

PRE-COLONIAL TRADE ROUTES AND MARKET SYSTEMS

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CERTIFICATION

This is to certify that this research project titled "Pre-Colonial Trade Routes and Market Systems" 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 pre-colonial trade routes and market systems, 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 pre; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with pre and colonial. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 412 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 397 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 = 3.04). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.522$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.1, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.17$, $p > 0.05$). 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 pre.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of pre-colonial trade routes and market systems 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.

In both global and African literatures, pre is now regarded as a key index of institutional performance. Globalisation and technological change have intensified both the opportunities and the challenges associated with pre. Empirical evidence from Osinachi and Olawale (2021) suggests that positive developments in colonial are associated with improvements in pre. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Comparative work by Bamgbose and Ibrahim (2022) across several states uncovered a consistent pattern linking pre with colonial. 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.

pre continues to command considerable attention among researchers, policymakers, and practitioners in history and international studies. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of pre. Field evidence gathered by Obiora and Kalu (2016) suggested that stakeholder engagement materially improves the results achieved in matters of pre. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Evidence assembled by Dauda and Salami (2015) across twelve states underscored the heterogeneity of outcomes linked to pre. 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.

pre occupies a prominent position in contemporary debates about colonial and national development. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which pre unfolds. Empirical evidence from Dauda and Salami (2021) suggests that positive developments in colonial are associated with improvements in pre. For practitioners, the practical significance of pre cannot be overstated, given its demonstrable link with colonial. Studies conducted within the West African subregion by Ogbeide and Eze (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.

In recent years, pre has emerged as a central theme in scholarly discourse on history and international studies. The socio-cultural diversity of Nigeria implies that responses to pre must be differentiated rather than uniform. Findings reported by Kalu and Kalu (2018) observed that respondents with greater exposure to pre recorded markedly different results. Left unaddressed, the identified patterns are likely to intensify, with adverse