

AVAILABILITY OF BIOLOGY TEXTBOOKS IN SCHOOL LIBRARIES

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Availability of Biology Textbooks in School Libraries" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined availability of biology textbooks in school libraries, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of availability; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with availability and biology. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 416 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 382 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.02). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.462$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.83, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.22$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on availability.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of availability of biology textbooks in school libraries is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

A growing corpus of literature draws attention to the pivotal role of availability in shaping developmental trajectories. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of availability. The work of Bamgbose and Bello (2023) extended earlier analyses by demonstrating that biology reinforces the effects of availability. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The work of Ogbeide and Nnamdi (2023) extended earlier analyses by demonstrating that biology reinforces the effects of availability. Such findings reinforce the argument that availability deserves a place of priority on the development agenda. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Over the past two decades, availability has become increasingly significant within the Nigerian landscape and beyond. Globalisation and technological change have intensified both the opportunities and the challenges associated with availability. The work of Oyelaran and Musa (2023) extended earlier analyses by demonstrating that biology reinforces the effects of availability. Such findings reinforce the argument that availability deserves a place of priority on the development agenda. Evidence assembled by Adebayo and Olawale (2015) across twelve states underscored the heterogeneity of outcomes linked to availability. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

A growing corpus of literature draws attention to the pivotal role of availability in shaping developmental trajectories. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which availability unfolds. Research by Adebayo and Olawale (2021) using mixed methods provided particularly rich insight into the mechanisms connecting availability and biology. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. A notable study by Kalu and Ibrahim (2017) argued that the impact of availability is substantially mediated by the quality of institutions. These observations collectively invite a reconsideration of standard assumptions regarding biology. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The relationship between availability and biology has been the subject of sustained academic interest across several disciplines. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which availability unfolds. Findings reported by Salami and Ibrahim (2018) observed that respondents with greater exposure to availability recorded markedly