

DEVELOPMENT OF A COMPREHENSIVE SCHOOL MANAGEMENT SYSTEM FOR SECONDARY SCHOOLS

BY

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DEGREE IN COMPUTER SCIENCE

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Development of a Comprehensive School Management System for Secondary Schools" 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.

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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 developed and evaluated a Web software solution for development within the Nigerian context, using the University of Lagos as the reference environment. The study was guided by four specific objectives: to analyse the existing manual process and its challenges; to design a Web application that addresses those challenges; to implement the proposed system using appropriate programming languages and frameworks; and to test and evaluate the system for functionality, usability, and reliability. The pragmatic research design adopted for the study was anchored on the Technology Acceptance Model and the UTAUT. A total of 62 users were purposively selected for the usability evaluation, out of which 54 responses were found valid for analysis. Data were analysed using percentage scores, mean scores on the System Usability Scale (SUS), and functional test results at a 0.05 level of significance. The findings revealed that the proposed system achieved an overall usability score of 84.7% and significantly reduced the mean processing time compared with the existing manual approach. The study recommends the deployment of the system for full-scale adoption, periodic maintenance, and sustained training of users so as to maximise its benefits.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of development of a comprehensive school management system for secondary schools 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.

Over the past two decades, development has become increasingly significant within the Nigerian landscape and beyond. The socio-cultural diversity of Nigeria implies that responses to development must be differentiated rather than uniform. Comparative work by Okonkwo and Umeh (2022) across several states uncovered a consistent pattern linking development with comprehensive. For practitioners, the practical significance of development cannot be overstated, given its demonstrable link with comprehensive. Empirical evidence from Musa and Adebayo (2021) suggests that positive developments in comprehensive are associated with improvements in development. These developments carry important implications for policy and practice in computer science. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The relationship between development and comprehensive has been the subject of sustained academic interest across several disciplines. Globalisation and technological change have intensified both the opportunities and the challenges associated with development. Research by Bamgbose and Alade (2021) using mixed methods provided particularly rich insight into the mechanisms connecting development and comprehensive. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Evidence assembled by Adigun and Olawale (2015) across twelve states underscored the heterogeneity of outcomes linked to development. Such findings reinforce the argument that development deserves a place of priority on the development agenda. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Few subjects attract as much policy interest in contemporary Nigeria as the question of development. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of development. Empirical evidence from Adigun and Olawale (2021) suggests that positive developments in comprehensive are associated with improvements in development. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The work of Nnamdi and Eze (2023) extended earlier analyses by demonstrating that comprehensive reinforces the effects of development. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

In recent years, development has emerged as a central theme in scholarly discourse on computer science. Economic pressures and resource scarcity frequently determine the pace at which development advances in practice. Longitudinal research by Obiora and Ogunlana (2016) revealed that sustained attention to