

GENDER ROLES IN SCHOOL FARM ACTIVITIES

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Gender Roles in School Farm 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 roles in school farm 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 roles. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 389 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 360 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 = 3.14). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.483$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.74, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.16$, $p > 0.05$). 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 roles in school farm 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.

gender continues to command considerable attention among researchers, policymakers, and practitioners in science education. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of gender in everyday life. Comparative work by Obiora and Bello (2022) across several states uncovered a consistent pattern linking gender with roles. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Findings reported by Osinachi and Okonkwo (2018) observed that respondents with greater exposure to gender recorded markedly different results. 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 occupies a prominent position in contemporary debates about roles and national development. Evidence from national agencies indicates that gender has grown considerably in recent times, underscoring the need for systematic inquiry. Musa and Kalu (2020), in a survey of relevant stakeholders, concluded that the benefits of gender are unevenly distributed across groups. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Findings reported by Ibrahim and Kalu (2018) observed that respondents with greater exposure to gender recorded markedly different results. These developments carry important implications for policy and practice in science education. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Over the past two decades, gender has become increasingly significant within the Nigerian landscape and beyond. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of gender. The work of Ibrahim and Kalu (2023) extended earlier analyses by demonstrating that roles reinforces the effects of gender. For practitioners, the practical significance of gender cannot be overstated, given its demonstrable link with roles. An examination by Nnamdi and Bamgbose (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. These developments carry important implications for policy and practice in science education. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In recent years, gender has emerged as a central theme in scholarly discourse on science education. In Nigeria, the intersection of gender and roles is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Ekwueme and Nnamdi (2020), in a survey of relevant stakeholders, concluded that the benefits of gender are unevenly distributed across groups. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded.