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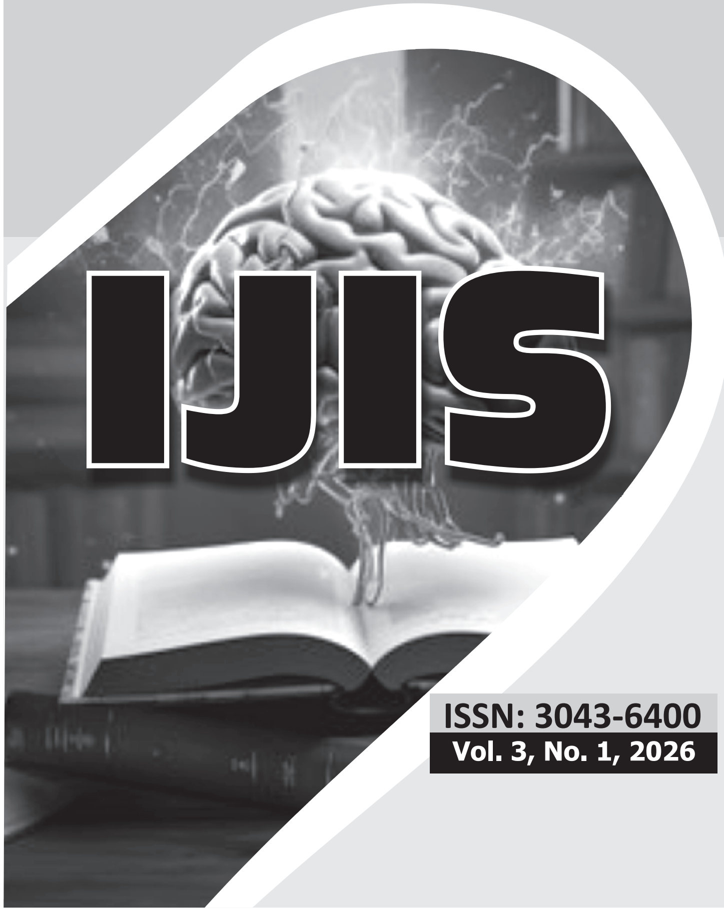

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TEACHERS' PERCEPTION OF REPOSITIONING BASIC SCIENCE IN JUNIOR SECONDARY SCHOOLS IN OYO STATE, NIGERIA

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TEACHERS' PERCEPTION OF REPOSITIONING BASIC SCIENCE IN JUNIOR SECONDARY SCHOOLS IN OYO STATE, NIGERIA

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Abstract

The study investigated the perceptions of Basic Science teachers in Junior Secondary Schools in Oyo State, Nigeria. The study adopted a descriptive survey research design. The population for the study comprised all Basic Science teachers in Oyo State. The sample for the *study consisted 200 Basic Science teachers. A total of 200 teachers were selected using a multistage sampling procedure and purposive selection, comprising 117 females (58.5%) and 83 males (41.5%) aged between 24 and 56 years. From the three senatorial districts in the state, one local government area each (LGAs) was selected using simple random sampling techniques. In each of the LGAs, 20 junior secondary schools each were selected using simple random sampling technique. One research instrument was used to collect the data. Data were collected using a structured questionnaire and analyzed using percentages and mean scores and t-test and Pearson correlation. Findings revealed that 72% of teachers held positive perceptions towards repositioning Basic Science, with a mean score of 3.36 and a highest item mean of 3.81. No significant differences were observed in perceptions based on teachers' qualifications (NCE mean = 38.7; Degree holders mean = 39.6) or gender (male mean = 34.7; female mean = 35.3). Furthermore, there was no significant correlation between teachers' perceptions and making Basic Science relatable to students' daily lives ($r = 0.058$, $p > 0.05$). The study concluded that while the majority of teachers have positive perceptions towards repositioning Basic Science, gender and qualification do not significantly influence these perceptions. It is recommended that teachers participate in professional development programs to further enhance the repositioning of Basic Science in Junior Secondary Schools.*

Keywords: Basic Science, Repositioning, Teachers' Perception

Introduction

Science literacy and technological competence of the Nigerian educational system are based on Basic Science. It combines the fundamentals of physics, chemistry, biology, and environmental studies at the junior secondary school level and provides students with the knowledge and skills necessary to further learn science and apply them to practice in their daily lives (Federal Ministry of Education, 2014; Omotayo and Alade, 2020). In addition to the acquisition of content, Basic Science also plays a role in developing problem-solving skills, instilling a scientific interest, and environmental awareness, as well as providing a solid foundation in the future careers of science, technology, engineering and mathematics (STEM). It is especially important in the fast-changing global knowledge economy where an early introduction to scientific ideas can influence the attitude of learners to innovation and inquiries-based learning (UNESCO, 2022).

Although central, there are structural and pedagogical issues that have existed in the Basic Science education in Nigeria, and they are severe in Oyo State. They are the lack of proper laboratory facilities, availability of modern teaching-learning resources, lack of professional training in teachers, and student teacher ratios that result in poor teaching-learning (Ogunleye, 2019; Adeyemi and Adebayo, 2021). These difficulties tend to create a gap between the theoretical and real-life domains, with the students not being able to connect the scientific material with real-life. As a result, it is necessary to urgently change the educational process of Basic Science to provide an opportunity to meet the world standards and enhance student involvement and the emergence of practically oriented skills that are not only relevant locally but also competitive on a global scale (Adewale and Olatoye, 2020; Okebukola, 2015).

Repositioning Basic Science is not only a curriculum change, but it is an all-inclusive reform of the pedagogy, resource utilization, assessment contexts and incorporation of new global issues of science. It involves including the issues of climate change, renewable energy, digital literacy in science, and public health, which are becoming more prominent in international science education systems (Okebukola, 2015; UNESCO, 2022). By making the local teaching practices responsive to these global trends, it is possible to make sure that the students are capable of acquiring competencies that are needed to address modern scientific issues and can be contextualized to the Nigerian setting. Also, repositioning focuses on constructing practical and inquiry-based learning, promoting experimentation, observation, and critical thinking, which serve as the medium to bridge the gap between classroom theory and the lived experiences of students (Adewale and Olatoye, 2020; Omotayo and Alade, 2020).

As the main actors of implementing the curriculum, teachers are also central to the success of these repositioning efforts. Their attitudes, opinions, and views on curricular changes also play a crucial role in determining whether they would be open to new pedagogical practices, cross-disciplinary issues, and actively engage students in the learning process (Ajayi, 2018; Ogunniyi and Jegede, 2021). Confident and prepared teachers are likely to implement repositioned curricula successfully, implement ICT tools in instruction, and contextualize lessons to students, thus improving learning outcomes (Nwachukwu & Ibe, 2022). On the other hand, educators who view the curriculum as unnecessarily extensive, abstract, or undersourced can also show resistance or develop superficial teaching practices, which restrict possible advantages of repositioning (Adewale and Olatoye, 2020).

Empirical data indicate that there is inconsistency in the willingness by teachers to adopt curricular innovations. Other educators like the use of globally relevant issues like environmental conservation, energy management, and health education as they see the fact that these issues can broaden the scientific worldview of students (Okebukola, 2015). Some of them, however, find it difficult to connect some advanced theories with the immediate surrounding of a student like space science or higher principles of physics because of the absence of laboratory equipment and demonstration resources (Adewale and Olatoye, 2020; Ogunniyi and Jegede, 2021). The confidence and effectiveness of teachers in presenting repositioned content, especially in new fields such as the use of ICT to teach science, is regularly influenced by their prior training, exposure to integrated science programmes, and their attendance at professional workshops (Nwachukwu and Ibe, 2022). Although previous studies have been done to discuss the issue of science education in Nigeria in general, there is a lack of literature that specifically discusses the perceptions of teachers towards repositioning Basic Science in junior secondary level. It is crucial to fill this gap to make sure that the reform initiatives are not solely theoretically sound but practically doable and culturally sensitive and in connection with international educational standards. In turn, this research aims to address this gap by examining the opinions of Basic Science teachers in Oyo State.

