

TEACHER QUALIFICATION IN AGRICULTURAL SCIENCE

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teacher Qualification in Agricultural Science" 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 in agricultural science, 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 381 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 362 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 = 3.07). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.545$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.28, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.33$, $p > 0.05$). 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 qualification in agricultural science 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, when examined in relation to qualification, reveals complex and often paradoxical dynamics. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which teacher unfolds. An examination by Famuyide and Okonkwo (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Longitudinal research by Nwosu and Ibrahim (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. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The relationship between teacher and qualification has been the subject of sustained academic interest across several disciplines. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream teacher into routine governance. Field evidence gathered by Umeh and Olawale (2016) suggested that stakeholder engagement materially improves the results achieved in matters of teacher. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Findings reported by Kalu and Bakare (2018) observed that respondents with greater exposure to teacher recorded markedly different results. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The salience of teacher in national discourse has grown steadily, driven by changing social conditions and technological penetration. In Nigeria, the intersection of teacher and qualification is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Evidence assembled by Kalu and Bakare (2015) across twelve states underscored the heterogeneity of outcomes linked to teacher. Such findings reinforce the argument that teacher deserves a place of priority on the development agenda. Empirical evidence from Adekunle and Adebayo (2021) suggests that positive developments in qualification are associated with improvements in 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.

A growing corpus of literature draws attention to the pivotal role of teacher in shaping developmental trajectories. In Nigeria, the intersection of teacher and qualification is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Aderemi and Dauda (2020), in a