

E-LEARNING PLATFORMS DURING STRIKES AND HOLIDAYS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "E-Learning Platforms During Strikes and Holidays" 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 e-learning platforms during strikes and holidays, 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 learning; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with learning and platforms. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 386 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 351 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 = 3.12). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.468$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.29, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.27$, $p > 0.05$). 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 learning.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of e-learning platforms during strikes and holidays 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.

The salience of learning in national discourse has grown steadily, driven by changing social conditions and technological penetration. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which learning unfolds. A notable study by Adeniyi and Bakare (2017) argued that the impact of learning is substantially mediated by the quality of institutions. These observations collectively invite a reconsideration of standard assumptions regarding platforms. Studies conducted within the West African subregion by Bakare and Osinachi (2018) reached conclusions broadly consistent with the Nigerian evidence. These developments carry important implications for policy and practice in science education. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

learning occupies a prominent position in contemporary debates about platforms and national development. Auxiliary variables, including education, income, and location, further condition how learning is experienced across communities. The aggregate picture emerging from Bakare and Aderemi (2023) points to a modest but consistent association between learning and the outcomes of interest. For practitioners, the practical significance of learning cannot be overstated, given its demonstrable link with platforms. Findings reported by Osinachi and Famuyide (2018) observed that respondents with greater exposure to learning recorded markedly different results. Such findings reinforce the argument that learning deserves a place of priority on the development agenda. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The salience of learning in national discourse has grown steadily, driven by changing social conditions and technological penetration. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of learning. An examination by Osinachi and Famuyide (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Accordingly, there is a growing consensus that deliberate policy action is required. Studies by Ekwueme and Umeh (2019) largely support the view that learning exerts a measurable influence on outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding platforms. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The salience of learning in national discourse has grown steadily, driven by changing social conditions and technological penetration. The socio-cultural diversity of Nigeria implies that responses to learning must be differentiated rather than uniform. Studies conducted within the West African subregion by Adekunle and Obiora (2018) reached conclusions broadly consistent with the Nigerian evidence. These observations