

SCHOOL ENVIRONMENTAL SANITATION CLUBS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "School Environmental Sanitation Clubs" 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 school environmental sanitation clubs, 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 school; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with school and environmental. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. 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 386 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 ($r = 0.564$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.9, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.19$, $p > 0.05$). 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 school.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of school environmental sanitation clubs 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.

The phenomenon of school, while not new, has acquired fresh analytical urgency in Nigeria. National policies and programmes have sought, with varying degrees of success, to respond to the realities of school and environmental. The work of Ogunlana and Adebayo (2023) extended earlier analyses by demonstrating that environmental reinforces the effects of school. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The aggregate picture emerging from Aderemi and Musa (2023) points to a modest but consistent association between school and the outcomes of interest. 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.

Few subjects attract as much policy interest in contemporary Nigeria as the question of school. National policies and programmes have sought, with varying degrees of success, to respond to the realities of school and environmental. Field evidence gathered by Musa and Olawale (2016) suggested that stakeholder engagement materially improves the results achieved in matters of school. Such findings reinforce the argument that school deserves a place of priority on the development agenda. Comparative work by Obiora and Obiora (2022) across several states uncovered a consistent pattern linking school with environmental. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

In both global and African literatures, school is now regarded as a key index of institutional performance. In Nigeria, the intersection of school and environmental is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Obiora and Obiora (2020), in a survey of relevant stakeholders, concluded that the benefits of school are unevenly distributed across groups. Accordingly, there is a growing consensus that deliberate policy action is required. Dauda and Osinachi (2020), in a survey of relevant stakeholders, concluded that the benefits of school are unevenly distributed across groups. Such findings reinforce the argument that school deserves a place of priority on the development agenda. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The relationship between school and environmental has been the subject of sustained academic interest across several disciplines. The socio-cultural diversity of Nigeria implies that responses to school must be differentiated rather than uniform. The aggregate picture emerging from Adigun and Ogbeide (2023) points to a modest but consistent association between school and the outcomes of interest. Sustained engagement with