

# **SCHOOL LOCATION AND LEARNING OUTCOMES**

BY

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[MONTH, YEAR]

## CERTIFICATION

This is to certify that this research project titled "School Location and 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.

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PROJECT SUPERVISOR

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Date

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EXTERNAL EXAMINER

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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 school location and 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 school; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with school and location. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. 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 395 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 = 3.03). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ( $r = 0.489$ ,  $p < 0.05$ ) and a significant dependent association on the chi-square test (chi-square = 6.04,  $p < 0.05$ ). No statistically significant difference was found between male and female respondents ( $t = 1.16$ ,  $p > 0.05$ ). 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 school.

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## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the Study

The study of school location and 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.

In both global and African literatures, school is now regarded as a key index of institutional performance. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of school. Studies by Olawale and Aderemi (2019) largely support the view that school exerts a measurable influence on outcomes of interest. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. An examination by Bamgbose and Eze (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Over the past two decades, school has become increasingly significant within the Nigerian landscape and beyond. Within Lagos State, the country's most populous commercial hub, the dynamics of school are observed in their starkest form. Empirical evidence from Oyelaran and Bello (2021) suggests that positive developments in location are associated with improvements in school. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Evidence assembled by Bakare and Ibrahim (2015) across twelve states underscored the heterogeneity of outcomes linked to school. These observations collectively invite a reconsideration of standard assumptions regarding location. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

In both global and African literatures, school is now regarded as a key index of institutional performance. The socio-cultural diversity of Nigeria implies that responses to school must be differentiated rather than uniform. A notable study by Bakare and Ibrahim (2017) argued that the impact of school is substantially mediated by the quality of institutions. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Longitudinal research by Adekunle and Famuyide (2016) revealed that sustained attention to school yields appreciable dividends over time. These observations collectively invite a reconsideration of standard assumptions regarding location. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Debates on national transformation repeatedly return to the role of school and its attendant dynamics. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream school into routine governance. Findings reported by Adigun and Chukwu (2018) observed that respondents with greater exposure to school recorded markedly different results. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Evidence assembled by Kalu and