

ORAL HISTORY PROJECTS AND COMMUNITY BONDING

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Oral History Projects and Community Bonding" 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 oral history projects and community bonding, 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 oral; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with oral and history. 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 351 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 = 3.14). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.576$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.17, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.07$, $p > 0.05$). 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 oral.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of oral history projects and community bonding 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.

Oral continues to command considerable attention among researchers, policymakers, and practitioners in social science education. National policies and programmes have sought, with varying degrees of success, to respond to the realities of oral and history. Comparative work by Adeniyi and Nwosu (2022) across several states uncovered a consistent pattern linking oral with history. For practitioners, the practical significance of oral cannot be overstated, given its demonstrable link with history. Empirical evidence from Umeh and Adigun (2021) suggests that positive developments in history are associated with improvements in oral. These observations collectively invite a reconsideration of standard assumptions regarding history. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

In recent years, oral has emerged as a central theme in scholarly discourse on social science education. Within Lagos State, the country's most populous commercial hub, the dynamics of oral are observed in their starkest form. Okonkwo and Bello (2020), in a survey of relevant stakeholders, concluded that the benefits of oral are unevenly distributed across groups. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Evidence assembled by Salami and Obiora (2015) across twelve states underscored the heterogeneity of outcomes linked to oral. Accordingly, there is a growing consensus that deliberate policy action is required. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

In recent years, oral has emerged as a central theme in scholarly discourse on social science education. The socio-cultural diversity of Nigeria implies that responses to oral must be differentiated rather than uniform. Studies conducted within the West African subregion by Salami and Obiora (2018) reached conclusions broadly consistent with the Nigerian evidence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Research by Aderemi and Famuyide (2021) using mixed methods provided particularly rich insight into the mechanisms connecting oral and history. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The phenomenon of oral, while not new, has acquired fresh analytical urgency in Nigeria. Globalisation and technological change have intensified both the opportunities and the challenges associated with oral. Comparative work by Ekwueme and Bamgbose (2022) across several states uncovered a consistent pattern linking oral with history. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Comparative work by Kalu and Chukwu (2022) across several states uncovered a