Contemporary research about the education of Basic Science in Nigeria emphasizes the significant role of practical, hands-on methods in order to improve student learning and interaction. Nwosu (2022) tested the impact of Activity-Based Learning on the non-cognitive learning of junior secondary children in South-South Nigeria and discovered that students who had been trained on active learning strategies experienced major improvements in the levels of curiosity, motivation, and self-confidence. Nevertheless, the research also showed that a significant number of teachers were not ready to use such methods because they lacked appropriate training and classroom materials. In the same way, Danjuma, Maikano and Yawe (2025) made a quasi-experimental study of integrated inquiry based teaching and discovered that learners who received such teaching methods performed significantly better than their counterparts who were taught by teachers in conventional teacher centered classes. These results suggest an improvement in student academic performance when inquiry-based strategies are embraced by teachers. However, Ojo, Ezeugwu, and Dalyop (2023) found that both direct and indirect teaching strategies in the Enugu State were found to be ineffective by students in developing deep conceptual knowledge, indicating that educators might not value and understand fully how to use inquiry-based learning. This was also supported by Aliyu and Phang (2020) who demonstrated that a high percentage of physics teachers in Kebbi State had a teacher-based approach, with little openness to inquiry-based instructions, which suggests that beliefs and ideas about teaching have a strong limitation on the practical implementation of repositioned curriculums. Taken together, these studies show that inquiry and activity-based methods may but definitely cannot be as effective in improving the outcomes of learning, and their effective implementation is highly dependent on teacher perceptions, competence, and resource availability.

Another issue that is over and over again in the teaching of Basic Science is that one should simplify complex concepts. Ogundare and Bashir (2021) discovered that scaffolding science process skills using inquiry-based teaching models had a significant positive impact on the knowledge of students, which means that the ability to divide complicated issues into sequential and manageable steps is critical to successful learning. Tijani (2024) also indicated that open inquiry instructional methods used in chemistry classrooms had a positive impact on conceptual understanding and engagement in students, proving that simplifying the content does not automatically affect academic rigour. Although these advantages exist, the readiness of educators is an issue as most of these teachers have been trained in traditional frameworks and are not comfortable simplifying the material in the fear of watering down the fundamental scientific concepts (Aliyu and Phang, 2020). This conflict highlights an important aspect of repositioning, namely, the educators have to be taught to balance between simplification and preservation of scientific integrity to be sure that the changes in the curriculum lead to the desired results.

Besides a pedagogical and simplification approach, relevancy of Basic Science to the daily life of the student is a defining factor towards motivation, engagement and meaningful learning. As Zira et al. (2024) have noted, it is possible that not only do the curricula contain content that is relevant to the local context of students, including sanitation, environmental conservation, and health, but the teachers also have difficulty converting this to classroom or classroom settings because of the lack of resources, the large number of students in the classroom, and the inadequacy of the instructional support. In a similar vein, Oladejo, Okebukola, and Akinola (2023) stressed that it is highly significant to provide cultural and environmental context to science education, revealing the fact that teachers who contextualize scientific principles in a manner that appeals to the communities of students increase their interest and understanding of the concepts. However, despite the acknowledgment of the relevance, little research has been done to understand how the perception that teachers have of contextualized content affect lesson planning, instructional strategies, and classroom enactment. The identified gap underscores the necessity to learn not only curriculum design but also the content relevance interpretation and application by teachers.

The competence of the teachers is a primary consideration in any repositioning exercise. Ogundare and Bashir (2021) emphasized that though the models of instructional process through inquiry enhance process skills in students, not all teachers have the confidence and experience to plan and deliver inquiry tasks.

