

TEACHER PROFICIENCY IN PROGRAMMING BASICS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teacher Proficiency in Programming Basics" 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 proficiency in programming basics, 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 proficiency. 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 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 = 2.97). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.54$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.7, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.1$, $p > 0.05$). 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 proficiency in programming basics 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.

teacher occupies a prominent position in contemporary debates about proficiency and national development. Within Lagos State, the country's most populous commercial hub, the dynamics of teacher are observed in their starkest form. Field evidence gathered by Bakare and Aderemi (2016) suggested that stakeholder engagement materially improves the results achieved in matters of teacher. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Studies by Ogbeide and Umeh (2019) largely support the view that teacher exerts a measurable influence on outcomes of interest. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The relationship between teacher and proficiency has been the subject of sustained academic interest across several disciplines. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of teacher in everyday life. A notable study by Adigun and Ibrahim (2017) argued that the impact of teacher is substantially mediated by the quality of institutions. These observations collectively invite a reconsideration of standard assumptions regarding proficiency. The aggregate picture emerging from Adekunle and Adigun (2023) points to a modest but consistent association between teacher and the outcomes of interest. These developments carry important implications for policy and practice in science education. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Scholars have long recognised teacher as a critical determinant of outcomes in science education. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of teacher. Longitudinal research by Adekunle and Adigun (2016) revealed that sustained attention to teacher yields appreciable dividends over time. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Evidence assembled by Obiora and Ogbeide (2015) across twelve states underscored the heterogeneity of outcomes linked to teacher. These observations collectively invite a reconsideration of standard assumptions regarding proficiency. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Few subjects attract as much policy interest in contemporary Nigeria as the question of teacher. National policies and programmes have sought, with varying degrees of success, to respond to the realities of teacher and proficiency. Evidence assembled by Osinachi and Bello (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. The aggregate picture emerging from Osinachi and Salami