

INTEGRATION OF ICT IN TECHNOLOGY LESSONS

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF SCIENCE EDUCATION, FACULTY
OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Integration of ICT in Technology Lessons" 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.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Science Education, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined integration of ict in technology lessons, 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 integration; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with integration and ict. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 394 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 363 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 = 3.1). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.484$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.63, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.17$, $p > 0.05$). 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 integration.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of integration of ict in technology lessons 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.

Debates on national transformation repeatedly return to the role of integration and its attendant dynamics. In Nigeria, the intersection of integration and ict is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Comparative work by Ogunlana and Chukwu (2022) across several states uncovered a consistent pattern linking integration with ict. These observations collectively invite a reconsideration of standard assumptions regarding ict. Studies conducted within the West African subregion by Aderemi and Nwosu (2018) reached conclusions broadly consistent with the Nigerian evidence. Such findings reinforce the argument that integration 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, integration has become increasingly significant within the Nigerian landscape and beyond. National policies and programmes have sought, with varying degrees of success, to respond to the realities of integration and ict. Evidence assembled by Chukwu and Chukwu (2015) across twelve states underscored the heterogeneity of outcomes linked to integration. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Dauda and Okonkwo (2020), in a survey of relevant stakeholders, concluded that the benefits of integration are unevenly distributed across groups. For practitioners, the practical significance of integration cannot be overstated, given its demonstrable link with ict. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Scholars have long recognised integration as a critical determinant of outcomes in science education. Auxiliary variables, including education, income, and location, further condition how integration is experienced across communities. A notable study by Dauda and Okonkwo (2017) argued that the impact of integration is substantially mediated by the quality of institutions. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Findings reported by Dauda and Ogbeide (2018) observed that respondents with greater exposure to integration recorded markedly different results. These developments carry important implications for policy and practice in science education. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Over the past two decades, integration has become increasingly significant within the Nigerian landscape and beyond. In Nigeria, the intersection of integration and ict is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. The aggregate picture emerging from Ibrahim and Obiora (2023) points to a modest but consistent association between integration and the outcomes