

SELF-ESTEEM AND LEADERSHIP ROLES AMONG PREFECTS

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Self-Esteem and Leadership Roles Among Prefects" 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 self-esteem and leadership roles among prefects, 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 self; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with self and esteem. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 413 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 395 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 = 3.0). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.502$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.88, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.3$, $p > 0.05$). 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 self.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of self-esteem and leadership roles among prefects 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 self in national discourse has grown steadily, driven by changing social conditions and technological penetration. Within Lagos State, the country's most populous commercial hub, the dynamics of self are observed in their starkest form. Evidence assembled by Osinachi and Nnamdi (2015) across twelve states underscored the heterogeneity of outcomes linked to self. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Findings reported by Aderemi and Eze (2018) observed that respondents with greater exposure to self recorded markedly different results. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Scholars have long recognised self as a critical determinant of outcomes in guidance and counselling. Within Lagos State, the country's most populous commercial hub, the dynamics of self are observed in their starkest form. A notable study by Ogbeide and Osinachi (2017) argued that the impact of self is substantially mediated by the quality of institutions. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. The aggregate picture emerging from Olawale and Ogunlana (2023) points to a modest but consistent association between self and the outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The relationship between self and esteem has been the subject of sustained academic interest across several disciplines. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of self. Longitudinal research by Olawale and Ogunlana (2016) revealed that sustained attention to self yields appreciable dividends over time. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Empirical evidence from Bamgbose and Ogunlana (2021) suggests that positive developments in esteem are associated with improvements in self. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Scholars have long recognised self as a critical determinant of outcomes in guidance and counselling. Evidence from national agencies indicates that self has grown considerably in recent times, underscoring the need for systematic inquiry. Longitudinal research by Bello and Alade (2016) revealed that sustained attention to self yields appreciable dividends over time. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. An examination by Obiora and Okonkwo (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical