

SOIL TESTING KITS AND FERTILIZER LESSONS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Soil Testing Kits and Fertilizer Lessons" 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 soil testing kits and fertilizer lessons, 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 soil; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with soil and testing. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 407 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 379 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 = 3.04). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.552$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.66, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.08$, $p > 0.05$). 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 soil.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of soil testing kits and fertilizer lessons 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 soil, while not new, has acquired fresh analytical urgency in Nigeria. National policies and programmes have sought, with varying degrees of success, to respond to the realities of soil and testing. Studies conducted within the West African subregion by Alade and Ekwueme (2018) reached conclusions broadly consistent with the Nigerian evidence. These observations collectively invite a reconsideration of standard assumptions regarding testing. An examination by Ibrahim and Chukwu (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. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

soil, when examined in relation to testing, reveals complex and often paradoxical dynamics. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of soil. Longitudinal research by Adekunle and Adekunle (2016) revealed that sustained attention to soil yields appreciable dividends over time. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Aderemi and Eze (2020), in a survey of relevant stakeholders, concluded that the benefits of soil are unevenly distributed across groups. For practitioners, the practical significance of soil cannot be overstated, given its demonstrable link with testing. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Over the past two decades, soil has become increasingly significant within the Nigerian landscape and beyond. Evidence from national agencies indicates that soil has grown considerably in recent times, underscoring the need for systematic inquiry. Studies conducted within the West African subregion by Aderemi and Eze (2018) reached conclusions broadly consistent with the Nigerian evidence. Such findings reinforce the argument that soil deserves a place of priority on the development agenda. Comparative work by Adebayo and Chukwu (2022) across several states uncovered a consistent pattern linking soil with testing. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The relationship between soil and testing 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 soil varies considerably from one region to another. Longitudinal research by Bakare and Chukwu (2016) revealed that sustained attention to soil yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The aggregate picture emerging from