The findings of Aliyu and Phang (2020) also indicated that even after experiencing inquiry-based strategy types, other teachers continued to use teacher-centered methods, implying that belief systems and classroom identity have a significant impact on the pedagogical decisions. Nwosu (2022) also revealed that activity-based learning brought greater advantages to students when teachers were pre-trained and supported, which highlights the relevance of professional development in the process of repositioning of activities. Such results imply that perception is not enough, building teacher capacity becomes essential in order to make sure that content, pedagogy, and assessment reforms get the way into meaningful classroom practice.

Although practical applications, simplification of the curriculum and relevance in the real life have been identified as important dimensions of effective Basic Science teaching, there are still gaps in how teachers see and apply these reforms. Student outcomes or general science education are the subject of most studies but not junior secondary Basic Science in Oyo State specifically. There is little research on how teacher perceptions relate to reality on classroom practice and little longitudinal research on whether changes in perception can be maintained or converted to sustained change in instruction. Also, the effect of contextually relevant instruction on student engagement and performance has been minimally studied especially in the resource-limited Nigerian classrooms. It is in this light that the current research, which aims at examining the perceptions of teachers on the repositioning problems in Basic Science in Junior Secondary Schools in Oyo State, is timely and essential.

Statement of the Research Problem

Although Basic Science education is critical towards the development of scientific literacy and the enhancement of technology in Nigeria, the level of achievement among students at the junior secondary education level in Oyo State and in Nigeria in general remains dismal. Research and analysis reports that students attainment in Basic Science is always below the standards they should do well, as the average learners hardly reach the level of proficiency. This trend indicates not merely a lack of meeting the goals of the curriculum but a larger issue of the quality of teaching methods, classroom materials and classroom environments. Some students do not find it easy to relate scientific ideas and applications to real-life problems, thus restricting them to real-life issues and utilization of technologies.

One important aspect that determines these results is the perception and practice of teachers who are the main teachers of the curriculum. It has been demonstrated that most teachers still largely depend on theoretical teaching, emphasizing rote memorization instead of active, student learning, or inquiry-based learning. This conventional approach limits the possibility of practical experimentation, problem-solving, and contextual application of the scientific principles to enhance the understanding and performance. The fact that the achievement of Basic Science has remained below expectations thus brings to the fore the pressing necessity of repositioning the subject. Repositioning involves changing teaching and learning practices to suit the best practices around the world and local conditions with a focus on practical, applied and contextually relevant practices. The attitude of the teachers towards these reforms is a critical one because the positive attitude and desire to implement innovative approaches has a direct effect on the effectiveness of the students in their experience of the curriculum. Even the best of curricular reforms could be ineffective towards bringing about significant changes in student learning unless the beliefs and capacities of teachers are actively addressed.

Purpose of the Study

The general objective of the study is to explore the idea of teacher perception of repositioning issues in Basic Science in Secondary Schools in Oyo State, Nigeria. Therefore the specific objectives are to:

a. test the effect of practical applications on the teacher attitude towards the problem of repositioning in Basic Science.
b. determine the effect of simplifying complex concepts on the perceptions of teachers with regard to repositioning issues in Basic Science.
c. find out how the perception of the teachers about repositioning problems in Basic Science is associated with the day-to-day life experiences.

Research Questions

1. What is the effect of practical applications on the attitudes of teachers towards the problem of repositioning in Basic Science?
2. Does making complex ideas simpler affect the perception of teachers about repositioning issues in Basic Science?
3. How relevant to real life experiences are teachers perceptions of repositioning issues in Basic Science?

Methodology

The study adopted a descriptive survey research design. The population for the study comprised all junior secondary school teachers in Oyo State. Multistage sampling procedure was used to select the sample for the study. The sample for the study was 200 Basic Science teachers. From three senatorial districts in the state. One local government area (LGA) each was selected using simple random sampling technique. In each selected LGA, 20 junior secondary schools were selected using simple random sampling technique and from the selected schools. Basic Science teachers were then selected intentionally on the basis of the criterion that they must have taught Basic Science at least two years and were actively engaged in classroom teaching. One research instrument was used for data collection. The research instrument was trial-tested on 20 Basic Science teachers to ensure the reliability using cronbach alpha value of 0.82. Data collected were analysed using mean and standard deviation.

