

PRINCIPALS' INVESTMENT IN ICT INFRASTRUCTURE

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Principals' Investment in ICT Infrastructure" 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 principals' investment in ICT infrastructure, 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 principals; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with principals and investment. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 413 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 403 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 = 3.01). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.597$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.66, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.28$, $p > 0.05$). 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 principals.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of principals' investment in ICT infrastructure 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.

Principals occupies a prominent position in contemporary debates about investment and national development. Within Lagos State, the country's most populous commercial hub, the dynamics of principals are observed in their starkest form. Findings reported by Chukwu and Ogunlana (2018) observed that respondents with greater exposure to principals recorded markedly different results. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A notable study by Alade and Umeh (2017) argued that the impact of principals is substantially mediated by the quality of institutions. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Principals occupies a prominent position in contemporary debates about investment and national development. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which principals unfolds. Evidence assembled by Eze and Ibrahim (2015) across twelve states underscored the heterogeneity of outcomes linked to principals. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Research by Bakare and Bakare (2021) using mixed methods provided particularly rich insight into the mechanisms connecting principals and investment. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

In recent years, principals has emerged as a central theme in scholarly discourse on science education. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of principals. Longitudinal research by Bakare and Bakare (2016) revealed that sustained attention to principals yields appreciable dividends over time. Such findings reinforce the argument that principals deserves a place of priority on the development agenda. The aggregate picture emerging from Adebayo and Osinachi (2023) points to a modest but consistent association between principals and the outcomes of interest. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Principals continues to command considerable attention among researchers, policymakers, and practitioners in science education. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which principals unfolds. Findings reported by Kalu and Alade (2018) observed that respondents with greater exposure to principals recorded markedly different results. Such findings reinforce the argument that principals deserves a place of priority on the development