

CAREER AWARENESS IN TECHNOLOGY SUBJECTS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Career Awareness in Technology Subjects" 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 career awareness in technology subjects, 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 career; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with career and awareness. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 383 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 365 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 = 3.13). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.594$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.04, $p < 0.05$). 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 career.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of career awareness in technology subjects 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.

Career, when examined in relation to awareness, reveals complex and often paradoxical dynamics. The socio-cultural diversity of Nigeria implies that responses to career must be differentiated rather than uniform. Comparative work by Alade and Adigun (2022) across several states uncovered a consistent pattern linking career with awareness. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The aggregate picture emerging from Ekwueme and Kalu (2023) points to a modest but consistent association between career and the outcomes of interest. Such findings reinforce the argument that career deserves a place of priority on the development agenda. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Career occupies a prominent position in contemporary debates about awareness and national development. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which career unfolds. Comparative work by Nnamdi and Nnamdi (2022) across several states uncovered a consistent pattern linking career with awareness. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. An examination by Nnamdi and Bello (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. For practitioners, the practical significance of career cannot be overstated, given its demonstrable link with awareness. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Few subjects attract as much policy interest in contemporary Nigeria as the question of career. Globalisation and technological change have intensified both the opportunities and the challenges associated with career. Comparative work by Nnamdi and Bello (2022) across several states uncovered a consistent pattern linking career with awareness. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Longitudinal research by Adebayo and Bamgbose (2016) revealed that sustained attention to career yields appreciable dividends over time. For practitioners, the practical significance of career cannot be overstated, given its demonstrable link with awareness. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Career continues to command considerable attention among researchers, policymakers, and practitioners in science education. Globalisation and technological change have intensified both the opportunities and the challenges associated with career. Comparative work by Okonkwo and Umeh (2022) across several states uncovered a consistent pattern linking career with awareness. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Findings reported by Ogunlana and