

YOUTH KNOWLEDGE OF NIGERIAN HISTORY IN SECONDARY SCHOOLS

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF HISTORY AND INTERNATIONAL
STUDIES, FACULTY OF ARTS, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN HISTORY AND INTERNATIONAL STUDIES

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Youth Knowledge of Nigerian History in Secondary Schools" 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.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of History and International Studies, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined youth knowledge of nigerian history in secondary schools, 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 youth; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with youth and knowledge. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 402 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 368 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 = 2.98). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.54$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.22, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.21$, $p > 0.05$). 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 youth.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of youth knowledge of Nigerian history in secondary schools 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 phenomenon of youth, while not new, has acquired fresh analytical urgency in Nigeria. Globalisation and technological change have intensified both the opportunities and the challenges associated with youth. Research by Obiora and Obiora (2021) using mixed methods provided particularly rich insight into the mechanisms connecting youth and knowledge. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Comparative work by Adigun and Adeniyi (2022) across several states uncovered a consistent pattern linking youth with knowledge. 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.

Youth occupies a prominent position in contemporary debates about knowledge and national development. Globalisation and technological change have intensified both the opportunities and the challenges associated with youth. Empirical evidence from Olawale and Musa (2021) suggests that positive developments in knowledge are associated with improvements in youth. Such findings reinforce the argument that youth deserves a place of priority on the development agenda. Research by Famuyide and Bakare (2021) using mixed methods provided particularly rich insight into the mechanisms connecting youth and knowledge. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

A growing corpus of literature draws attention to the pivotal role of youth in shaping developmental trajectories. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of youth. Evidence assembled by Famuyide and Bakare (2015) across twelve states underscored the heterogeneity of outcomes linked to youth. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The aggregate picture emerging from Ibrahim and Adebayo (2023) points to a modest but consistent association between youth and the outcomes of interest. Such findings reinforce the argument that youth deserves a place of priority on the development agenda. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The relationship between youth and knowledge has been the subject of sustained academic interest across several disciplines. Nigeria's federal structure and its diverse cultural geography ensure that the experience of youth varies considerably from one region to another. Empirical evidence from Osinachi and Alade (2021) suggests that positive developments in knowledge are associated with improvements in youth. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Olawale