

GENDER PARTICIPATION IN SCIENCE ACTIVITIES

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Gender Participation in Science Activities" 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 gender participation in science activities, 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 gender; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with gender 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 388 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 367 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 = 2.96). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.568$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.65, $p < 0.05$). 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 gender.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of gender participation in science activities 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.

In recent years, gender has emerged as a central theme in scholarly discourse on science education. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of gender. The work of Nnamdi and Salami (2023) extended earlier analyses by demonstrating that participation reinforces the effects of gender. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The work of Ekwueme and Adeniyi (2023) extended earlier analyses by demonstrating that participation reinforces the effects of gender. For practitioners, the practical significance of gender cannot be overstated, given its demonstrable link with participation. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

gender, when examined in relation to participation, reveals complex and often paradoxical dynamics. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of gender. Research by Chukwu and Bakare (2021) using mixed methods provided particularly rich insight into the mechanisms connecting gender and participation. For practitioners, the practical significance of gender cannot be overstated, given its demonstrable link with participation. Comparative work by Adigun and Adekunle (2022) across several states uncovered a consistent pattern linking gender with participation. Such findings reinforce the argument that gender deserves a place of priority on the development agenda. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

gender, when examined in relation to participation, reveals complex and often paradoxical dynamics. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which gender unfolds. Evidence assembled by Adigun and Adekunle (2015) across twelve states underscored the heterogeneity of outcomes linked to gender. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Field evidence gathered by Olawale and Osinachi (2016) suggested that stakeholder engagement materially improves the results achieved in matters of gender. These observations collectively invite a reconsideration of standard assumptions regarding participation. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

gender, when examined in relation to participation, reveals complex and often paradoxical dynamics. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of gender. A notable study by Alade and Olawale (2017) argued that the impact of gender is substantially mediated by the quality of institutions. For practitioners, the practical significance of gender