

GUIDANCE SERVICES AND RETENTION OF FEMALE STUDENTS IN SCIENCES

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF GUIDANCE AND COUNSELLING,
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN GUIDANCE AND COUNSELLING

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Guidance Services and Retention of Female Students in Sciences" 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.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Guidance and Counselling, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined guidance services and retention of female students in sciences, 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 guidance; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with guidance and services. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 399 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 = 3.19). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.46$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.39, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.12$, $p > 0.05$). 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 guidance.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of guidance services and retention of female students in sciences 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.

Over the past two decades, guidance has become increasingly significant within the Nigerian landscape and beyond. Economic pressures and resource scarcity frequently determine the pace at which guidance advances in practice. An examination by Ibrahim and Musa (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Research by Adebayo and Nwosu (2021) using mixed methods provided particularly rich insight into the mechanisms connecting guidance and services. Such findings reinforce the argument that guidance deserves a place of priority on the development agenda. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

guidance continues to command considerable attention among researchers, policymakers, and practitioners in guidance and counselling. Within Lagos State, the country's most populous commercial hub, the dynamics of guidance are observed in their starkest form. Research by Olawale and Adekunle (2021) using mixed methods provided particularly rich insight into the mechanisms connecting guidance and services. These observations collectively invite a reconsideration of standard assumptions regarding services. Evidence assembled by Adigun and Kalu (2015) across twelve states underscored the heterogeneity of outcomes linked to guidance. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

guidance occupies a prominent position in contemporary debates about services and national development. Globalisation and technological change have intensified both the opportunities and the challenges associated with guidance. Evidence assembled by Adigun and Kalu (2015) across twelve states underscored the heterogeneity of outcomes linked to guidance. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Comparative work by Alade and Ibrahim (2022) across several states uncovered a consistent pattern linking guidance with services. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

guidance continues to command considerable attention among researchers, policymakers, and practitioners in guidance and counselling. Auxiliary variables, including education, income, and location, further condition how guidance is experienced across communities. Evidence assembled by Nnamdi and Kalu (2015) across twelve states underscored the heterogeneity of outcomes linked to guidance. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Evidence assembled by Musa and Adekunle (2015) across twelve states underscored the heterogeneity of outcomes linked to guidance. The