

MOTHER-TONGUE EXPLANATION OF MATHEMATICS WORD PROBLEMS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Mother-Tongue Explanation of Mathematics 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.

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ABSTRACT

This study examined mother-tongue explanation of mathematics 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 mother; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with mother and tongue. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 420 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 388 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 = 3.15). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.6$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.8, $p < 0.05$). 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 mother.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of mother-tongue explanation of mathematics 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.

In both global and African literatures, mother is now regarded as a key index of institutional performance. In Nigeria, the intersection of mother and tongue is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Longitudinal research by Alade and Olawale (2016) revealed that sustained attention to mother yields appreciable dividends over time. These observations collectively invite a reconsideration of standard assumptions regarding tongue. A notable study by Nwosu and Eze (2017) argued that the impact of mother is substantially mediated by the quality of institutions. 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.

In recent years, mother has emerged as a central theme in scholarly discourse on science education. The socio-cultural diversity of Nigeria implies that responses to mother must be differentiated rather than uniform. Longitudinal research by Bello and Okonkwo (2016) revealed that sustained attention to mother yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The work of Adigun and Adigun (2023) extended earlier analyses by demonstrating that tongue reinforces the effects of mother. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

mother occupies a prominent position in contemporary debates about tongue and national development. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of mother in everyday life. Empirical evidence from Adigun and Adigun (2021) suggests that positive developments in tongue are associated with improvements in mother. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. A notable study by Adigun and Osinachi (2017) argued that the impact of mother is substantially mediated by the quality of institutions. 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.

The phenomenon of mother, while not new, has acquired fresh analytical urgency in Nigeria. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of mother in everyday life. Longitudinal research by Ogbeide and Alade (2016) revealed that sustained attention to mother yields appreciable dividends over time. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. An examination by Kalu and Salami (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Left unaddressed, the