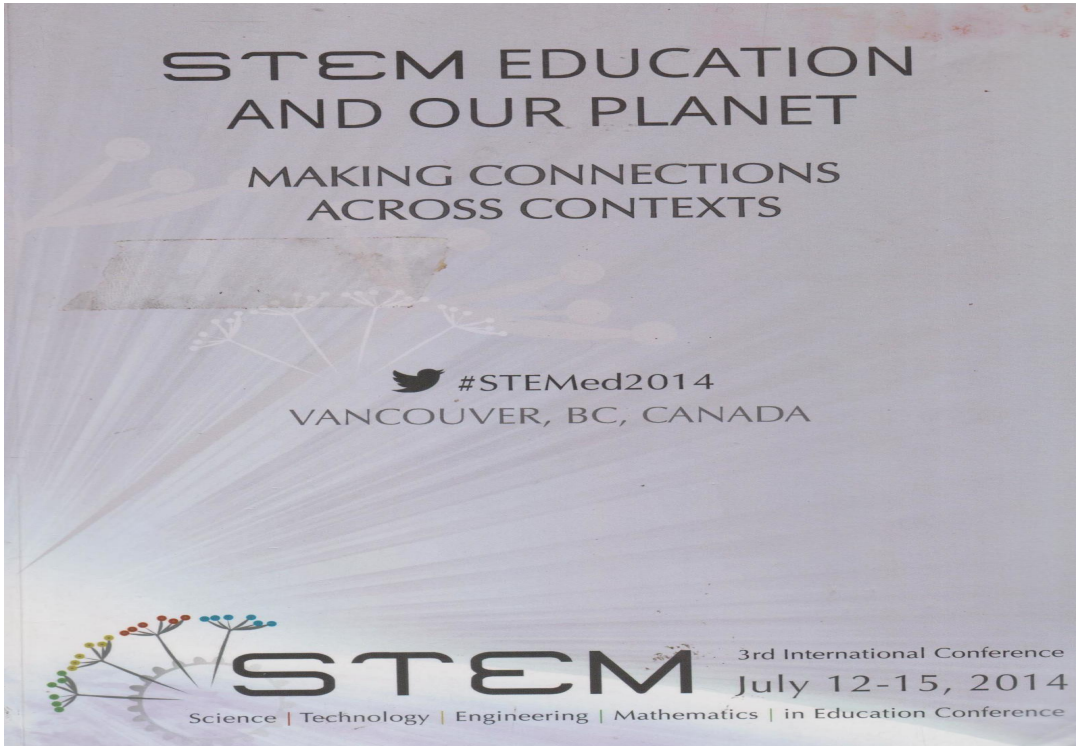

G PAPER

3.4.1 THE EXTENT OF AWARENESS OF RESEARCH-BASED STEM LITERACY PROGRAMME AMONG NIGERIAN TEACHERS

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STEM literacy programme is a plan of action for achieving a set of activities with specific goals for sustainability. A relevant and functional STEM literacy curriculum will help teachers gain mastery of subject concepts and acquire skills to enable them teach well and reduce the rate of under-achievement among students in STEM subjects. This paper, therefore, tried to determine the extent of awareness of research-based STEM literacy programme among Nigerian teachers. A survey research design was used. Three hypotheses guided the study. The population consisted of 420 STEM teachers drawn from 13 public secondary schools in Uruan Local Education Authority Zone of Akwa Ibom State. Simple random sampling technique was used to draw 120 (60 pre-service and 60 in-service) STEM teachers who formed the sample for the study. Instrument for data collection was a 20-item structured Questionnaire. The instrument was validated by two lecturers in Science Education Department of the University of Uyo. Instrument reliability was established using Cronbach Alpha reliability coefficient which yielded .80. The hypotheses were tested at .05 level of significance. Study findings revealed that awareness of research-based STEM literacy programme is low and research-based STEM literacy programme is rarely utilized by pre-service and in-service STEM teachers. Scientific and entrepreneurial skills needed for teacher education are absent and rarely used in STEM literacy acquisition. Based on these findings recommendation amongst others was that curriculum designers should collaborate with STEM teachers to select contents, strategies, specific learning objectives to sustain qualitative and functional STEM education.