

TEACHING OF ORGANIC CHEMISTRY REACTION MECHANISMS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teaching of Organic Chemistry Reaction Mechanisms" 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 teaching of organic chemistry reaction mechanisms, 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 teaching; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with teaching and organic. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 413 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 396 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 ($r = 0.469$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.6, $p < 0.05$). 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 teaching.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of teaching of organic chemistry reaction mechanisms 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.

Contemporary scholarship increasingly frames teaching as inseparable from the broader question of organic. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of teaching in everyday life. The work of Musa and Eze (2023) extended earlier analyses by demonstrating that organic reinforces the effects of teaching. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Longitudinal research by Osinachi and Olawale (2016) revealed that sustained attention to teaching yields appreciable dividends over time. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Over the past two decades, teaching 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 teaching into routine governance. Studies by Nwosu and Adebayo (2019) largely support the view that teaching exerts a measurable influence on outcomes of interest. For practitioners, the practical significance of teaching cannot be overstated, given its demonstrable link with organic. An examination by Kalu and Eze (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. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The relationship between teaching and organic has been the subject of sustained academic interest across several disciplines. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which teaching unfolds. A notable study by Kalu and Eze (2017) argued that the impact of teaching is substantially mediated by the quality of institutions. These observations collectively invite a reconsideration of standard assumptions regarding organic. Comparative work by Musa and Nnamdi (2022) across several states uncovered a consistent pattern linking teaching with organic. 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.

In both global and African literatures, teaching 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 teaching. Findings reported by Adekunle and Obiora (2018) observed that respondents with greater exposure to teaching recorded markedly different results. The implications of these dynamics are