

LANGUAGE OF INSTRUCTION AND UNDERSTANDING OF BIOLOGICAL TERMS

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 of Instruction and Understanding of Biological Terms" 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 of instruction and understanding of biological terms, 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 instruction. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 414 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 401 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 = 2.96). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.574$, $p < 0.05$) 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 ($t = 1.03$, $p > 0.05$). 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 of instruction and understanding of biological terms 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.

In both global and African literatures, language is now regarded as a key index of institutional performance. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream language into routine governance. Longitudinal research by Olawale and Eze (2016) revealed that sustained attention to language yields appreciable dividends over time. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Comparative work by Obiora and Ogunlana (2022) across several states uncovered a consistent pattern linking language with instruction. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The salience of language in national discourse has grown steadily, driven by changing social conditions and technological penetration. In Nigeria, the intersection of language and instruction is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Findings reported by Ogbeide and Eze (2018) observed that respondents with greater exposure to language recorded markedly different results. Accordingly, there is a growing consensus that deliberate policy action is required. Evidence assembled by Adeniyi and Adebayo (2015) across twelve states underscored the heterogeneity of outcomes linked to language. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

A growing corpus of literature draws attention to the pivotal role of language in shaping developmental trajectories. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of language. Findings reported by Adeniyi and Adebayo (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. Field evidence gathered by Ibrahim and Chukwu (2016) suggested that stakeholder engagement materially improves the results achieved in matters of language. Accordingly, there is a growing consensus that deliberate policy action is required. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Few subjects attract as much policy interest in contemporary Nigeria as the question of language. Economic pressures and resource scarcity frequently determine the pace at which language advances in practice. Empirical evidence from Aderemi and Okonkwo (2021) suggests that positive developments in instruction are associated with improvements in language. These developments carry important implications for policy and