Table 1: Demographical Data of the Respondents by Gender

Gender	Frequency	Percent (%)	Cumulative Percent
Female	117	58.5%	58.5
Male	83	41.5%	100
Total	200	100.0	

Table 2: Qualification of the Respondents

Qualification	Frequency	Percent (%)	Cumulative Percent
OND/NCE	80	40.0%	40.0
HND/BSC	77	38.5%	78.5
M.Sc./M.Ed.	43	21.5%	100.0
Total	200	100	

Research Question 1: Practical Applications and Repositioning

Table 3: Descriptive analysis of practical applications in basic science

S/N	Statement	Mean (X)	Std. Dev.	Decision
1.	Professional development opportunities through regular workshops and training programme enhance teachers skills and knowledge in teaching Basic Science effectively.	3.81	.393	Agreed
2.	Incorporating practical works into teaching and learning processes in Basic science can foster critical thinking skills	3.57	.535	Agreed
3.	Peer tutoring strategy can improve students performance in Basic Science, especially when combine with other instructional approaches like problem-based learning.	3.33	.471	Agreed
4.	Flipped classroom model can enhance student achievement and retention in Basic Science, promoting active learning and higher order thinking	3.21	.545	Agreed
5.	Lack of laboratories is a significant challenges to implementing effective practical work in Basic Science.	3.60	.530	Agreed

S/N	**Statement**	Mean (X)	Std. Dev.	Decision
6.	Managing large classes makes it difficult for teacher to provide individualized attention and hands-on activities	3.41	.688	Agreed
7.	Collaborating among teachers students and the community can promote interest and engagement in Basic Science	3.38	.582	Agreed
8.	Equipment and resources limitations are significant challenges to implementing effective practical work.	3.34	.638	Agreed
9.	Problem-solving and scientific skills can foster repositioning issues in Basic Science	3.31	.588	Agreed
10.	I have never engaged in professional development opportunities related to repositioning in Basic Science	2.67	.821	Agreed
	Criterion Mean Weight	3.36		

The descriptive analysis of practical applications in Basic Science, as shown in Table 3, reveals that respondents generally agreed on the importance of integrating practical approaches in teaching, with an overall criterion mean weight of 3.36. Among the key findings, professional development opportunities received the highest level of agreement (mean = 3.81), suggesting that teachers strongly recognize the value of such programs in enhancing their skills and subject knowledge. Incorporating practical work into lessons was also highly endorsed (mean = 3.57), reflecting teachers' perception that hands-on activities are essential for fostering critical thinking skills among students. Peer tutoring strategies were similarly acknowledged (mean = 3.33) as effective in improving student performance, while flipped classroom models received considerable support (mean = 3.21) for their role in enhancing student achievement and retention of concepts.

Despite these positive perceptions, the analysis also highlighted several significant challenges that hinder the effective implementation of practical applications in Basic Science. The lack of adequately equipped laboratories was identified as a major impediment (mean = 3.60), while large class sizes were recognized as a difficulty in providing individualized attention to students (mean = 3.41). Limitations in equipment and teaching resources further compounded these challenges (mean = 3.34), suggesting that structural and logistical constraints remain critical barriers to repositioning efforts. Interestingly, teachers reported limited personal engagement in professional development opportunities specifically related to repositioning Basic Science (mean = 2.67), indicating a gap between the general awareness of the importance of professional development and active participation in such programs. These findings collectively highlight both the recognition of practical teaching methods' value and the structural and personal factors that constrain their full implementation in junior secondary schools.

