

TEACHER UNIONISM AND POLICY IMPLEMENTATION

BY

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CERTIFICATION

This is to certify that this research project titled "Teacher Unionism and Policy Implementation" 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 unionism and policy implementation, 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 unionism. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 399 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 375 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 = 3.09). 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 = 7.13, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.09$, $p > 0.05$). 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 unionism and policy implementation 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 unionism and national development. The socio-cultural diversity of Nigeria implies that responses to teacher must be differentiated rather than uniform. An examination by Nnamdi and Chukwu (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Aderemi and Nnamdi (2020), in a survey of relevant stakeholders, concluded that the benefits of teacher are unevenly distributed across groups. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

teacher, when examined in relation to unionism, reveals complex and often paradoxical dynamics. Economic pressures and resource scarcity frequently determine the pace at which teacher advances in practice. Findings reported by Dauda and Alade (2018) observed that respondents with greater exposure to teacher recorded markedly different results. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. A notable study by Nnamdi and Musa (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. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The salience of teacher in national discourse has grown steadily, driven by changing social conditions and technological penetration. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of teacher. Studies by Nnamdi and Musa (2019) largely support the view that teacher exerts a measurable influence on outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding unionism. Eze and Nwosu (2020), in a survey of relevant stakeholders, concluded that the benefits of teacher are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

teacher continues to command considerable attention among researchers, policymakers, and practitioners in educational foundations. National policies and programmes have sought, with varying degrees of success, to respond to the realities of teacher and unionism. Studies by Alade and Eze (2019) largely support the view that teacher exerts a measurable influence on outcomes of interest. For practitioners, the practical significance of teacher cannot be overstated, given its demonstrable link with unionism. The aggregate picture emerging from Adeniyi and Nwosu (2023) points to a modest but consistent association between teacher and the outcomes of