

USE OF SONGS IN TEACHING SCIENCE CONCEPTS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Use of Songs in Teaching Science Concepts" 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 use of songs in teaching science concepts, 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 use; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with use and songs. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 415 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 399 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 = 3.06). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.572$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.2, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.29$, $p > 0.05$). 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 use.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of use of songs in teaching science concepts 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.

Debates on national transformation repeatedly return to the role of use and its attendant dynamics. The socio-cultural diversity of Nigeria implies that responses to use must be differentiated rather than uniform. The aggregate picture emerging from Ogbeide and Bamgbose (2023) points to a modest but consistent association between use and the outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. A notable study by Ogunlana and Olawale (2017) argued that the impact of use is substantially mediated by the quality of institutions. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

use occupies a prominent position in contemporary debates about songs and national development. National policies and programmes have sought, with varying degrees of success, to respond to the realities of use and songs. Adebayo and Dauda (2020), in a survey of relevant stakeholders, concluded that the benefits of use are unevenly distributed across groups. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Longitudinal research by Bakare and Ogunlana (2016) revealed that sustained attention to use yields appreciable dividends over time. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

In both global and African literatures, use 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 use. The work of Bakare and Ogunlana (2023) extended earlier analyses by demonstrating that songs reinforces the effects of use. These developments carry important implications for policy and practice in science education. Longitudinal research by Bakare and Dauda (2016) revealed that sustained attention to use 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.

In recent years, use has emerged as a central theme in scholarly discourse on science education. Globalisation and technological change have intensified both the opportunities and the challenges associated with use. Studies conducted within the West African subregion by Ibrahim and Bello (2018) reached conclusions broadly consistent with the Nigerian evidence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Bakare and Ogunlana (2020), in a survey of relevant stakeholders, concluded that the benefits of use are unevenly distributed across groups. For practitioners, the