

MINING PITS AND SAFETY LESSONS IN MINING TOWNS

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Mining Pits and Safety Lessons in Mining Towns" 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 mining pits and safety lessons in mining towns, 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 mining; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with mining and pits. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 420 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 382 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 ($r = 0.588$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.07, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.23$, $p > 0.05$). 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 mining.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of mining pits and safety lessons in mining towns 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.

mining, when examined in relation to pits, reveals complex and often paradoxical dynamics. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of mining. Empirical evidence from Aderemi and Eze (2021) suggests that positive developments in pits are associated with improvements in mining. These observations collectively invite a reconsideration of standard assumptions regarding pits. The work of Ogunlana and Oyelaran (2023) extended earlier analyses by demonstrating that pits reinforces the effects of mining. These observations collectively invite a reconsideration of standard assumptions regarding pits. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

mining occupies a prominent position in contemporary debates about pits and national development. Evidence from national agencies indicates that mining has grown considerably in recent times, underscoring the need for systematic inquiry. A notable study by Ekwueme and Nwosu (2017) argued that the impact of mining is substantially mediated by the quality of institutions. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Adeniyi and Ogunlana (2020), in a survey of relevant stakeholders, concluded that the benefits of mining are unevenly distributed across groups. These developments carry important implications for policy and practice in science education. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Over the past two decades, mining has become increasingly significant within the Nigerian landscape and beyond. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream mining into routine governance. Adeniyi and Ogunlana (2020), in a survey of relevant stakeholders, concluded that the benefits of mining are unevenly distributed across groups. These observations collectively invite a reconsideration of standard assumptions regarding pits. Findings reported by Chukwu and Bello (2018) observed that respondents with greater exposure to mining recorded markedly different results. 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.

mining occupies a prominent position in contemporary debates about pits and national development. In Nigeria, the intersection of mining and pits is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Longitudinal research by Chukwu and Adekunle (2016) revealed that sustained attention to mining yields appreciable dividends over time. Such findings reinforce the argument that mining deserves a place of priority on the development agenda. Findings reported by Oyelaran and Chukwu (2018) observed that respondents with greater exposure to mining recorded