Research Question 2: Simplifying Complex Concepts

Table 4: Descriptive analysis of simplifying complex concepts in basic science

S/N	**Statement**	Mean (X)	Std. Dev.	Decision
1.	Students-centered learning approaches such as inquiry-based learning improve students engagement and understanding.	3.43	.623	Agreed
2.	Practical work is essential for students to develop critical thinking skills	3.54	.500	Agreed

S/N	Statement	Mean (X)	Std. Dev.	Decision
3.	Project-based learning improves students engagement and understanding.	3.37	.611	Agreed
4.	Teacher need support and resources to implement new teaching methods effectively	3.59	.493	
5.	Limited access to laboratories hinders practical learning experiencely.	3.33	.609	
6.	Managing large classes makes it difficult to provide hands on activities	3.17	.660	Agreed
7.	Problem solving skills can simplify complex concepts in Basic Science	3.36	.626	Agreed
8.	Insufficient equipment a nd resources hinder effective teaching	3.42	.689	Agreed
	Criterion Mean Weight	3.40		Agreed

The analysis of responses regarding the simplification of complex concepts in Basic Science, as presented in Table 4, reveals a high level of agreement among teachers, with an overall criterion mean weight of 3.40. The findings indicate that teacher support and the availability of resources were considered most critical for implementing new teaching methods, receiving the highest mean score of 3.59. Practical work was also strongly endorsed (mean = 3.54), reflecting teachers' belief that hands-on activities are essential for developing students' critical thinking skills. Student-centered approaches, including inquiry-based learning, were highly valued (mean = 3.43), demonstrating teachers' recognition of the importance of engaging students actively in the learning process. Project-based learning was similarly acknowledged (mean = 3.37) for its role in enhancing student engagement and improving understanding of complex scientific concepts.

Despite these positive perceptions, teachers reported several challenges that impede the simplification of complex concepts. Insufficient equipment and teaching resources were identified as significant barriers (mean = 3.42), while limited access to laboratories hampered practical learning experiences (mean = 3.33). Additionally, large class sizes were seen as a constraint (mean = 3.17), making it difficult to implement hands-on activities effectively. Overall, while teachers recognize the value of various strategies for simplifying complex concepts, structural and logistical limitations remain substantial obstacles to fully realizing these approaches in the classroom.

Research Question 3: Relating Basic Science to Daily Life

Table 5: Descriptive analysis in relating basic science to daily life

S/N	Statement	Mean (X)	Std. Dev.	Decision
1.	I teach fundamental Basic Science using readily available	3.33	.582	Agreed
2.	Incorporating real-life examples and case studies can makes Basic Science more relatable.	3.41		
3.	Linking scientific concepts to students everyday life makes it more relevant	3.46		
4.	Use of narrative enhances students understanding of scientific information	3.23		
5.	Hands-on activities help students develop scientific literacy skills.	3.41		

S/N	Statement	Mean (X)	Std. Dev.	Decision
6.	Simulation can help students develop problem solving skill	3.27		
7.	I have engaged learners in environment and sustainability projects to promote critical thinking.	3.10		
8.	I have applied STEM project focused on real-world problem to teach scientific concepts.	3.09		
9.	I have utilized virtual laboratories and online resources to provide interactive experiences.	3.25		
10.	Problem-solving skills make learning Basic Science more meaningful	3.56		
	Criterion Mean Weight	3.31		

The analysis of teachers' responses regarding the relatability of Basic Science to daily life, as shown in Table 5, indicates general agreement among participants, with an overall criterion mean weight of 3.31. Teachers highly valued the development of problem-solving skills, which received the highest mean score of 3.56, highlighting its importance in making learning meaningful and applicable to real-world contexts. Linking scientific concepts to everyday life was also strongly endorsed (mean = 3.46), reflecting teachers' recognition that connecting lessons to students' lived experiences enhances understanding and engagement. The use of real-life examples and case studies was similarly acknowledged (mean = 3.41) for promoting relatability, while hands-on activities received equal recognition (mean = 3.41) for their role in fostering scientific literacy and practical competence.

Despite these positive perceptions, the analysis revealed areas where implementation was less robust. Projects related to STEM that focused on real-world problems were moderately adopted (mean = 3.09), and initiatives targeting environmental awareness and sustainability scored similarly low (mean = 3.10). The use of virtual laboratories and online resources also showed limited integration (mean = 3.25), suggesting that technological and resource constraints may hinder the effective translation of Basic Science concepts into everyday contexts. Overall, while teachers acknowledge the importance of making Basic Science relevant to daily life, practical challenges continue to limit the consistent application of these strategies in classrooms.

