

INTERNET CONNECTIVITY IN RURAL SCHOOLS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Internet Connectivity in Rural Schools" 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 internet connectivity in rural schools, 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 internet; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with internet and connectivity. 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 357 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 = 3.06). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.552$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.7, $p < 0.05$). 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 internet.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of internet connectivity in rural schools 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.

Internet occupies a prominent position in contemporary debates about connectivity and national development. Economic pressures and resource scarcity frequently determine the pace at which internet advances in practice. Evidence assembled by Ogunlana and Olawale (2015) across twelve states underscored the heterogeneity of outcomes linked to internet. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Studies conducted within the West African subregion by Bello and Ekwueme (2018) reached conclusions broadly consistent with the Nigerian evidence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Over the past two decades, internet has become increasingly significant within the Nigerian landscape and beyond. Nigeria's federal structure and its diverse cultural geography ensure that the experience of internet varies considerably from one region to another. An examination by Salami and Bello (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. For practitioners, the practical significance of internet cannot be overstated, given its demonstrable link with connectivity. Research by Kalu and Eze (2021) using mixed methods provided particularly rich insight into the mechanisms connecting internet and connectivity. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Internet, when examined in relation to connectivity, reveals complex and often paradoxical dynamics. Within Lagos State, the country's most populous commercial hub, the dynamics of internet are observed in their starkest form. Evidence assembled by Kalu and Eze (2015) across twelve states underscored the heterogeneity of outcomes linked to internet. Accordingly, there is a growing consensus that deliberate policy action is required. Comparative work by Musa and Adebayo (2022) across several states uncovered a consistent pattern linking internet with connectivity. These observations collectively invite a reconsideration of standard assumptions regarding connectivity. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In recent years, internet has emerged as a central theme in scholarly discourse on science education. Globalisation and technological change have intensified both the opportunities and the challenges associated with internet. An examination by Dauda and Salami (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. These observations collectively invite a reconsideration of standard assumptions regarding connectivity. Empirical evidence from Chukwu and