

RESOURCE PERSONS IN HISTORY LESSONS

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Resource Persons in History Lessons" 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 resource persons in history lessons, 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 resource; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with resource and persons. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 395 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 378 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 ($r = 0.577$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.76, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.22$, $p > 0.05$). 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 resource.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Figures	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	8
1.7 Scope and Limitation of the Study	11
1.8 Definition of Terms	13
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Conceptual Review	14
2.1.1 Concept of Resource	14
2.1.2 Concept of Persons	15
2.1.3 Concept of History	17
2.2 Theoretical Framework	19
2.2.1 Technology Acceptance Model	19
2.2.2 UTAUT	20
2.2.3 Diffusion of Innovation Theory	21
2.2.4 Systems Development Life Cycle	22
2.3 Empirical Review	23
2.3.1 Early Studies on resource	24
2.3.2 Recent Nigerian Evidence on resource	25
2.3.3 Resource and persons	27
2.3.4 Comparative Perspectives across Africa	29
2.4 Summary of Literature Review	30
CHAPTER THREE: RESEARCH METHODOLOGY	33
3.1 Research Design	33
3.2 Population of the Study	33
3.3 Sample Size and Sampling Technique	34
3.4 Sources of Data Collection	35
3.5 Research Instrument	36
3.6 Validity and Reliability of the Instrument	37
3.7 Method of Data Analysis	38
3.7.1 Administration of the Instrument	39

3.8 Ethical Considerations	40
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	42
4.1 Data Presentation	42
4.2 Demographic Characteristics of Respondents	42
4.3 Analysis of Research Questions	43
4.4 Test of Hypotheses	44
4.5 Discussion of Findings	45
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	50
5.1 Summary	50
5.2 Conclusion	51
5.3 Recommendations	52
5.4 Suggestions for Further Studies	52
REFERENCES	54
APPENDIX	56

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	31
Table 2.2: Operationalisation of the Study Variables	31
Table 3.1: Population of the Study and Sampling Technique	40
Table 3.2: Validity and Reliability of the Research Instrument	41
Table 4.1: Gender Distribution of Respondents	48
Table 4.2: Age Distribution of Respondents	48
Table 4.3: Educational Attainment of Respondents	48
Table 4.4: Weighted Mean Analysis of Research Question One	49
Table 4.5: Weighted Mean Analysis of Research Question Two	49
Table 4.6: Correlation Summary between the Independent and Dependent Variables	49
Table 4.7: Independent Samples t-test by Gender	49
Table 4.8: Chi-square Test of Association	49

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	13
Figure 3.1: Social Science Education Research Context	41
Figure 4.1: Gender Distribution of Respondents	48
Figure 4.2: Age Distribution of Respondents	48

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of resource persons in history lessons 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.

A growing corpus of literature draws attention to the pivotal role of resource in shaping developmental trajectories. National policies and programmes have sought, with varying degrees of success, to respond to the realities of resource and persons. The aggregate picture emerging from Ekwueme and Obiora (2023) points to a modest but consistent association between resource and the outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Studies by Umeh and Adebayo (2019) largely support the view that resource exerts a measurable influence on outcomes of interest. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The relationship between resource and persons has been the subject of sustained academic interest across several disciplines. Evidence from national agencies indicates that resource has grown considerably in recent times, underscoring the need for systematic inquiry. Findings reported by Salami and Bello (2018) observed that respondents with greater exposure to resource recorded markedly different results. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. A notable study by Adeniyi and Ekwueme (2017) argued that the impact of resource is substantially mediated by the quality of institutions. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

resource continues to command considerable attention among researchers, policymakers, and practitioners in social science education. Within Lagos State, the country's most populous commercial hub, the dynamics of resource are observed in their starkest form. The aggregate picture emerging from Adeniyi and Ekwueme (2023) points to a modest but consistent association between resource and the outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. A notable study by Kalu and Oyelaran (2017) argued that the impact of resource is substantially mediated by the quality of institutions. 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.

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