

ASSESSMENT OF MALNUTRITION AND MICRONUTRIENT STATUS AMONG SCHOOL CHILDREN

BY

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DEGREE IN BIOCHEMISTRY

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Assessment of Malnutrition and Micronutrient Status Among School Children" 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 assessment of malnutrition and micronutrient status among school children, 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 assessment; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with assessment and malnutrition. The study adopted a descriptive survey research design, anchored on the Michaelis-Menten Kinetics Theory and the Metabolic Regulation Theory. A sample size of 411 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 387 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 = 2.99). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.515$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.26, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.17$, $p > 0.05$). 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 assessment.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of assessment of malnutrition and micronutrient status among school children 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.

assessment occupies a prominent position in contemporary debates about malnutrition and national development. Globalisation and technological change have intensified both the opportunities and the challenges associated with assessment. Empirical evidence from Olawale and Salami (2021) suggests that positive developments in malnutrition are associated with improvements in assessment. Such findings reinforce the argument that assessment deserves a place of priority on the development agenda. Kalu and Umeh (2020), in a survey of relevant stakeholders, concluded that the benefits of assessment are unevenly distributed across groups. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Scholars have long recognised assessment as a critical determinant of outcomes in biochemistry. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of assessment in everyday life. Evidence assembled by Adebayo and Ekwueme (2015) across twelve states underscored the heterogeneity of outcomes linked to assessment. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. An examination by Olawale and Alade (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Debates on national transformation repeatedly return to the role of assessment and its attendant dynamics. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which assessment unfolds. A notable study by Olawale and Alade (2017) argued that the impact of assessment is substantially mediated by the quality of institutions. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Research by Adeniyi and Ekwueme (2021) using mixed methods provided particularly rich insight into the mechanisms connecting assessment and malnutrition. 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.

assessment, when examined in relation to malnutrition, reveals complex and often paradoxical dynamics. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of assessment in everyday life. A notable study by Chukwu and Bello (2017) argued that the impact of assessment is substantially mediated by the quality of institutions. The weight of evidence therefore points