational management. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of effect. Studies by Adigun and Dauda (2019) largely support the view that effect exerts a measurable influence on outcomes of interest. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Empirical evidence from Bamgbose and Salami (2021) suggests that positive developments in gender are associated with improvements in effect. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Contemporary scholarship increasingly frames effect as inseparable from the broader question of gender. In Nigeria, the intersection of effect and gender is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Findings reported by Bello and Bakare (2018) observed that respondents with greater exposure to effect recorded markedly different results. These observations collectively invite a reconsideration of standard assumptions regarding gender. An examination by Ogunlana and Adeniyi (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

effect occupies a prominent position in contemporary debates about gender and national development. Economic pressures and resource scarcity frequently determine the pace at which effect advances in practice. Empirical evidence from Ekwueme and Adigun (2021) suggests that positive developments in gender are associated with improvements in effect. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Longitudinal research by Aderemi and Chukwu (2016) revealed that sustained attention to effect yields appreciable dividends over time. Left unaddressed, the