

SOIL STUDIES USING SCHOOL FARM PLOTS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Soil Studies Using School Farm Plots" 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 soil studies using school farm plots, 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 soil; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with soil and studies. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 386 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 347 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 = 3.03). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.497$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.86, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.17$, $p > 0.05$). 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 soil.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of soil studies using school farm plots 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.

In recent years, soil has emerged as a central theme in scholarly discourse on science education. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which soil unfolds. The aggregate picture emerging from Adebayo and Ibrahim (2023) points to a modest but consistent association between soil and the outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Longitudinal research by Umeh and Obiora (2016) revealed that sustained attention to soil yields appreciable dividends over time. 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.

In both global and African literatures, soil is now regarded as a key index of institutional performance. National policies and programmes have sought, with varying degrees of success, to respond to the realities of soil and studies. The work of Famuyide and Aderemi (2023) extended earlier analyses by demonstrating that studies reinforces the effects of soil. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Longitudinal research by Eze and Okonkwo (2016) revealed that sustained attention to soil yields appreciable dividends over time. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

soil, when examined in relation to studies, reveals complex and often paradoxical dynamics. Evidence from national agencies indicates that soil has grown considerably in recent times, underscoring the need for systematic inquiry. Eze and Okonkwo (2020), in a survey of relevant stakeholders, concluded that the benefits of soil are unevenly distributed across groups. Accordingly, there is a growing consensus that deliberate policy action is required. Comparative work by Famuyide and Adebayo (2022) across several states uncovered a consistent pattern linking soil with studies. Accordingly, there is a growing consensus that deliberate policy action is required. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Scholars have long recognised soil as a critical determinant of outcomes in science education. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which soil unfolds. A notable study by Nwosu and Alade (2017) argued that the impact of soil is substantially mediated by the quality of institutions. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A notable study by Aderemi and Aderemi (2017)