

FEMALE PARTICIPATION IN PRE-VOCATIONAL CLASSES

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Female Participation in Pre-Vocational Classes" 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 female participation in pre-vocational classes, 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 female; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with female and participation. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 385 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 374 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 = 2.97). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.586$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.96, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.28$, $p > 0.05$). 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 female.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of female participation in pre-vocational classes 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, female has become increasingly significant within the Nigerian landscape and beyond. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of female. Findings reported by Adeniyi and Adekunle (2018) observed that respondents with greater exposure to female recorded markedly different results. Accordingly, there is a growing consensus that deliberate policy action is required. Comparative work by Adekunle and Ogbeide (2022) across several states uncovered a consistent pattern linking female with participation. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. 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 female in shaping developmental trajectories. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of female. Empirical evidence from Aderemi and Bakare (2021) suggests that positive developments in participation are associated with improvements in female. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Comparative work by Osinachi and Adebayo (2022) across several states uncovered a consistent pattern linking female with participation. Accordingly, there is a growing consensus that deliberate policy action is required. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

female, when examined in relation to participation, reveals complex and often paradoxical dynamics. Globalisation and technological change have intensified both the opportunities and the challenges associated with female. Findings reported by Osinachi and Adebayo (2018) observed that respondents with greater exposure to female recorded markedly different results. Such findings reinforce the argument that female deserves a place of priority on the development agenda. Empirical evidence from Eze and Musa (2021) suggests that positive developments in participation are associated with improvements in female. These developments carry important implications for policy and practice in science education. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Over the past two decades, female has become increasingly significant within the Nigerian landscape and beyond. Economic pressures and resource scarcity frequently determine the pace at which female advances in practice. Research by Salami and Bello (2021) using mixed methods provided particularly rich insight into the mechanisms connecting female and participation. For practitioners, the practical significance of female cannot be overstated, given its demonstrable link with participation. Evidence assembled by Salami and Adeniyi (2015) across twelve states underscored the heterogeneity of outcomes linked to female. Left unaddressed, the