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FUNCTIONAL INTEGRATED SCIENCE CLASSROOM: AN EFFECTIVE SOURCE FOR ENHANCING THE STANDARD OF EDUCATION IN NIGERIA

KONYEME JOSEPHINE ESE

ABSTRACT

In this study, a simple survey was carried out among two hundred and twenty seven (227) Integrated Science student teachers (ISST) and fifty two (52) Science teachers (ST) in Delta State to determine the functional integrated science classroom: An effective source for enhancing the standard of Education. Five hypotheses were drawn and tested using data collected with structured questionnaire with 0.82 correlation coefficient. The result of the test confirmed that both science teachers and students agreed that a functional classroom is a determinant of enhancing standard of Education. It was also discovered that there exist no significant difference in the functional classroom and enhancing of standard of Education. All the hypotheses were tested using t-test at 0.05 level of significance.

INTRODUCTION

Education is an instrument for effecting National development. The Millennium Development Goal is a platform for actions for sustainability since the MDG is reducing the world to global community, the issue of standard of Education as a member state can not be compromised. The Federal Ministry of Education has been vested with the overall responsibility for laying down national policies for uniform standards for all levels of Education in Nigeria as enshrined in NPE (2004) and the 1999 constitution of Federal Republic of Nigeria.

According to Akinkoye (2007) the desperate bid of students in primary as well as tertiary institutions to pass examination at all cost has led to a general decline in the standard of Education in Nigeria. Tedjere and Omoraka' (2002),' supported that the standard of Education is alleged to have drastically decline over the years.

A critical examination of the Nigerian Integrated Science core curriculum reveals that science is an activity-oriented subject. Greater emphasis is placed on doing than telling. Students should be immersed in an extended series of enriched experiences that will help to give them ample opportunity of self-discovery.

The philosophy of Integrated Science is anchored in the following areas:

- (a) Fundamental Unity of Science.
- (b) The use of Scientific method as a common approach in solving problems of scientific nature.
- (c) The role and function of science in everyday life.

For the realization of the above stated philosophy. There is need to bridge the gap between policy and practice (a plea for pragmatism). Aina (1986) confirmed that there still exist huge gaps between policy and practice in our education industry. Practice is almost a complete opposite to stated objectives. Implementation has remained the missing element between elegant government policies and programme (Okebukola, (2000) and Imarhiagbe, 2002).

For the realization of the standard of Education in Nigeria, the need for competent qualified teachers cannot be over emphasized. Oke, et al (2007) Wokocho (2002), Oke (2000) and Brooks (1998) studies revealed that problems faced by Integrated Science Teachers include lack of training in the subject. Qualified teachers

