

LANGUAGE POLICY AND EARLY-GRADE LEARNING OUTCOMES

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
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 EDUCATIONAL FOUNDATIONS

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Language Policy and Early-Grade Learning Outcomes" 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 Educational Foundations, 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 policy and early-grade learning outcomes, 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 policy. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 401 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 373 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 = 3.04). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.462$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.97, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.24$, $p > 0.05$). 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 policy and early-grade learning outcomes 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 relationship between language and policy has been the subject of sustained academic interest across several disciplines. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of language. Salami and Ogunlana (2020), in a survey of relevant stakeholders, concluded that the benefits of language are unevenly distributed across groups. Such findings reinforce the argument that language deserves a place of priority on the development agenda. An examination by Musa and Umeh (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. For practitioners, the practical significance of language cannot be overstated, given its demonstrable link with policy. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

In both global and African literatures, language is now regarded as a key index of institutional performance. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of language in everyday life. Findings reported by Adebayo and Nnamdi (2018) observed that respondents with greater exposure to language recorded markedly different results. These observations collectively invite a reconsideration of standard assumptions regarding policy. Field evidence gathered by Bello and Bamgbose (2016) suggested that stakeholder engagement materially improves the results achieved in matters of language. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

language continues to command considerable attention among researchers, policymakers, and practitioners in educational foundations. Evidence from national agencies indicates that language has grown considerably in recent times, underscoring the need for systematic inquiry. Comparative work by Bello and Bamgbose (2022) across several states uncovered a consistent pattern linking language with policy. These developments carry important implications for policy and practice in educational foundations. Comparative work by Bakare and Umeh (2022) across several states uncovered a consistent pattern linking language with policy. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

language occupies a prominent position in contemporary debates about policy and national development. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of language. Studies by Bello and Ogbeide (2019) largely support the view that language exerts a measurable influence on outcomes of interest. The weight of evidence therefore points toward a