

SCHOOL GARDENS AND LEARNING ABOUT PLANTS

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF SCIENCE EDUCATION, 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 SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "School Gardens and Learning About Plants" 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 Science Education, 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 school gardens and learning about plants, 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 gardens. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 413 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 385 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 = 3.16). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.568$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.79, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.08$, $p > 0.05$). 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 gardens and learning about plants 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.

school continues to command considerable attention among researchers, policymakers, and practitioners in science education. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which school unfolds. An examination by Kalu and Oyelaran (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Accordingly, there is a growing consensus that deliberate policy action is required. Empirical evidence from Obiora and Famuyide (2021) suggests that positive developments in gardens are associated with improvements in school. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

school occupies a prominent position in contemporary debates about gardens and national development. Auxiliary variables, including education, income, and location, further condition how school is experienced across communities. Studies conducted within the West African subregion by Ogunlana and Kalu (2018) reached conclusions broadly consistent with the Nigerian evidence. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Longitudinal research by Adebayo and Salami (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. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Debates on national transformation repeatedly return to the role of school and its attendant dynamics. Evidence from national agencies indicates that school has grown considerably in recent times, underscoring the need for systematic inquiry. Longitudinal research by Adebayo and Salami (2016) revealed that sustained attention to school yields appreciable dividends over time. Such findings reinforce the argument that school deserves a place of priority on the development agenda. Research by Aderemi and Ogunlana (2021) using mixed methods provided particularly rich insight into the mechanisms connecting school and gardens. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

school, when examined in relation to gardens, reveals complex and often paradoxical dynamics. National policies and programmes have sought, with varying degrees of success, to respond to the realities of school and gardens. Adigun and Eze (2020), in a survey of relevant stakeholders, concluded that the benefits of