

SAFETY GEAR PROVISION IN SCHOOL WORKSHOPS

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Safety Gear Provision in School Workshops" 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 safety gear provision in school workshops, 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 safety; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with safety and gear. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 399 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 369 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 = 3.09). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.493$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.59, $p < 0.05$). 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 safety.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of safety gear provision in school workshops 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 safety in shaping developmental trajectories. Globalisation and technological change have intensified both the opportunities and the challenges associated with safety. Longitudinal research by Musa and Adebayo (2016) revealed that sustained attention to safety yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Ekwueme and Olawale (2020), in a survey of relevant stakeholders, concluded that the benefits of safety are unevenly distributed across groups. Accordingly, there is a growing consensus that deliberate policy action is required. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Contemporary scholarship increasingly frames safety as inseparable from the broader question of gear. Economic pressures and resource scarcity frequently determine the pace at which safety advances in practice. A notable study by Salami and Nwosu (2017) argued that the impact of safety is substantially mediated by the quality of institutions. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Comparative work by Musa and Bamgbose (2022) across several states uncovered a consistent pattern linking safety with gear. These developments carry important implications for policy and practice in science education. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In both global and African literatures, safety is now regarded as a key index of institutional performance. Economic pressures and resource scarcity frequently determine the pace at which safety advances in practice. Studies conducted within the West African subregion by Musa and Bamgbose (2018) reached conclusions broadly consistent with the Nigerian evidence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Longitudinal research by Bakare and Oyelaran (2016) revealed that sustained attention to safety yields appreciable dividends over time. 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.

Over the past two decades, safety has become increasingly significant within the Nigerian landscape and beyond. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which safety unfolds. The aggregate picture emerging from Adeniyi and Musa (2023) points to a modest but consistent association between safety and the outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding gear. Studies by Bakare and Salami (2019) largely support the view that safety exerts a measurable influence on outcomes of