

LANGUAGE DIFFICULTIES IN SOLVING WORD PROBLEMS

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF SCIENCE EDUCATION, FACULTY
OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Language Difficulties in Solving Word Problems" 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.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Science Education, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined language difficulties in solving word problems, 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 language; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with language and difficulties. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 412 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 381 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 = 3.11). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.513$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.34, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.1$, $p > 0.05$). 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 language.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of language difficulties in solving word problems 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 salience of language in national discourse has grown steadily, driven by changing social conditions and technological penetration. Economic pressures and resource scarcity frequently determine the pace at which language advances in practice. Studies by Olawale and Nwosu (2019) largely support the view that language exerts a measurable influence on outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. Evidence assembled by Olawale and Adigun (2015) across twelve states underscored the heterogeneity of outcomes linked to language. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

A growing corpus of literature draws attention to the pivotal role of language in shaping developmental trajectories. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of language in everyday life. Findings reported by Aderemi and Ogunlana (2018) observed that respondents with greater exposure to language recorded markedly different results. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Research by Ekwueme and Obiora (2021) using mixed methods provided particularly rich insight into the mechanisms connecting language and difficulties. 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, language has become increasingly significant within the Nigerian landscape and beyond. National policies and programmes have sought, with varying degrees of success, to respond to the realities of language and difficulties. Research by Ekwueme and Obiora (2021) using mixed methods provided particularly rich insight into the mechanisms connecting language and difficulties. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Studies conducted within the West African subregion by Nwosu and Aderemi (2018) reached conclusions broadly consistent with the Nigerian evidence. These observations collectively invite a reconsideration of standard assumptions regarding difficulties. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Scholars have long recognised language as a critical determinant of outcomes in science education. National policies and programmes have sought, with varying degrees of success, to respond to the realities of language and difficulties. An examination by Adebayo and Nwosu (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The implications of these dynamics are far-reaching,