

TEACHING PRE-COLONIAL GOVERNANCE WITH DRAMA

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teaching Pre-Colonial Governance with Drama" 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 teaching pre-colonial governance with drama, 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 teaching; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with teaching and pre. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 406 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 380 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 = 3.03). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.499$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.26, $p < 0.05$). 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 teaching.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of teaching pre-colonial governance with drama 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 relationship between teaching and pre has been the subject of sustained academic interest across several disciplines. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which teaching unfolds. Evidence assembled by Ogunlana and Okonkwo (2015) across twelve states underscored the heterogeneity of outcomes linked to teaching. These observations collectively invite a reconsideration of standard assumptions regarding pre. Comparative work by Adebayo and Bakare (2022) across several states uncovered a consistent pattern linking teaching with pre. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The salience of teaching in national discourse has grown steadily, driven by changing social conditions and technological penetration. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of teaching in everyday life. The aggregate picture emerging from Nwosu and Umeh (2023) points to a modest but consistent association between teaching and the outcomes of interest. Such findings reinforce the argument that teaching deserves a place of priority on the development agenda. An examination by Adekunle and Adigun (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. These observations collectively invite a reconsideration of standard assumptions regarding pre. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The phenomenon of teaching, while not new, has acquired fresh analytical urgency in Nigeria. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of teaching. Studies conducted within the West African subregion by Adekunle and Adigun (2018) reached conclusions broadly consistent with the Nigerian evidence. For practitioners, the practical significance of teaching cannot be overstated, given its demonstrable link with pre. Empirical evidence from Ogunlana and Ogunlana (2021) suggests that positive developments in pre are associated with improvements in teaching. These observations collectively invite a reconsideration of standard assumptions regarding pre. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Few subjects attract as much policy interest in contemporary Nigeria as the question of teaching. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of teaching. Findings reported by Dauda and Kalu (2018) observed that respondents with greater exposure to teaching recorded markedly different results. The practical import of these findings extends well beyond the academic