

DEVELOPMENT OF AN ONLINE STUDENT REGISTRATION AND RECORDS SYSTEM FOR TERTIARY INSTITUTIONS

BY

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DEGREE IN COMPUTER SCIENCE

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Development of an Online Student Registration and Records System for Tertiary Institutions" 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 65 users were purposively selected for the usability evaluation, out of which 59 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 89.2% 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 online student registration and records system for tertiary institutions 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 development in shaping developmental trajectories. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream development into routine governance. Evidence assembled by Alade and Eze (2015) across twelve states underscored the heterogeneity of outcomes linked to development. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Research by Ogbeide and Adekunle (2021) using mixed methods provided particularly rich insight into the mechanisms connecting development and student. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The relationship between development and student has been the subject of sustained academic interest across several disciplines. National policies and programmes have sought, with varying degrees of success, to respond to the realities of development and student. Empirical evidence from Ibrahim and Ibrahim (2021) suggests that positive developments in student are associated with improvements in development. Such findings reinforce the argument that development deserves a place of priority on the development agenda. The aggregate picture emerging from Dauda and Dauda (2023) points to a modest but consistent association between development and the outcomes of interest. 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.

development occupies a prominent position in contemporary debates about student and national development. Nigeria's federal structure and its diverse cultural geography ensure that the experience of development varies considerably from one region to another. Empirical evidence from Dauda and Dauda (2021) suggests that positive developments in student are associated with improvements in development. Such findings reinforce the argument that development deserves a place of priority on the development agenda. Longitudinal research by Adigun and Chukwu (2016) revealed that sustained attention to development yields appreciable dividends over time. For practitioners, the practical significance of development cannot be overstated, given its demonstrable link with student. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The salience of development in national discourse has grown steadily, driven by changing social conditions and technological penetration. National policies and programmes have sought, with varying degrees of