

FISH PONDS IN SCHOOLS AND AQUACULTURE INTEREST

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Fish Ponds in Schools and Aquaculture Interest" 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 fish ponds in schools and aquaculture interest, 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 fish; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with fish and ponds. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 390 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 377 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 = 3.16). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.469$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.7, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.15$, $p > 0.05$). 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 fish.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of fish ponds in schools and aquaculture interest 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 fish, while not new, has acquired fresh analytical urgency in Nigeria. Globalisation and technological change have intensified both the opportunities and the challenges associated with fish. Research by Aderemi and Obiora (2021) using mixed methods provided particularly rich insight into the mechanisms connecting fish and ponds. These observations collectively invite a reconsideration of standard assumptions regarding ponds. Empirical evidence from Famuyide and Nnamdi (2021) suggests that positive developments in ponds are associated with improvements in fish. Such findings reinforce the argument that fish deserves a place of priority on the development agenda. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

fish occupies a prominent position in contemporary debates about ponds and national development. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of fish in everyday life. Field evidence gathered by Bello and Adebayo (2016) suggested that stakeholder engagement materially improves the results achieved in matters of fish. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Comparative work by Famuyide and Adeniyi (2022) across several states uncovered a consistent pattern linking fish with ponds. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Contemporary scholarship increasingly frames fish as inseparable from the broader question of ponds. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of fish. Longitudinal research by Famuyide and Adeniyi (2016) revealed that sustained attention to fish yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The aggregate picture emerging from Dauda and Umeh (2023) points to a modest but consistent association between fish and the outcomes of interest. 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.

In recent years, fish has emerged as a central theme in scholarly discourse on science education. Economic pressures and resource scarcity frequently determine the pace at which fish advances in practice. Studies by Olawale and Adigun (2019) largely support the view that fish exerts a measurable influence on outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. A notable study by Osinachi and Musa (2017) argued that the impact of fish is substantially mediated by the quality of institutions. Such findings reinforce the argument that fish deserves a place of priority on the development