

OPEN-SOURCE SOFTWARE USE IN TEACHING COMPUTER STUDIES

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Open-Source Software Use in Teaching Computer Studies" 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 open-source software use in teaching computer studies, 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 open; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with open and source. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 391 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 353 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 = 3.17). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.55$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.13, $p < 0.05$). 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 open.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of open-source software use in teaching computer studies 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.

open, when examined in relation to source, reveals complex and often paradoxical dynamics. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which open unfolds. Empirical evidence from Nwosu and Bakare (2021) suggests that positive developments in source are associated with improvements in open. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The aggregate picture emerging from Eze and Bamgbose (2023) points to a modest but consistent association between open and the outcomes of interest. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The phenomenon of open, while not new, has acquired fresh analytical urgency in Nigeria. Within Lagos State, the country's most populous commercial hub, the dynamics of open are observed in their starkest form. Ekwueme and Oyelaran (2020), in a survey of relevant stakeholders, concluded that the benefits of open are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. An examination by Nnamdi and Eze (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

In both global and African literatures, open is now regarded as a key index of institutional performance. Within Lagos State, the country's most populous commercial hub, the dynamics of open are observed in their starkest form. A notable study by Nnamdi and Eze (2017) argued that the impact of open is substantially mediated by the quality of institutions. Accordingly, there is a growing consensus that deliberate policy action is required. Studies conducted within the West African subregion by Oyelaran and Adigun (2018) reached conclusions broadly consistent with the Nigerian evidence. 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.

Contemporary scholarship increasingly frames open as inseparable from the broader question of source. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which open unfolds. Comparative work by Nwosu and Kalu (2022) across several states uncovered a consistent pattern linking open with source. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Longitudinal research by Bakare and Bello