

HISTORY OF MISSION SCHOOLS AND COMMUNITY IDENTITY

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "History of Mission Schools and Community Identity" 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 history of mission schools and community identity, 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 history; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with history and mission. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 387 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 358 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 = 2.97). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.537$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.58, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.34$, $p > 0.05$). 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 history.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of history of mission schools and community identity 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 history in shaping developmental trajectories. Globalisation and technological change have intensified both the opportunities and the challenges associated with history. A notable study by Ekwueme and Ogunlana (2017) argued that the impact of history is substantially mediated by the quality of institutions. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Evidence assembled by Obiora and Ogunlana (2015) across twelve states underscored the heterogeneity of outcomes linked to history. These observations collectively invite a reconsideration of standard assumptions regarding mission. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

history, when examined in relation to mission, reveals complex and often paradoxical dynamics. Globalisation and technological change have intensified both the opportunities and the challenges associated with history. Field evidence gathered by Famuyide and Adigun (2016) suggested that stakeholder engagement materially improves the results achieved in matters of history. These observations collectively invite a reconsideration of standard assumptions regarding mission. Longitudinal research by Adekunle and Alade (2016) revealed that sustained attention to history yields appreciable dividends over time. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The relationship between history and mission has been the subject of sustained academic interest across several disciplines. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of history. The aggregate picture emerging from Adekunle and Alade (2023) points to a modest but consistent association between history and the outcomes of interest. Such findings reinforce the argument that history deserves a place of priority on the development agenda. A notable study by Umeh and Obiora (2017) argued that the impact of history is substantially mediated by the quality of institutions. For practitioners, the practical significance of history cannot be overstated, given its demonstrable link with mission. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The salience of history in national discourse has grown steadily, driven by changing social conditions and technological penetration. Evidence from national agencies indicates that history has grown considerably in recent times, underscoring the need for systematic inquiry. Aderemi and Ekwueme (2020), in a survey of relevant stakeholders, concluded that the benefits of history are unevenly distributed across groups. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. A