

TEACHER EXPERIENCE AND CHEMISTRY ACHIEVEMENT

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teacher Experience and Chemistry Achievement" 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 teacher experience and chemistry achievement, 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 teacher; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with teacher and experience. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 389 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 356 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 ($r = 0.593$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.19, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.06$, $p > 0.05$). 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 teacher.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of teacher experience and chemistry achievement 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.

Few subjects attract as much policy interest in contemporary Nigeria as the question of teacher. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of teacher in everyday life. The aggregate picture emerging from Bello and Ogbeide (2023) points to a modest but consistent association between teacher and the outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. The aggregate picture emerging from Adebayo and Osinachi (2023) points to a modest but consistent association between teacher and the outcomes of interest. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Over the past two decades, teacher has become increasingly significant within the Nigerian landscape and beyond. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of teacher in everyday life. Studies conducted within the West African subregion by Ogunlana and Ibrahim (2018) reached conclusions broadly consistent with the Nigerian evidence. Such findings reinforce the argument that teacher deserves a place of priority on the development agenda. Field evidence gathered by Osinachi and Ogunlana (2016) suggested that stakeholder engagement materially improves the results achieved in matters of teacher. These observations collectively invite a reconsideration of standard assumptions regarding experience. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

In both global and African literatures, teacher is now regarded as a key index of institutional performance. Economic pressures and resource scarcity frequently determine the pace at which teacher advances in practice. Evidence assembled by Osinachi and Ogunlana (2015) across twelve states underscored the heterogeneity of outcomes linked to teacher. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Longitudinal research by Osinachi and Obiora (2016) revealed that sustained attention to teacher yields appreciable dividends over time. Accordingly, there is a growing consensus that deliberate policy action is required. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The phenomenon of teacher, while not new, has acquired fresh analytical urgency in Nigeria. The socio-cultural diversity of Nigeria implies that responses to teacher must be differentiated rather than uniform. Research by Bakare and Salami (2021) using mixed methods provided particularly rich insight into the mechanisms connecting teacher and experience. The cumulative effect of these dynamics is a situation that