

AVAILABILITY OF GEOMETRY SETS AMONG STUDENTS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Availability of Geometry Sets Among Students" 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 geometry sets among students, 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 geometry. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 398 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 359 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 = 2.98). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.588$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.25, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.31$, $p > 0.05$). 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 geometry sets among students 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.

Scholars have long recognised availability as a critical determinant of outcomes in science education. Within Lagos State, the country's most populous commercial hub, the dynamics of availability are observed in their starkest form. Studies conducted within the West African subregion by Adigun and Bamgbose (2018) reached conclusions broadly consistent with the Nigerian evidence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Nwosu and Obiora (2020), in a survey of relevant stakeholders, concluded that the benefits of availability are unevenly distributed across groups. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The phenomenon of availability, while not new, has acquired fresh analytical urgency in Nigeria. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream availability into routine governance. Longitudinal research by Nnamdi and Olawale (2016) revealed that sustained attention to availability yields appreciable dividends over time. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Findings reported by Dauda and Ibrahim (2018) observed that respondents with greater exposure to availability recorded markedly different results. For practitioners, the practical significance of availability cannot be overstated, given its demonstrable link with geometry. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Contemporary scholarship increasingly frames availability as inseparable from the broader question of geometry. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of availability. Empirical evidence from Dauda and Ibrahim (2021) suggests that positive developments in geometry are associated with improvements in availability. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Empirical evidence from Adekunle and Bello (2021) suggests that positive developments in geometry are associated with improvements in availability. These observations collectively invite a reconsideration of standard assumptions regarding geometry. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The phenomenon of availability, while not new, has acquired fresh analytical urgency in Nigeria. National policies and programmes have sought, with varying degrees of success, to respond to the realities of availability and geometry. The aggregate picture emerging from Okonkwo and Salami (2023) points to a modest but consistent association between availability and the outcomes of interest. These observations