

FEMALE PERFORMANCE IN FURTHER MATHEMATICS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Female Performance in Further Mathematics" 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 performance in further mathematics, 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 performance. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 418 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 399 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 = 3.09). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.478$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.23, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.22$, $p > 0.05$). 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 performance in further mathematics 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 female, while not new, has acquired fresh analytical urgency in Nigeria. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of female in everyday life. Longitudinal research by Nnamdi and Bello (2016) revealed that sustained attention to female yields appreciable dividends over time. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Okonkwo and Nwosu (2020), in a survey of relevant stakeholders, concluded that the benefits of female are unevenly distributed across groups. 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.

In both global and African literatures, female is now regarded as a key index of institutional performance. Within Lagos State, the country's most populous commercial hub, the dynamics of female are observed in their starkest form. Studies conducted within the West African subregion by Bello and Adebayo (2018) reached conclusions broadly consistent with the Nigerian evidence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Evidence assembled by Adigun and Obiora (2015) across twelve states underscored the heterogeneity of outcomes linked to female. 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.

The salience of female in national discourse has grown steadily, driven by changing social conditions and technological penetration. Economic pressures and resource scarcity frequently determine the pace at which female advances in practice. Studies by Adigun and Obiora (2019) largely support the view that female exerts a measurable influence on outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Studies conducted within the West African subregion by Olawale and Alade (2018) reached conclusions broadly consistent with the Nigerian evidence. These developments carry important implications for policy and practice in science education. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

female continues to command considerable attention among researchers, policymakers, and practitioners in science education. The socio-cultural diversity of Nigeria implies that responses to female must be differentiated rather than uniform. Ibrahim and Alade (2020), in a survey of relevant stakeholders, concluded that the benefits of female are unevenly distributed across groups. Such findings reinforce the argument that female deserves a place of priority on the development agenda. An examination by Salami and Adekunle