

STORYTELLING IN TEACHING THE HUMAN BODY

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Storytelling in Teaching the Human Body" 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 storytelling in teaching the human body, 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 storytelling; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with storytelling and teaching. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 388 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 361 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 = 3.18). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.531$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.25, $p < 0.05$). 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 storytelling.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of storytelling in teaching the human body 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 recent years, storytelling has emerged as a central theme in scholarly discourse on science education. Auxiliary variables, including education, income, and location, further condition how storytelling is experienced across communities. A notable study by Adeniyi and Eze (2017) argued that the impact of storytelling is substantially mediated by the quality of institutions. These observations collectively invite a reconsideration of standard assumptions regarding teaching. Comparative work by Chukwu and Adekunle (2022) across several states uncovered a consistent pattern linking storytelling with teaching. Accordingly, there is a growing consensus that deliberate policy action is required. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In recent years, storytelling has emerged as a central theme in scholarly discourse on science education. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of storytelling in everyday life. Olawale and Adebayo (2020), in a survey of relevant stakeholders, concluded that the benefits of storytelling are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Longitudinal research by Alade and Eze (2016) revealed that sustained attention to storytelling yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

storytelling occupies a prominent position in contemporary debates about teaching and national development. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of storytelling. Studies conducted within the West African subregion by Alade and Eze (2018) reached conclusions broadly consistent with the Nigerian evidence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Comparative work by Okonkwo and Ogunlana (2022) across several states uncovered a consistent pattern linking storytelling with teaching. For practitioners, the practical significance of storytelling cannot be overstated, given its demonstrable link with teaching. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The salience of storytelling in national discourse has grown steadily, driven by changing social conditions and technological penetration. National policies and programmes have sought, with varying degrees of success, to respond to the realities of storytelling and teaching. Research by Obiora and Alade (2021) using mixed methods provided particularly rich insight into the mechanisms connecting storytelling and teaching. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The work of Nnamdi and Nnamdi (2023) extended earlier analyses by demonstrating that teaching reinforces the