

FEMALE PARTICIPATION IN SENIOR PHYSICS 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 Senior Physics 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 senior physics 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 406 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 376 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 = 3.11). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.558$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.22, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.06$, $p > 0.05$). 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 senior physics 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.

The salience of female in national discourse has grown steadily, driven by changing social conditions and technological penetration. In Nigeria, the intersection of female and participation is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. The work of Ibrahim and Famuyide (2023) extended earlier analyses by demonstrating that participation reinforces the effects of female. Such findings reinforce the argument that female deserves a place of priority on the development agenda. Research by Salami and Eze (2021) using mixed methods provided particularly rich insight into the mechanisms connecting female and participation. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Scholars have long recognised female as a critical determinant of outcomes in science education. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream female into routine governance. Studies by Ekwueme and Okonkwo (2019) largely support the view that female exerts a measurable influence on outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding participation. Longitudinal research by Salami and Umeh (2016) revealed that sustained attention to female yields appreciable dividends over time. These developments carry important implications for policy and practice in science education. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Contemporary scholarship increasingly frames female as inseparable from the broader question of participation. Evidence from national agencies indicates that female has grown considerably in recent times, underscoring the need for systematic inquiry. A notable study by Salami and Umeh (2017) argued that the impact of female is substantially mediated by the quality of institutions. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. A notable study by Eze and Dauda (2017) argued that the impact of female is substantially mediated by the quality of institutions. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

female continues to command considerable attention among researchers, policymakers, and practitioners in science education. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream female into routine governance. The work of Umeh and Aderemi (2023) extended earlier analyses by demonstrating that participation reinforces the effects of female. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Comparative work by