

EXAMINATION OF THE AVAILABILITY AND ADEQUACY OF BIOLOGY EDUCATION RESOURCES IN THE CURRICULA OF OPEN AND CONVENTIONAL UNIVERSITIES IN SOUTHWESTERN NIGERIA

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ABSTRACT

The study determined the availability and adequacy of laboratory resources used in implementing Biology Education Curricula (BEC) in Open and Conventional Universities. This was with a view to providing information about the gap in the implementation of BEC as well as determine the level of implementation of BEC in both University types. The study adopted descriptive survey research design. The population for the study comprised of all Biology Education lecturers and the departments that teach Biology Education courses in both University types in Southwestern Nigeria. All the three Federal Universities that offer Biology Education (except the newly established Federal University in Ekiti State) and the Open University Study Centres in the states where they are located were used for the study. The study sample included all Biology Education lecturers found in the selected schools. One research instrument was used for the study, namely: Biology Education Laboratory Equipment/Resources Observation Checklist (BELEROC). The instrument was validated by curriculum experts in the Faculty of Education in Obafemi Awolowo University and was judged reliable. A reliability of 0.82 for BELEROC was obtained for the instruments using Cronbach Alpha Co-efficient. The data collected were analyzed using the descriptive statistics of frequency and percentages. The results showed that 100% of the Open University Study centres do not have resources of their own but rely on the resources of the neighboring Conventional Universities which indicated that resources are unavailable or inadequate in the Open University Study centres. Results revealed that not all resources were available in the University with the least level of availability having 69.4% and that with the highest has 76% availability. It also revealed that not all the available resources are adequate in the Universities. It was revealed from the study that the Open University Study Centres have a low level of availability of facilitators (lecturers) while the lecturers of the Conventional Universities have a high level of content knowledge and year of experience but low level of pedagogical knowledge. The study also revealed that e learning (100%) is the major form of learning in the Open University Study Centres with a 0.0% usage of other instructional delivery strategies in some of the Study Centres while lecture method(OAU-100%,UI-70%,UNILAG-90%), inquiry method(OAU-90.0%,UI-70%, UNILAG-70%) are the most commonly used strategies in the Conventional Universities. The study concluded that resources are not completely available and most of the BEC lecturers do not have educational qualification to produce trained Biology teachers and this also has an effect on the instructional delivery strategies they use in the Conventional Universities. It also concluded that the Open Universities completely lack resources and quality facilitators to implement BEC which will produce a wide gap in its implementation as compared with Conventional Universities. It concluded that there is a need to integrate teaching strategies employed in both University types as well as make resources available for the Conventional and Open Universities in order to attain a balance in the quality of graduates produced.