Discussion of Findings

The research demonstrates that teachers of Basic Science in Oyo State have desirable perceptions on the issues of repositioning, and the levels of agreement in the three areas of research are above the criterion of mean. It means that teachers have realized the significance of contemporary teaching methods and are ready to make changes. This research has shown that teachers have a positive attitude towards the repositioning of Basic Science in the Oyo State Junior Secondary Schools, especially in terms of practicality, simplicity of intricate ideas, and applicability of science to the lives of students. Teachers constantly emphasized on the significance of professional development opportunities which were considered vital in improving their knowledge, skills of instruction and their pedagogical practices. This shows that the teachers are aware of the necessity to constantly change their teaching methods according to curriculum changes and new international standards in science teaching. Practical pedagogical approaches, such as practical exercises, peer tutoring, and the approach of a flipped classroom were also high recommended as it was believed by teachers that the techniques enhanced critical thinking, engagement, and memory of scientific concepts among students. Those findings indicate that teachers are not simply aware of the contemporary pedagogical practice, but they also know the importance of this practice in facilitating meaningful learning outcomes.

Although these positive perceptions were found, there were certain issues which were continuously present in all focus areas. Lack of sufficient laboratory facilities, a huge number of students per classroom, and a lack of resources to teach in or out of the classroom became some of the major obstacles in the successful application of practical uses in the classroom. These structural constraints suggest that although teachers may have a positive attitude towards innovative teaching practices, systemic constraints stand on the way of converting perceptions into practice. Moreover, teachers recognized the importance of professional development, and their personal involvement in such activities was not great, which revealed a gap between awareness and action. This implies that time constraints, workload, or access to training programs among other factors may also diminish the effectiveness of professional development in facilitating curriculum repositioning.

Another aspect in which teachers showed a lot of support was the simplification of difficult concepts. They emphasized the need of sufficient resources, practical work and student-centered strategies like inquiry-based and project-based learning to make scientific subjects more accessible and comprehensible. Such strategies were seen as a necessity to scaffold the learning process of students, develop higher-order thinking skills, and so that students are able to meaningfully engage with abstract concepts. Nevertheless, the problems of inadequate laboratory access, inadequate teaching materials, and excessive student numbers were also observed, indicating that despite the good intentions of instructional tactics, the school context limits them. This tension is what helps to realize that special interventions are required in order to equip teachers with the physical resources as well as with the instructional support they require in order to be in a position to introduce pedagogical innovations successfully.

Educators found the need to relate Basic Science with real-life experiences as well, believing that relating scientific ideas with real-life situations helps to develop problem-solving skills, interest, and scientific literacy. Examples, practical activities, and case studies were regarded as effective means of making learning contextualized so that the students can observe how science is relevant in their daily world. However, other projects, like projects on STEM designed to solve real-life problems, environmental and sustainability projects, and using virtual laboratories and online resources were less commonly used. This observation implies that besides teachers having the conceptual knowledge of the significance of contextualization, there are practical factors such as resources, technology, and institutional constraints, which restrict their capacity to implement these strategies uniformly.

On the whole, the results obtained suggest that teachers in Oyo State have a more or less positive understanding of the necessity to reposition Basic Science, as they both understand recent methods of teaching and the applicability of the contextualized teaching. Simultaneously, the results reveal the existence of constant obstacles that can hinder the adoption of repositioning strategies. The constraints in the structure, logistics, and resources, as well as the lack of involvement in the professional development programs, indicate that positive teacher perceptions do not suffice to achieve significant change. The findings reaffirm the notion that systemic support such as the supply of laboratories, teaching resources, integrating technology in teaching, and on-going teacher education should accompany curriculum reform activities. Moreover, the awareness of the perception of teachers offers very important insights as to how the reforms can be adjusted to fit the realities of practical classroom settings, such that the repositioning efforts are both viable and sustainable. These results are consistent with earlier research that highlighted that teacher perceptions, competence, and resource availability are decisive factors in science education reforms, especially when there are resource constraints (Nwosu, 2022; Ogundare and Bashir, 2021; Zira et al., 2024).

