

CASSAVA PROCESSING DEMONSTRATIONS IN SCHOOLS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Cassava Processing Demonstrations in 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.

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ABSTRACT

This study examined cassava processing demonstrations in 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 cassava; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with cassava and processing. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 398 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 = 3.13). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.578$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.6, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.32$, $p > 0.05$). 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 cassava.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of cassava processing demonstrations in 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 salience of cassava in national discourse has grown steadily, driven by changing social conditions and technological penetration. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of cassava. Research by Olawale and Umeh (2021) using mixed methods provided particularly rich insight into the mechanisms connecting cassava and processing. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Evidence assembled by Okonkwo and Alade (2015) across twelve states underscored the heterogeneity of outcomes linked to cassava. 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 cassava as a critical determinant of outcomes in science education. Globalisation and technological change have intensified both the opportunities and the challenges associated with cassava. The work of Kalu and Ogunlana (2023) extended earlier analyses by demonstrating that processing reinforces the effects of cassava. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Studies conducted within the West African subregion by Kalu and Osinachi (2018) reached conclusions broadly consistent with the Nigerian evidence. 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.

The relationship between cassava and processing 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 cassava unfolds. Empirical evidence from Kalu and Osinachi (2021) suggests that positive developments in processing are associated with improvements in cassava. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. An examination by Adeniyi and Ogunlana (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Such findings reinforce the argument that cassava deserves a place of priority on the development agenda. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The salience of cassava in national discourse has grown steadily, driven by changing social conditions and technological penetration. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of cassava. The aggregate picture emerging from Chukwu and Bamgbose (2023) points to a modest but consistent association between cassava and the outcomes of interest.