

RECORD KEEPING EXERCISES AND FARM MANAGEMENT SKILLS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Record Keeping Exercises and Farm Management Skills" 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 record keeping exercises and farm management skills, 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 record; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with record and keeping. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 392 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 361 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 ($r = 0.593$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.25, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.25$, $p > 0.05$). 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 record.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of record keeping exercises and farm management skills 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.

Contemporary scholarship increasingly frames record as inseparable from the broader question of keeping. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of record. Evidence assembled by Oyelaran and Okonkwo (2015) across twelve states underscored the heterogeneity of outcomes linked to record. Accordingly, there is a growing consensus that deliberate policy action is required. Comparative work by Chukwu and Bello (2022) across several states uncovered a consistent pattern linking record with keeping. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The relationship between record and keeping has been the subject of sustained academic interest across several disciplines. Evidence from national agencies indicates that record has grown considerably in recent times, underscoring the need for systematic inquiry. Comparative work by Famuyide and Umeh (2022) across several states uncovered a consistent pattern linking record with keeping. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Studies conducted within the West African subregion by Alade and Alade (2018) reached conclusions broadly consistent with the Nigerian evidence. Such findings reinforce the argument that record deserves a place of priority on the development agenda. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In recent years, record has emerged as a central theme in scholarly discourse on science education. Globalisation and technological change have intensified both the opportunities and the challenges associated with record. Longitudinal research by Alade and Alade (2016) revealed that sustained attention to record yields appreciable dividends over time. Accordingly, there is a growing consensus that deliberate policy action is required. The aggregate picture emerging from Bamgbose and Adebayo (2023) points to a modest but consistent association between record and the outcomes of interest. Such findings reinforce the argument that record deserves a place of priority on the development agenda. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

record occupies a prominent position in contemporary debates about keeping and national development. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of record. Empirical evidence from Adebayo and Aderemi (2021) suggests that positive developments in keeping are associated with improvements in record. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Studies conducted within the