

TEACHER QUALIFICATION AND BIOLOGY ACHIEVEMENT IN SECONDARY SCHOOLS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teacher Qualification and Biology Achievement in Secondary Schools" 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 qualification and biology achievement in secondary schools, 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 qualification. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 387 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 351 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 = 3.04). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.483$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.21, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.23$, $p > 0.05$). 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.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Figures	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	7
1.7 Scope and Limitation of the Study	10
1.8 Definition of Terms	12
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Conceptual Review	14
2.1.1 Concept of Teacher	14
2.1.2 Concept of Qualification	15
2.1.3 Concept of Biology	17
2.2 Theoretical Framework	19
2.2.1 Constructivist Learning Theory	19
2.2.2 Technology Acceptance Model	20
2.2.3 Cognitive Load Theory	21
2.2.4 Experiential Learning Theory	22
2.3 Empirical Review	23
2.3.1 Early Studies on teacher	24
2.3.2 Recent Nigerian Evidence on teacher	25
2.3.3 Teacher and qualification	27
2.3.4 Comparative Perspectives across Africa	29
2.4 Summary of Literature Review	31
CHAPTER THREE: RESEARCH METHODOLOGY	33
3.1 Research Design	33
3.2 Population of the Study	33
3.3 Sample Size and Sampling Technique	34
3.4 Sources of Data Collection	35
3.5 Research Instrument	36
3.6 Validity and Reliability of the Instrument	37
3.7 Method of Data Analysis	38
3.7.1 Administration of the Instrument	39

3.8 Ethical Considerations	39
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	42
4.1 Data Presentation	42
4.2 Demographic Characteristics of Respondents	42
4.3 Analysis of Research Questions	43
4.4 Test of Hypotheses	44
4.5 Discussion of Findings	45
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	50
5.1 Summary	50
5.2 Conclusion	51
5.3 Recommendations	52
5.4 Suggestions for Further Studies	52
REFERENCES	54
APPENDIX	56

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	31
Table 2.2: Operationalisation of the Study Variables	31
Table 3.1: Population of the Study and Sampling Technique	40
Table 3.2: Validity and Reliability of the Research Instrument	40
Table 4.1: Gender Distribution of Respondents	48
Table 4.2: Age Distribution of Respondents	48
Table 4.3: Educational Attainment of Respondents	48
Table 4.4: Weighted Mean Analysis of Research Question One	49
Table 4.5: Weighted Mean Analysis of Research Question Two	49
Table 4.6: Correlation Summary between the Independent and Dependent Variables	49
Table 4.7: Independent Samples t-test by Gender	49
Table 4.8: Chi-square Test of Association	49

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	13
Figure 3.1: Science Education Research Context	41
Figure 4.1: Gender Distribution of Respondents	48
Figure 4.2: Age Distribution of Respondents	48

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of teacher qualification and biology achievement in secondary schools 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 continues to command considerable attention among researchers, policymakers, and practitioners in science education. Nigeria's federal structure and its diverse cultural geography ensure that the experience of teacher varies considerably from one region to another. Evidence assembled by Osinachi and Famuyide (2015) across twelve states underscored the heterogeneity of outcomes linked to teacher. Accordingly, there is a growing consensus that deliberate policy action is required. Longitudinal research by Ekwueme and Ogbeide (2016) revealed that sustained attention to teacher yields appreciable dividends over time. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

A growing corpus of literature draws attention to the pivotal role of teacher in shaping developmental trajectories. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of teacher. A notable study by Bamgbose and Obiora (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 qualification. Evidence assembled by Okonkwo and Kalu (2015) across twelve states underscored the heterogeneity of outcomes linked to teacher. Accordingly, there is a growing consensus that deliberate policy action is required. 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. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream teacher into routine governance. A notable study by Okonkwo and Kalu (2017) argued that the impact of teacher is substantially mediated by the quality of institutions. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Comparative work by Adekunle and Musa (2022) across several states uncovered a consistent pattern linking teacher with qualification. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

teacher, when examined in relation to qualification, reveals complex and often paradoxical dynamics. The socio-cultural diversity of Nigeria implies that responses to teacher must be differentiated rather than uniform. Findings reported by Bello and Kalu (2018) observed that respondents with greater exposure to teacher recorded markedly different results. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Empirical evidence from Salami and Ogunlana (2021) suggests that