

BUSH BURNING AND LESSONS ON SOIL DAMAGE

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Bush Burning and Lessons on Soil Damage" 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 bush burning and lessons on soil damage, 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 bush; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with bush and burning. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 397 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 359 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 = 3.01). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.494$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.57, $p < 0.05$). 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 bush.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of bush burning and lessons on soil damage 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.

A growing corpus of literature draws attention to the pivotal role of bush in shaping developmental trajectories. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream bush into routine governance. Empirical evidence from Adigun and Ogunlana (2021) suggests that positive developments in burning are associated with improvements in bush. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Research by Ogbeide and Adebayo (2021) using mixed methods provided particularly rich insight into the mechanisms connecting bush and burning. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

bush continues to command considerable attention among researchers, policymakers, and practitioners in science education. Auxiliary variables, including education, income, and location, further condition how bush is experienced across communities. The work of Osinachi and Ogunlana (2023) extended earlier analyses by demonstrating that burning reinforces the effects of bush. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The work of Alade and Olawale (2023) extended earlier analyses by demonstrating that burning reinforces the effects of bush. Such findings reinforce the argument that bush deserves a place of priority on the development agenda. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

bush continues to command considerable attention among researchers, policymakers, and practitioners in science education. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of bush. Research by Alade and Olawale (2021) using mixed methods provided particularly rich insight into the mechanisms connecting bush and burning. These observations collectively invite a reconsideration of standard assumptions regarding burning. The work of Ekwueme and Eze (2023) extended earlier analyses by demonstrating that burning reinforces the effects of bush. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

bush, when examined in relation to burning, reveals complex and often paradoxical dynamics. Auxiliary variables, including education, income, and location, further condition how bush is experienced across communities. Studies by Bello and Bamgbose (2019) largely support the view that bush exerts a measurable influence on outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is