

TEACHING OF DEMAND AND SUPPLY WITH GARRI PRICE EXAMPLES

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teaching of Demand and Supply with Garri Price Examples" 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 teaching of demand and supply with garri price examples, 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 teaching; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with teaching and demand. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 417 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 396 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 ($r = 0.552$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.3, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.31$, $p > 0.05$). 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 teaching.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of teaching of demand and supply with garri price examples 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.

teaching, when examined in relation to demand, reveals complex and often paradoxical dynamics. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of teaching in everyday life. A notable study by Nnamdi and Adebayo (2017) argued that the impact of teaching is substantially mediated by the quality of institutions. These observations collectively invite a reconsideration of standard assumptions regarding demand. Evidence assembled by Famuyide and Bakare (2015) across twelve states underscored the heterogeneity of outcomes linked to teaching. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The salience of teaching 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 teaching. A notable study by Okonkwo and Famuyide (2017) argued that the impact of teaching is substantially mediated by the quality of institutions. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Ogunlana and Bakare (2020), in a survey of relevant stakeholders, concluded that the benefits of teaching are unevenly distributed across groups. 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.

A growing corpus of literature draws attention to the pivotal role of teaching in shaping developmental trajectories. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which teaching unfolds. Comparative work by Ogunlana and Bakare (2022) across several states uncovered a consistent pattern linking teaching with demand. For practitioners, the practical significance of teaching cannot be overstated, given its demonstrable link with demand. Studies conducted within the West African subregion by Musa and Osinachi (2018) reached conclusions broadly consistent with the Nigerian evidence. Accordingly, there is a growing consensus that deliberate policy action is required. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Few subjects attract as much policy interest in contemporary Nigeria as the question of teaching. Evidence from national agencies indicates that teaching has grown considerably in recent times, underscoring the need for systematic inquiry. The work of Adebayo and Adebayo (2023) extended earlier analyses by demonstrating that demand reinforces the effects of teaching. The practical import of these findings extends well beyond the