

NYSC MEMBERS AS SOCIAL STUDIES RESOURCE TEACHERS

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "NYSC Members as Social Studies Resource Teachers" 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 nysc members as social studies resource teachers, 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 nysc; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with nysc and members. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 396 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 356 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 = 2.96). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.517$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.51, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.24$, $p > 0.05$). 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 nysc.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of nysc members as social studies resource teachers 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.

Over the past two decades, nysc has become increasingly significant within the Nigerian landscape and beyond. Evidence from national agencies indicates that nysc has grown considerably in recent times, underscoring the need for systematic inquiry. Studies conducted within the West African subregion by Adeniyi and Bello (2018) reached conclusions broadly consistent with the Nigerian evidence. These developments carry important implications for policy and practice in social science education. Empirical evidence from Ekwueme and Dauda (2021) suggests that positive developments in members are associated with improvements in nysc. 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.

Few subjects attract as much policy interest in contemporary Nigeria as the question of nysc. In Nigeria, the intersection of nysc and members is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Field evidence gathered by Osinachi and Alade (2016) suggested that stakeholder engagement materially improves the results achieved in matters of nysc. For practitioners, the practical significance of nysc cannot be overstated, given its demonstrable link with members. Evidence assembled by Salami and Oyelaran (2015) across twelve states underscored the heterogeneity of outcomes linked to nysc. Such findings reinforce the argument that nysc deserves a place of priority on the development agenda. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

In both global and African literatures, nysc is now regarded as a key index of institutional performance. Globalisation and technological change have intensified both the opportunities and the challenges associated with nysc. The aggregate picture emerging from Salami and Oyelaran (2023) points to a modest but consistent association between nysc and the outcomes of interest. For practitioners, the practical significance of nysc cannot be overstated, given its demonstrable link with members. The aggregate picture emerging from Dauda and Adigun (2023) points to a modest but consistent association between nysc and the outcomes of interest. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Debates on national transformation repeatedly return to the role of nysc and its attendant dynamics. National policies and programmes have sought, with varying degrees of success, to respond to the realities of nysc and members. Evidence assembled by Kalu and Chukwu (2015) across twelve states underscored the heterogeneity of outcomes linked to nysc. Left unaddressed, the identified patterns are likely to intensify, with