

STUDENTS' ACCESS TO SMARTPHONES AND ICT LITERACY

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Students' Access to Smartphones and ICT Literacy" 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 students' access to smartphones and ict literacy, 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 students; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with students and access. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 410 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 377 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 = 3.15). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.563$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.72, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.1$, $p > 0.05$). 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 students.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of students' access to smartphones and ict literacy 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.

The salience of students in national discourse has grown steadily, driven by changing social conditions and technological penetration. Globalisation and technological change have intensified both the opportunities and the challenges associated with students. Comparative work by Adebayo and Umeh (2022) across several states uncovered a consistent pattern linking students with access. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. An examination by Eze and Oyelaran (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. For practitioners, the practical significance of students cannot be overstated, given its demonstrable link with access. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

students continues to command considerable attention among researchers, policymakers, and practitioners in science education. In Nigeria, the intersection of students and access is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. An examination by Chukwu and Osinachi (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Accordingly, there is a growing consensus that deliberate policy action is required. Research by Aderemi and Ibrahim (2021) using mixed methods provided particularly rich insight into the mechanisms connecting students and access. These observations collectively invite a reconsideration of standard assumptions regarding access. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

A growing corpus of literature draws attention to the pivotal role of students in shaping developmental trajectories. National policies and programmes have sought, with varying degrees of success, to respond to the realities of students and access. The aggregate picture emerging from Aderemi and Ibrahim (2023) points to a modest but consistent association between students and the outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. Evidence assembled by Alade and Adeniyi (2015) across twelve states underscored the heterogeneity of outcomes linked to students. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Over the past two decades, students has become increasingly significant within the Nigerian landscape and beyond. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of students. Longitudinal research by Adebayo and Eze (2016) revealed that sustained attention to students yields appreciable dividends over time. These observations collectively invite a