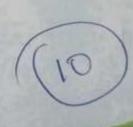
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CONTENTS

Enhancing the Standard of Education in Nigeria Via Universal Basic Education. Oyakhire, F.I. ——————————————————————————————————
Examination Malpractice: Implications on the Nigeria Educational System. 6-11 O.A. Afeidia and V.E. Mammud
Planning for Waster Management in Urban Centres: A Way Forward for Usen, A Growing Urban Centre in Edo State. Aiworo Barry Aifeschi 12-16
Utilization of Industrial Waste (LDPE) in Small Scale Industry. C.U. Erhabor & E.E. Ojemen
Enhancing Quality Education in Nigeria as it Relates to Secondary Schools. 22-28
Geometic Model of the Fundamental Particle of Space time. F.A. Okun29-32
Challenges and Strategies to Enhance the Standard of Nomadic Education in Nigeria. Efedi Obiajuru Evarista
Effects of the Environment on the Teaching / Learning of English Language as a Second Language in Nigeria. Ororho, M.E. 41-46
Enhancing the Quality of Secondary School Agricultural Education Programme in Nigeria. 47-54
Enhancing Technical and Vocational Education for Sustainable National Development. Ali-Momoh Betty (Mrs.)
Education in the Arts and Social Sciences for National Development L.F. Okwuidegbe & M Ugbeyawigren 60-66
Enhancing Women Education for A Sustainable Environmental Development 1
Government Expenditure, Manpower Needs and Enhancing Standard in the Nigerian Feducation Sector R.U.K. Edeme and S.O. Ijieh
Improving the Standard of Educational Institutions: A Focus on Acquisition of Entrepreneurial Skills. Olaiya Samuel ————————————————————————————————————
Examination malpractice in Nigerian Educational System- An Appraisal. 88-99 E.C. Usifo and Odirin Omiegbe
The Role of Food Handlers and Safety Services in Nigerian Institutions. Ohimai, A. & Balogun, M.A.
Enhancing the Quality of Agricultural Technology Education in A Developing Economy. J.I. Momodu ————————————————————————————————————

Standard in Technology Education in Nigeria: Issues and Strategies. Dorothy Okpebholo Imolorhe
Total Quality Management (TQM): A Veritable Tool for Planning and Implementing Business Education in Nigeria Igberaharha, O. Clever
The Relevance of Oral Evidence in the Reconstruction of African History. Onwuka Oyibo Goddey
The Potential of the Dye from Hibiscus Sabdariffa as an Indicator in Quantitative Analysis. C.W. Ozabor and J.C. Ewansiha128-132
Attaining an Enabling and Sustainable Physical Environment for Effective Education in Nigeria, J.A. Jegede and R.B. Jegede
Economics Teachers Quality and their Teaching Effectiveness: A Panacea for Enhancing the Standard of Education in Anambra State Secondary Schools, Nigeria. Rev. S.R. Nwosu Ogochuku Honorata
Towards Enhancing the Standard of Secretarial Studies Programme in Nigeria School System. Robert A. Esene
An Empirical Survey on Poverty, Social Exclusion and Prevalent Disease Pattern in Kogi State. O.G. Adebola & F.B. Adebola
An Investigation into the Causes of Field and Laboratory Accidents to Agricultural Science Students in Tertiary Institutions in Edo State. M.O. Okojie & S.B. Alfred
Improvement of Nigerian Tertiary Education Sector Using Information Technology. Okumagbe, S.E. ——————————————————————————————————
Enhancing the Standard of Education in Nigeria through Quality Teacher Education. Osagiede, M. and Umeri, C. ———————————————————————————————————
Quality Assurance in Primary Education in Nigeria: A Panacea for National Development. Dr. Chukwuma, R.A. & Asabor, B.M
Dwindling Fortunes of Library Education on Standard of Education in Nigeria: A Case Study of Edo and Delta States' Schools. Eghosa L. Bosah
Factors Responsible for the Falling Standard of Tertiary Education in Nigeria and the Way forward. Agbongiasede, E.E. —————————————————————————————————
Dr. F.U. Akudo
Functional Integrated Science Classroom: An Effective Source for Enhancing the Standard of Education in Nigeria. Konyeme, J.E208-213

	Enhancing the Standard of Secondary School Instruction through the use of Compute Assisted Instruction. I.C. Nwakil & A.O. Anaza
	Needs for Innovations in Physical Education Curriculum Contents and Instructional Strategies in Secondary Schools in Kogi State. Ademu-Awuja, S. ———————————————————————————————————
	Enhancing the Teaching and Learning of Home Economics Education through ICT. P.O. Okafor227-231
1	Enhancing the Standard of Computer Education in Nigeria: Problems and the Way forward. Aghware, F.O., Egbuna, E.O. and Ojugo, A.A.

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) Wokocha (2002), Oke (2000) and Brooks (1998) studies revealed that problems faced by Integrated Science Teachers include lack of training in the subject. Qualified teachers