

DEVELOPMENT OF AN INFORMATION LITERACY QUIZ AND TUTORIAL SYSTEM

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Development of an Information Literacy Quiz and Tutorial System" 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 80 users were purposively selected for the usability evaluation, out of which 74 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 85.3% 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 information literacy quiz and tutorial system 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 information and national development. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of development. Comparative work by Okonkwo and Bamgbose (2022) across several states uncovered a consistent pattern linking development with information. These developments carry important implications for policy and practice in library and information science. Longitudinal research by Bello and Salami (2016) revealed that sustained attention to development yields appreciable dividends over time. Accordingly, there is a growing consensus that deliberate policy action is required. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In both global and African literatures, development is now regarded as a key index of institutional performance. Economic pressures and resource scarcity frequently determine the pace at which development advances in practice. Research by Adekunle and Oyelaran (2021) using mixed methods provided particularly rich insight into the mechanisms connecting development and information. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Comparative work by Ekwueme and Ogbeide (2022) across several states uncovered a consistent pattern linking development with information. These developments carry important implications for policy and practice in library and information science. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Over the past two decades, development has become increasingly significant within the Nigerian landscape and beyond. National policies and programmes have sought, with varying degrees of success, to respond to the realities of development and information. The work of Ekwueme and Ogbeide (2023) extended earlier analyses by demonstrating that information reinforces the effects of development. Accordingly, there is a growing consensus that deliberate policy action is required. Comparative work by Eze and Umeh (2022) across several states uncovered a consistent pattern linking development with information. Such findings reinforce the argument that development 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.

Scholars have long recognised development as a critical determinant of outcomes in library and information science. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of development. An examination by Aderemi and Ogbeide (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Research by Ogunlana and Eze (2021)