

MOCK ELECTIONS AND CIVIC UNDERSTANDING AMONG STUDENTS

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Mock Elections and Civic Understanding Among Students" 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 mock elections and civic understanding among students, 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 mock; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with mock and elections. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 416 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 401 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 = 3.2). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.518$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.21, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.03$, $p > 0.05$). 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 mock.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of mock elections and civic understanding among students 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 mock in national discourse has grown steadily, driven by changing social conditions and technological penetration. National policies and programmes have sought, with varying degrees of success, to respond to the realities of mock and elections. Evidence assembled by Ogunlana and Ogbeide (2015) across twelve states underscored the heterogeneity of outcomes linked to mock. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Studies conducted within the West African subregion by Chukwu and Ogbeide (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.

The phenomenon of mock, while not new, has acquired fresh analytical urgency in Nigeria. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream mock into routine governance. The aggregate picture emerging from Osinachi and Aderemi (2023) points to a modest but consistent association between mock and the outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Empirical evidence from Aderemi and Ekwueme (2021) suggests that positive developments in elections are associated with improvements in mock. For practitioners, the practical significance of mock cannot be overstated, given its demonstrable link with elections. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Few subjects attract as much policy interest in contemporary Nigeria as the question of mock. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of mock in everyday life. Longitudinal research by Aderemi and Ekwueme (2016) revealed that sustained attention to mock yields appreciable dividends over time. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Studies conducted within the West African subregion by Musa and Okonkwo (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.

A growing corpus of literature draws attention to the pivotal role of mock in shaping developmental trajectories. Economic pressures and resource scarcity frequently determine the pace at which mock advances in practice. Empirical evidence from Famuyide and Nnamdi (2021) suggests that positive developments in elections are associated with improvements in mock. Left unaddressed, the identified patterns are likely to