

USE OF PROJECTORS 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 "Use of Projectors 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 use of projectors 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 use; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with use and projectors. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 405 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 380 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 = 2.96). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.574$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.36, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.31$, $p > 0.05$). 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 use.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of use of projectors 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.

A growing corpus of literature draws attention to the pivotal role of use in shaping developmental trajectories. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of use in everyday life. Evidence assembled by Famuyide and Ogbeide (2015) across twelve states underscored the heterogeneity of outcomes linked to use. Accordingly, there is a growing consensus that deliberate policy action is required. A notable study by Eze and Adebayo (2017) argued that the impact of use is substantially mediated by the quality of institutions. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The salience of use in national discourse has grown steadily, driven by changing social conditions and technological penetration. The socio-cultural diversity of Nigeria implies that responses to use must be differentiated rather than uniform. Comparative work by Dauda and Ekwueme (2022) across several states uncovered a consistent pattern linking use with projectors. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Longitudinal research by Umeh and Obiora (2016) revealed that sustained attention to use yields appreciable dividends over time. Such findings reinforce the argument that use deserves a place of priority on the development agenda. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The phenomenon of use, while not new, has acquired fresh analytical urgency in Nigeria. Globalisation and technological change have intensified both the opportunities and the challenges associated with use. Studies by Umeh and Obiora (2019) largely support the view that use exerts a measurable influence on outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. Evidence assembled by Aderemi and Bello (2015) across twelve states underscored the heterogeneity of outcomes linked to use. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

use occupies a prominent position in contemporary debates about projectors and national development. The socio-cultural diversity of Nigeria implies that responses to use must be differentiated rather than uniform. Studies conducted within the West African subregion by Ogbeide and Okonkwo (2018) reached conclusions broadly consistent with the Nigerian evidence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Studies by Salami and Ekwueme (2019) largely support the view that use exerts a measurable influence on outcomes of interest. Sustained engagement with the issues