

COMPOSTING SCHOOL WASTE FOR SCHOOL GARDENS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Composting School Waste for School Gardens" 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 composting school waste for school gardens, 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 composting; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with composting and school. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 384 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 355 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 = 3.19). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.509$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.52, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.16$, $p > 0.05$). 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 composting.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of composting school waste for school gardens 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 composting in shaping developmental trajectories. Auxiliary variables, including education, income, and location, further condition how composting is experienced across communities. The aggregate picture emerging from Ogbeide and Oyelaran (2023) points to a modest but consistent association between composting and the outcomes of interest. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Evidence assembled by Famuyide and Ibrahim (2015) across twelve states underscored the heterogeneity of outcomes linked to composting. Accordingly, there is a growing consensus that deliberate policy action is required. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The salience of composting in national discourse has grown steadily, driven by changing social conditions and technological penetration. Globalisation and technological change have intensified both the opportunities and the challenges associated with composting. The aggregate picture emerging from Eze and Bamgbose (2023) points to a modest but consistent association between composting and the outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Adigun and Nwosu (2020), in a survey of relevant stakeholders, concluded that the benefits of composting are unevenly distributed across groups. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Few subjects attract as much policy interest in contemporary Nigeria as the question of composting. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which composting unfolds. Evidence assembled by Adigun and Nwosu (2015) across twelve states underscored the heterogeneity of outcomes linked to composting. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Studies conducted within the West African subregion by Dauda and Chukwu (2018) reached conclusions broadly consistent with the Nigerian evidence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Over the past two decades, composting has become increasingly significant within the Nigerian landscape and beyond. Evidence from national agencies indicates that composting has grown considerably in recent times, underscoring the need for systematic inquiry. Longitudinal research by Ibrahim and Adigun (2016) revealed that sustained attention to composting yields appreciable dividends over time. These observations collectively