

DEVELOPMENT OF AN E-LEARNING MANAGEMENT SYSTEM FOR NIGERIAN UNIVERSITIES

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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DEGREE IN COMPUTER SCIENCE

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Development of an E-Learning Management System for Nigerian Universities" 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 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 58 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 an e-learning management system for nigerian universities 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.

development occupies a prominent position in contemporary debates about learning and national development. Economic pressures and resource scarcity frequently determine the pace at which development advances in practice. A notable study by Ibrahim and Ogunlana (2017) argued that the impact of development is substantially mediated by the quality of institutions. These observations collectively invite a reconsideration of standard assumptions regarding learning. Research by Ogbeide and Kalu (2021) using mixed methods provided particularly rich insight into the mechanisms connecting development and learning. These observations collectively invite a reconsideration of standard assumptions regarding learning. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Debates on national transformation repeatedly return to the role of development and its attendant dynamics. National policies and programmes have sought, with varying degrees of success, to respond to the realities of development and learning. Comparative work by Obiora and Ibrahim (2022) across several states uncovered a consistent pattern linking development with learning. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Empirical evidence from Dauda and Nwosu (2021) suggests that positive developments in learning are associated with improvements in development. 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.

development continues to command considerable attention among researchers, policymakers, and practitioners in computer science. Economic pressures and resource scarcity frequently determine the pace at which development advances in practice. Empirical evidence from Dauda and Nwosu (2021) suggests that positive developments in learning are associated with improvements in development. For practitioners, the practical significance of development cannot be overstated, given its demonstrable link with learning. Evidence assembled by Dauda and Dauda (2015) across twelve states underscored the heterogeneity of outcomes linked to development. For practitioners, the practical significance of development cannot be overstated, given its demonstrable link with learning. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

development, when examined in relation to learning, reveals complex and often paradoxical dynamics. Evidence from national agencies indicates that development has grown considerably in recent times, underscoring the need for systematic inquiry. Longitudinal research by Osinachi and Dauda (2016) revealed that sustained attention to development yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Field evidence gathered by Olawale