

TEACHING OF WORD PROCESSING WITH REAL DOCUMENTS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teaching of Word Processing with Real Documents" 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 teaching of word processing with real documents, 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 teaching; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with teaching and word. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 398 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 383 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 = 3.18). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.524$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.23, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.15$, $p > 0.05$). 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 teaching.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Figures	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	7
1.7 Scope and Limitation of the Study	10
1.8 Definition of Terms	13
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Conceptual Review	14
2.1.1 Concept of Teaching	14
2.1.2 Concept of Word	15
2.1.3 Concept of Processing	17
2.2 Theoretical Framework	19
2.2.1 Constructivist Learning Theory	19
2.2.2 Technology Acceptance Model	20
2.2.3 Cognitive Load Theory	21
2.2.4 Experiential Learning Theory	22
2.3 Empirical Review	23
2.3.1 Early Studies on teaching	23
2.3.2 Recent Nigerian Evidence on teaching	25
2.3.3 Teaching and word	27
2.3.4 Comparative Perspectives across Africa	29
2.4 Summary of Literature Review	30
CHAPTER THREE: RESEARCH METHODOLOGY	33
3.1 Research Design	33
3.2 Population of the Study	33
3.3 Sample Size and Sampling Technique	34
3.4 Sources of Data Collection	35
3.5 Research Instrument	36
3.6 Validity and Reliability of the Instrument	37
3.7 Method of Data Analysis	38
3.7.1 Administration of the Instrument	39

3.8 Ethical Considerations	39
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	42
4.1 Data Presentation	42
4.2 Demographic Characteristics of Respondents	42
4.3 Analysis of Research Questions	43
4.4 Test of Hypotheses	44
4.5 Discussion of Findings	45
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	50
5.1 Summary	50
5.2 Conclusion	51
5.3 Recommendations	52
5.4 Suggestions for Further Studies	52
REFERENCES	54
APPENDIX	56

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	31
Table 2.2: Operationalisation of the Study Variables	31
Table 3.1: Population of the Study and Sampling Technique	40
Table 3.2: Validity and Reliability of the Research Instrument	40
Table 4.1: Gender Distribution of Respondents	48
Table 4.2: Age Distribution of Respondents	48
Table 4.3: Educational Attainment of Respondents	48
Table 4.4: Weighted Mean Analysis of Research Question One	49
Table 4.5: Weighted Mean Analysis of Research Question Two	49
Table 4.6: Correlation Summary between the Independent and Dependent Variables	49
Table 4.7: Independent Samples t-test by Gender	49
Table 4.8: Chi-square Test of Association	49

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	13
Figure 3.1: Science Education Research Context	41
Figure 4.1: Gender Distribution of Respondents	48
Figure 4.2: Age Distribution of Respondents	48

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of teaching of word processing with real documents 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.

Contemporary scholarship increasingly frames teaching as inseparable from the broader question of word. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of teaching in everyday life. Evidence assembled by Chukwu and Umeh (2015) across twelve states underscored the heterogeneity of outcomes linked to teaching. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. A notable study by Adigun and Dauda (2017) argued that the impact of teaching is substantially mediated by the quality of institutions. Such findings reinforce the argument that teaching deserves a place of priority on the development agenda. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

teaching continues to command considerable attention among researchers, policymakers, and practitioners in science education. Economic pressures and resource scarcity frequently determine the pace at which teaching advances in practice. Evidence assembled by Dauda and Famuyide (2015) across twelve states underscored the heterogeneity of outcomes linked to teaching. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Findings reported by Chukwu and Adigun (2018) observed that respondents with greater exposure to teaching recorded markedly different results. These developments carry important implications for policy and practice in science education. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The phenomenon of teaching, while not new, has acquired fresh analytical urgency in Nigeria. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which teaching unfolds. Research by Chukwu and Adigun (2021) using mixed methods provided particularly rich insight into the mechanisms connecting teaching and word. Accordingly, there is a growing consensus that deliberate policy action is required. Research by Nwosu and Adigun (2021) using mixed methods provided particularly rich insight into the mechanisms connecting teaching and word. These developments carry important implications for policy and practice in science education. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The relationship between teaching and word has been the subject of sustained academic interest across several disciplines. Within Lagos State, the country's most populous commercial hub, the dynamics of teaching are observed in their starkest form. Field evidence gathered by Famuyide and Alade (2016) suggested that stakeholder engagement materially improves the results achieved in matters of teaching. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. A notable study by Bello and Adebayo (2017) argued that the impact of teaching is substantially mediated by the quality of