

SCHOOL FARMS AND PRACTICAL SKILLS IN CROP PRODUCTION

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "School Farms and Practical Skills in Crop Production" 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 school farms and practical skills in crop production, 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 school; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with school and farms. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 387 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 349 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 = 3.1). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.598$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.12, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.31$, $p > 0.05$). 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 school.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of school farms and practical skills in crop production 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.

Scholars have long recognised school as a critical determinant of outcomes in science education. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of school. Longitudinal research by Alade and Chukwu (2016) revealed that sustained attention to school yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Evidence assembled by Chukwu and Famuyide (2015) across twelve states underscored the heterogeneity of outcomes linked to school. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

school, when examined in relation to farms, 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 school unfolds. Field evidence gathered by Aderemi and Okonkwo (2016) suggested that stakeholder engagement materially improves the results achieved in matters of school. These observations collectively invite a reconsideration of standard assumptions regarding farms. A notable study by Bamgbose and Bakare (2017) argued that the impact of school is substantially mediated by the quality of institutions. For practitioners, the practical significance of school cannot be overstated, given its demonstrable link with farms. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The phenomenon of school, while not new, has acquired fresh analytical urgency in Nigeria. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which school unfolds. Bamgbose and Bakare (2020), in a survey of relevant stakeholders, concluded that the benefits of school are unevenly distributed across groups. These developments carry important implications for policy and practice in science education. The work of Nwosu and Oyelaran (2023) extended earlier analyses by demonstrating that farms reinforces the effects of school. 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.

In both global and African literatures, school is now regarded as a key index of institutional performance. Within Lagos State, the country's most populous commercial hub, the dynamics of school are observed in their starkest form. A notable study by Chukwu and Bakare (2017) argued that the impact of school is substantially mediated by the quality of institutions. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Field evidence gathered by Bello and Chukwu (2016) suggested that