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ANALYSIS OF TEACHERS AWARENESS AND UTILIZATION OF SCHOOL CURRICULUM FOR EFFECTIVE PERFORMANCE OF CHEMISTRY STUDENTS IN EKITI STATE, NIGERIA

**ANALYSIS OF TEACHERS AWARENESS AND UTILIZATION OF SCHOOL
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EKITI STATE, NIGERIA**

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Abstract

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The study was conducted to examine the awareness and utilization of school curriculum to determine its hindrances to students' performance in Senior School Chemistry in Ekiti State, Nigeria. The study was a descriptive research of the survey type. Simple random sampling technique was used to select 320 chemistry teachers are from public and private senior secondary schools in the 16 local government Areas of Ekiti State. Two instruments were utilized for the study: (1) Questionnaire, and (2) Curriculum Observation Protocol (COP), which was duly validated and the reliability indexes were found to be 0.78 and 0.81 respectively. The research questions were answered using the frequency counts, mean and percentage, while the research hypotheses were subjected to Chi-square analysis at 0.5 level of significance. The findings from the study revealed that chemistry teachers were fully aware of the chemistry curriculum; chemistry Teachers not reasonably committed to the implementation strategies provision of the chemistry curriculum; there was significance difference in the utilization of chemistry curriculum based on teaching methodology employed by teachers; teacher factors (qualification, experience and training) has significant effect on teachers utilization of Chemistry curriculum; sex does not significantly affect teachers utilization of chemistry curriculum. It was therefore recommended among others that awareness of the existence of chemistry curriculum be created by chemistry education stakeholders; teachers must be exposed to instructional techniques that will facilitate their effective use of chemistry curriculum.

Key Words: Teachers awareness and utilization, Chemistry curriculum, Chemistry examination

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 January 9, 2020 at 12:28 pm  Uncategorized  admin

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