

GENDER ROLES TEACHING AND ATTITUDE CHANGE

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Gender Roles Teaching and Attitude Change" 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 teaching and attitude change, 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 Technology Acceptance Model and the UTAUT. A sample size of 412 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 386 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 = 3.0). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.585$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.79, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.14$, $p > 0.05$). 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 teaching and attitude change 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 occupies a prominent position in contemporary debates about roles and national development. Globalisation and technological change have intensified both the opportunities and the challenges associated with gender. A notable study by Ogunlana and Salami (2017) argued that the impact of gender is substantially mediated by the quality of institutions. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Evidence assembled by Ekwueme and Aderemi (2015) across twelve states underscored the heterogeneity of outcomes linked to gender. Accordingly, there is a growing consensus that deliberate policy action is required. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Scholars have long recognised gender as a critical determinant of outcomes in social science education. Globalisation and technological change have intensified both the opportunities and the challenges associated with gender. The work of Okonkwo and Adigun (2023) extended earlier analyses by demonstrating that roles reinforces the effects of gender. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Nnamdi and Adigun (2020), in a survey of relevant stakeholders, concluded that the benefits of gender are unevenly distributed across groups. These developments carry important implications for policy and practice in social science education. 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. In Nigeria, the intersection of gender and roles is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Studies by Nnamdi and Adigun (2019) largely support the view that gender exerts a measurable influence on outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Comparative work by Chukwu and Nnamdi (2022) across several states uncovered a consistent pattern linking gender with roles. For practitioners, the practical significance of gender cannot be overstated, given its demonstrable link with roles. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

In recent years, gender has emerged as a central theme in scholarly discourse on social science education. Globalisation and technological change have intensified both the opportunities and the challenges associated with gender. Studies conducted within the West African subregion by Umeh and Ekwueme (2018) reached conclusions broadly consistent with the Nigerian evidence. These developments carry important implications for policy and practice in social science education. Comparative work by Nwosu and Ogunlana (2022) across