

WASTE SORTING BINS AND PUPILS' HABITS

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Waste Sorting Bins and Pupils' Habits" 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 waste sorting bins and pupils' habits, 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 waste; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with waste and sorting. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 400 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 384 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 = 2.97). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.487$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.21, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.12$, $p > 0.05$). 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 waste.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of waste sorting bins and pupils' habits 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.

waste continues to command considerable attention among researchers, policymakers, and practitioners in science education. Economic pressures and resource scarcity frequently determine the pace at which waste advances in practice. Studies conducted within the West African subregion by Umeh and Ibrahim (2018) reached conclusions broadly consistent with the Nigerian evidence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Comparative work by Olawale and Umeh (2022) across several states uncovered a consistent pattern linking waste with sorting. Such findings reinforce the argument that waste deserves a place of priority on the development agenda. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The phenomenon of waste, while not new, has acquired fresh analytical urgency in Nigeria. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of waste. Obiora and Obiora (2020), in a survey of relevant stakeholders, concluded that the benefits of waste are unevenly distributed across groups. Such findings reinforce the argument that waste deserves a place of priority on the development agenda. Comparative work by Ogunlana and Obiora (2022) across several states uncovered a consistent pattern linking waste with sorting. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

In both global and African literatures, waste is now regarded as a key index of institutional performance. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of waste in everyday life. An examination by Ogunlana and Obiora (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Research by Chukwu and Osinachi (2021) using mixed methods provided particularly rich insight into the mechanisms connecting waste and sorting. Such findings reinforce the argument that waste deserves a place of priority on the development agenda. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The relationship between waste and sorting has been the subject of sustained academic interest across several disciplines. National policies and programmes have sought, with varying degrees of success, to respond to the realities of waste and sorting. The work of Bakare and Ibrahim (2023) extended earlier analyses by demonstrating that sorting reinforces the effects of waste. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Bamgbose and Okonkwo (2020), in a survey of relevant stakeholders, concluded that the benefits of waste are unevenly distributed across groups. These