TEACHER SPECIALISATION AND INTEGRATED SCIENCE DELIVERY

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF SCIENCE EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.) DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teacher Specialisation and Integrated Science Delivery" 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.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Science Education, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined teacher specialisation and integrated science delivery, 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 specialisation. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 403 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 377 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 = 3.11). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.572$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.02, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.24$, $p > 0.05$). 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 specialisation and integrated science delivery 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. In Nigeria, the intersection of teacher and specialisation is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Longitudinal research by Bamgbose and Okonkwo (2016) revealed that sustained attention to teacher yields appreciable dividends over time. These observations collectively invite a reconsideration of standard assumptions regarding specialisation. Evidence assembled by Famuyide and Bamgbose (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. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Over the past two decades, teacher has become increasingly significant within the Nigerian landscape and beyond. The socio-cultural diversity of Nigeria implies that responses to teacher must be differentiated rather than uniform. The aggregate picture emerging from Chukwu and Umeh (2023) points to a modest but consistent association between teacher and the outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding specialisation. Research by Chukwu and Eze (2021) using mixed methods provided particularly rich insight into the mechanisms connecting teacher and specialisation. These observations collectively invite a reconsideration of standard assumptions regarding specialisation. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

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The salience of teacher in national discourse has grown steadily, driven by changing social conditions and technological penetration. Evidence from national agencies indicates that teacher has grown considerably in recent times, underscoring the need for systematic inquiry. Comparative work by Chukwu and Ibrahim (2022)