

USE OF TIMELINES IN TEACHING NIGERIAN HISTORY

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Use of Timelines in Teaching Nigerian History" 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 use of timelines in teaching nigerian history, 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 use; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with use and timelines. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 383 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 = 3.01). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.492$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.62, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.18$, $p > 0.05$). 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 use.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of use of timelines in teaching nigerian history 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 use in shaping developmental trajectories. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of use. An examination by Adeniyi and Adebayo (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. A notable study by Bamgbose and Adekunle (2017) argued that the impact of use is substantially mediated by the quality of institutions. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Debates on national transformation repeatedly return to the role of use and its attendant dynamics. Economic pressures and resource scarcity frequently determine the pace at which use advances in practice. Longitudinal research by Adeniyi and Umeh (2016) revealed that sustained attention to use yields appreciable dividends over time. These developments carry important implications for policy and practice in social science education. Studies conducted within the West African subregion by Famuyide and Olawale (2018) reached conclusions broadly consistent with the Nigerian evidence. 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.

Scholars have long recognised use as a critical determinant of outcomes in social science education. Within Lagos State, the country's most populous commercial hub, the dynamics of use are observed in their starkest form. Research by Famuyide and Olawale (2021) using mixed methods provided particularly rich insight into the mechanisms connecting use and timelines. For practitioners, the practical significance of use cannot be overstated, given its demonstrable link with timelines. Field evidence gathered by Bamgbose and Bello (2016) suggested that stakeholder engagement materially improves the results achieved in matters of use. 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.

The salience of use 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 use are observed in their starkest form. An examination by Obiora and Adigun (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Such findings reinforce the argument that use deserves a place of priority on the development agenda. Ogunlana and Nnamdi (2020), in a