MAINTENANCE OF SCHOOL COMPUTER LABORATORIES

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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 "Maintenance of School Computer Laboratories" 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 maintenance of school computer laboratories, 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 maintenance; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with maintenance and school. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 402 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 392 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 ($r = 0.521$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.15, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.24$, $p > 0.05$). 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 maintenance.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of maintenance of school computer laboratories 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.

In both global and African literatures, maintenance is now regarded as a key index of institutional performance. Within Lagos State, the country's most populous commercial hub, the dynamics of maintenance are observed in their starkest form. Findings reported by Olawale and Aderemi (2018) observed that respondents with greater exposure to maintenance recorded markedly different results. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Findings reported by Alade and Nnamdi (2018) observed that respondents with greater exposure to maintenance recorded markedly different results. For practitioners, the practical significance of maintenance cannot be overstated, given its demonstrable link with school. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Few subjects attract as much policy interest in contemporary Nigeria as the question of maintenance. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream maintenance into routine governance. Research by Adebayo and Bello (2021) using mixed methods provided particularly rich insight into the mechanisms connecting maintenance and school. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Umeh and Ekwueme (2020), in a survey of relevant stakeholders, concluded that the benefits of maintenance are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

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maintenance occupies a prominent position in contemporary debates about school and national development. The socio-cultural diversity of Nigeria implies that responses to maintenance must be differentiated rather than uniform. Research by Adebayo and Oyelaran (2021) using mixed methods provided particularly rich insight