Practical Applications

The teachers in Oyo State highly regard the practical applications in the education of Basic Science with a stress on the significance of the possibility to develop professionally. The responses they have shown reveal that they are fully aware about the need to engage in continual learning to execute curriculum repositioning strategies and to adopt new teaching practices. In spite of this awareness, it can be observed that there is a clear disconnect between recognition and participation in professional development programmes, which could be attributed to lack of quality training facilities, time constraints, or lack of institutional support. The policy implications of these findings are obvious: the provision of accessible, targeted, and continuous professional development programmes should be given priority by the education authorities so that teachers need not merely be aware but also take part in opportunities that would make their teacher skills sharper. As an intervention, school administrators and department heads can provide formal opportunities, rewards, and supervision mechanisms to motivate the teachers to join in professional development to reduce the knowledge-practice gap.

Summary of Findings

1. Positive Teacher Perceptions: The teachers in Oyo State portray positive perceptions towards repositioning the Basic Science education, with the means of 3.36, 3.40, and 3.31 in the three areas of the research.
2. Awareness of Current Pedagogical Practices: The most important aspects of the effective teaching of Basic Science that teachers strongly support include practical applications, student-centered learning, and contextualized instruction.
3. Professional Development Needs: Teachers strongly believe in professional development (mean = 3.81), but the actual attendance is low (mean = 2.67) and thus the gap is wide and needs to be filled.
4. Systemic Implementation Problems: The common obstacles are a lack of adequate laboratory facilities, equipment and resources, class sizes, and institutional support.
5. Technology Integration Gaps: Lower implementation scores on virtual laboratories, STEM projects, and digital resources indicate the need to intervene and support in specific areas.

Conclusion

This research paper gives useful information about the perception of teachers towards repositioning of Basic science education in Junior Secondary Schools in Oyo State, Nigeria. The results indicate that educators are generally positive about the use of contemporary methods of pedagogical practices including functionality, reduced concept presentation, and use of real world contexts to facilitate better student involvement and learning achievements. Educators understand the value of learner-centered methods, inquiry-based learning and experiential learning to make science learning meaningful and relevant.

Nonetheless, such systemic issues like the lack of laboratory facilities, teaching resources, classes, and involvement in professional development continue to impede the successful execution of repositioning strategies. The difference between the actual classroom practises of teachers and their positive perceptions is an indicator showing that extensive support, both institutional and policy, is required. The paper concludes that effective repositioning of Basic Science needs a comprehensive strategy that focuses on pedagogical preparedness and structural limitations to ensure that the willingness of teachers to embrace new strategies is converted into better student learning measures.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. To close the gap between the positive perceptions and the limited involvement of teachers in professional development, educational administrators must implement preferred in-service training programmes, which are both accessible and high quality, directly targeting the gap between positive perceptions and limited use of technology among teachers.

2. Teachers are to be motivated and enabled to engage in professional development and self-directed learning as a way of upgrading their pedagogical practices and knowledge in the subject matter.

3. The schools are to create programmes and educate parents and the community about the significance of science education and how to support its learning to encourage more community members to participate in the educational process of students.

4. The policy makers should give priority to the building and equipping of science laboratories in junior secondary schools to facilitate practical learning in response to the complaints made by teachers on lack of proper equipment.

5. More budgetary allocations are necessary towards teaching

resources, laboratory equipment, and technological resources to surpass systemic barriers to effective science teaching.

6. Management should be applied to lower large group sizes in science courses so that learning can be hands-on, and attention provided individually.

7. To ascertain the effects of repositioning efforts on the learning outcome, attitudes and career goals in science among students, it is imperative that proper and continued research is performed so that the necessary policy and practise adjustments can be made.

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