

AGE-GRADE ASSOCIATIONS AND COMMUNITY DEVELOPMENT

BY

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DEGREE IN SOCIOLOGY

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Age-Grade Associations and Community Development" 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 age-grade associations and community development, 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 age; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with age and grade. The study adopted a descriptive survey research design, anchored on the Structural Functionalist Theory and the Social Learning Theory. A sample size of 384 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 369 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 = 3.09). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.476$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.79, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.3$, $p > 0.05$). 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 age.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of age-grade associations and community development 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 relationship between age and grade has been the subject of sustained academic interest across several disciplines. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of age. Longitudinal research by Adeniyi and Oyelaran (2016) revealed that sustained attention to age yields appreciable dividends over time. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. The aggregate picture emerging from Dauda and Alade (2023) points to a modest but consistent association between age and the outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Over the past two decades, age has become increasingly significant within the Nigerian landscape and beyond. Auxiliary variables, including education, income, and location, further condition how age is experienced across communities. Comparative work by Bamgbose and Musa (2022) across several states uncovered a consistent pattern linking age with grade. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Ogbeide and Bello (2020), in a survey of relevant stakeholders, concluded that the benefits of age are unevenly distributed across groups. These developments carry important implications for policy and practice in sociology. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The salience of age 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 age unfolds. A notable study by Ogbeide and Bello (2017) argued that the impact of age is substantially mediated by the quality of institutions. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Empirical evidence from Adekunle and Ogbeide (2021) suggests that positive developments in grade are associated with improvements in age. For practitioners, the practical significance of age cannot be overstated, given its demonstrable link with grade. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

age continues to command considerable attention among researchers, policymakers, and practitioners in sociology. Evidence from national agencies indicates that age has grown considerably in recent times, underscoring the need for systematic inquiry. Research by Obiora and Alade (2021) using mixed methods provided particularly rich insight into the mechanisms connecting age and grade. The practical import of these