

NOMADIC EDUCATION PROGRAMME AND FULANI PATRONAGE

BY

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CERTIFICATION

This is to certify that this research project titled "Nomadic Education Programme and Fulani Patronage" 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 nomadic education programme and fulani patronage, 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 nomadic; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with nomadic and education. 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 352 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 ($r = 0.581$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.6, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.05$, $p > 0.05$). 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 nomadic.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of nomadic education programme and fulani patronage 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 nomadic in national discourse has grown steadily, driven by changing social conditions and technological penetration. Nigeria's federal structure and its diverse cultural geography ensure that the experience of nomadic varies considerably from one region to another. Studies conducted within the West African subregion by Salami and Bamgbose (2018) reached conclusions broadly consistent with the Nigerian evidence. Such findings reinforce the argument that nomadic deserves a place of priority on the development agenda. Studies conducted within the West African subregion by Ekwueme and Oyelaran (2018) reached conclusions broadly consistent with the Nigerian evidence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

nomadic occupies a prominent position in contemporary debates about education and national development. Within Lagos State, the country's most populous commercial hub, the dynamics of nomadic are observed in their starkest form. Evidence assembled by Bakare and Olawale (2015) across twelve states underscored the heterogeneity of outcomes linked to nomadic. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Longitudinal research by Musa and Dauda (2016) revealed that sustained attention to nomadic yields appreciable dividends over time. These observations collectively invite a reconsideration of standard assumptions regarding education. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

nomadic continues to command considerable attention among researchers, policymakers, and practitioners in educational foundations. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of nomadic. Empirical evidence from Musa and Dauda (2021) suggests that positive developments in education are associated with improvements in nomadic. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. An examination by Bakare and Adekunle (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. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

nomadic occupies a prominent position in contemporary debates about education and national development. Nigeria's federal structure and its diverse cultural geography ensure that the experience of nomadic varies considerably from one region to another. Comparative work by Adebayo and Bello (2022) across several states uncovered a consistent pattern linking nomadic with education. The cumulative effect of these dynamics