

MISSIONARY ACTIVITIES AND THE GROWTH OF WESTERN EDUCATION IN SOUTHERN NIGERIA

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF HISTORY AND INTERNATIONAL
STUDIES, FACULTY OF ARTS, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN HISTORY AND INTERNATIONAL STUDIES

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Missionary Activities and the Growth of Western Education in Southern Nigeria" 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.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of History and International Studies, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined missionary activities and the growth of western education in southern nigeria, 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 missionary; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with missionary and activities. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 408 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 391 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 = 3.13). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.46$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.64, $p < 0.05$). 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 missionary.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of missionary activities and the growth of western education in southern Nigeria 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.

Few subjects attract as much policy interest in contemporary Nigeria as the question of missionary. National policies and programmes have sought, with varying degrees of success, to respond to the realities of missionary and activities. Evidence assembled by Chukwu and Famuyide (2015) across twelve states underscored the heterogeneity of outcomes linked to missionary. These developments carry important implications for policy and practice in history and international studies. An examination by Bello and Nnamdi (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Over the past two decades, missionary has become increasingly significant within the Nigerian landscape and beyond. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of missionary. The aggregate picture emerging from Chukwu and Ibrahim (2023) points to a modest but consistent association between missionary and the outcomes of interest. Such findings reinforce the argument that missionary deserves a place of priority on the development agenda. Studies conducted within the West African subregion by Bamgbose and Bamgbose (2018) reached conclusions broadly consistent with the Nigerian evidence. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Scholars have long recognised missionary as a critical determinant of outcomes in history and international studies. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which missionary unfolds. Comparative work by Bamgbose and Bamgbose (2022) across several states uncovered a consistent pattern linking missionary with activities. For practitioners, the practical significance of missionary cannot be overstated, given its demonstrable link with activities. An examination by Ogbeide and Nwosu (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Debates on national transformation repeatedly return to the role of missionary and its attendant dynamics. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream missionary into routine governance. Findings reported by Nwosu and Eze (2018) observed that respondents