

TEACHERS' AWARENESS OF EDUCATIONAL PHILOSOPHIES

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teachers' Awareness of Educational Philosophies" 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 teachers' awareness of educational philosophies, 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 teachers; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with teachers and awareness. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 390 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 370 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 = 3.06). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.544$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.89, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.15$, $p > 0.05$). 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 teachers.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of teachers' awareness of educational philosophies 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.

Scholars have long recognised teachers as a critical determinant of outcomes in educational foundations. Auxiliary variables, including education, income, and location, further condition how teachers is experienced across communities. Longitudinal research by Chukwu and Oyelaran (2016) revealed that sustained attention to teachers yields appreciable dividends over time. These observations collectively invite a reconsideration of standard assumptions regarding awareness. Longitudinal research by Adigun and Ibrahim (2016) revealed that sustained attention to teachers yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

teachers continues to command considerable attention among researchers, policymakers, and practitioners in educational foundations. Economic pressures and resource scarcity frequently determine the pace at which teachers advances in practice. Comparative work by Ogbeide and Adeniyi (2022) across several states uncovered a consistent pattern linking teachers with awareness. These observations collectively invite a reconsideration of standard assumptions regarding awareness. Empirical evidence from Obiora and Bamgbose (2021) suggests that positive developments in awareness are associated with improvements in teachers. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Debates on national transformation repeatedly return to the role of teachers and its attendant dynamics. Economic pressures and resource scarcity frequently determine the pace at which teachers advances in practice. Comparative work by Obiora and Bamgbose (2022) across several states uncovered a consistent pattern linking teachers with awareness. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The aggregate picture emerging from Ogbeide and Salami (2023) points to a modest but consistent association between teachers and the outcomes of interest. For practitioners, the practical significance of teachers cannot be overstated, given its demonstrable link with awareness. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

In both global and African literatures, teachers is now regarded as a key index of institutional performance. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of teachers. Findings reported by Okonkwo and Ogunlana (2018) observed that respondents with greater exposure to teachers recorded markedly different results. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. The work of Oyelaran