

**THE ROLE OF MUSIC IN EARLY CHILDHOOD DEVELOPMENT IN SELECTED  
PRESCHOOLS IN OWODE LOCAL GOVERNMENT AREA**

**BY**

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**CERTIFICATION**

I certify that this work was carried out by **Afotanju, Jemine David** under my supervision in the Department of Music.

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## **DEDICATION**

This research work is dedicated to God almighty.

## **ACKNOWLEDGEMENTS**

It is time to say thank you to everyone who has helped me throughout my ungraduate programme. First, to God Almighty for the grace to begin and complete the programme. Though, very challenging but to Him be the glory. To my wonderful parents, Hon. Samuel Afotanju and Pastor. Lizzy Afotanju. Your love and support cannot be measured. Thank you for loving me. Thank you for the support and care. May God Almighty bless you and honour you. I love you.

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### **ABSTRACT**

This study is set out to determine the role music plays in early childhood development. Music has been found a very useful tool to strengthen the human brains and activate the cognitive, affective, psychomotor skills and the learning abilities of young children. This study is very particular about how much preschools in Obafemi Owode Local Government Area, Ogun State, and use music as a tool in teaching other subjects. Since this study is qualitative in nature, the primary data for this study were gathered through one-to-one and virtually interviews methods. Findings revealed that almost all the schools in Obafemi Owode L.G.A. appropriate music for diverse reasons. They all use music during their morning assemblies to activate the brains of their pupils and ensure their mental alertness of their pupils, during breaks and recreation, schools social gatherings. Some engage music as a classroom subjects while some engage music as a method of teaching other subjects such as basic mathematics, English language and daily morals at the preschool sections. A second finding revealed too that using music as teaching method is very effective at the preschool section because it helps children to focus, it reduces the time required for learning any academic task and also helps them to store up all the information in their long-term memory. The basic challenges with the use of music a method of teaching is that many childhood educators who teach in preschools have no music training and most schools lack of basic music facilities to aim teaching. To make music a viable method for teaching other subjects, this study recommends that music should be included in the curriculum for the training of early childhood educators at least to equip them with the basic knowledge required to make and create music at least for their classroom use.

**Keywords:** Early childhood Education, Music Education, Cognitive, psychomotor, Affective.

**Word count: 314**

## **CHAPTER ONE**

### **BACKGROUND OF STUDY**

#### **1.0 INTRODUCTION**

Music, one of the oldest forms of art, has transcended the human history. It is an art that has come to mean different things to different people of the world's cultures. There is no denial that people of different age and times perceive, appreciate and apply music for different purposes. For some people/cultures, music is life and has appreciated and applied music as such. To another, music is just a hobby, leisure and/or a distraction. Some people also appreciate and apply music only for its commercial values. While some people and cultures perceive of music as a means of communication and have taken the advantage of the communicative power of music to express their feelings, thoughts and emotions beyond what mere words could explain. These categories of people engage music in their day to day lives and employ music as a tool to teach and instruct their young and older one their cultural, social, historical and political values, principles and/or knowledge that are capable of changing and repositioning their world if applied as instructed. It is also very evident in the works of some scholars that these values, principles and/or knowledge can be/have been transmitted from one generation to other by different societies and cultures who have used music to teach, develop and/or strengthen the intellectual, affective, sensory, kinaesthetic levels and abilities of their people particularly the younger ones.

Early childhood development (ECD) refers to any educational programme that serves children's needs; particularly, children within the ages of zero (0) to seven (7) or eight (8). Early childhood educators are concerned with the processes, activities and experiences that aid in the cognitive and social development of children in preschools before they enter elementary/primary school. Alvarado for example believes that early childhood development is an important stage in children's lives because it is time they first learn how to interact with



people in their environment, ranging from their parents, peers and teachers and also begin to develop interests that will stay with them throughout their lives (Wikipedia). Scholars who have engaged themselves in this academic endeavour are very concerned about how to activate every part of the child's brain from a very tender age. They believe that every part of children's brain needs to be properly activated. With this activation, learning becomes much easier and it would aid them understand and interact with their environment better. With these, their cognitive, affective, psychomotor skills and the learning abilities would be full developed. Early childhood educators have engaged different tools and mechanisms to achieve their aims. To this end, music has been found a very useful tool to activate and the human brains.

There has been an increasing interest on the role music play in early childhood development particularly in Nigeria, Africa and beyond. Music educators and music psychologists have picked keen interests on this subject matter and have stated viable facts on how beneficial music has been on the development of the brains and learning abilities of younger people. Yoon for example postulates that, children who are exposure to music benefit from enhanced brain activity which has shown to increase their abilities to perform on certain academic tasks (Yoon, 2000: 5). on the other hand believes that learning of music prompts young children's cognitive understanding and stimulates their creative thinking skills, which builds another relationship with intelligence in early childhood.

Gardiner et.al. (1996), Bowles (1998), Henze (2013), Esimone et.al. (2014) and others have argued that music should be taught in because, music is one of the most multi-sensory activity young children engage themselves in not only because of its physical activity but because they enjoy the whole process of music making. Beside allows them the freedom to express their emotions by smiling, laughing, dancing, giggling, wiggling or however they deem fit, these scholars agree that early exposure of children to music tuition helps them develop perceptual

skills, spatial reasoning and motor coordination. Howard Gardner in his theory Multiple Intelligence states that music learning connects with linguistic, logically-mathematically, space, emotional, intrapersonal and interpersonal intelligence (Gardner, 1983).

Furthermore, there is no denial that several music educators and music psychologists have championed the campaign for music be a taught in our schools particularly at the pre-elementary and elementary levels because of the too many roles music play in the activation and development of a child's brain. This is because they know that if music is properly taught to a child and it activates the child's brain and the three domains of learning, the musical skills would not only develop, other skill that would make the child excel in other areas of learning and life would develop since all parts of the brain have been activated.

However, this study is designed to look at an aspect of the role of music in early childhood development that has received very minimal attention by scholars particularly in this part of the world, which is; the use of music as a method of teaching other subjects (just like the verbal method) in preschools. This researcher believes that teaching and learning could become more effective if music and other subjects like English and mathematics are taught to preschoolers in musical forms. This study argues that if the end goals of teaching and learning is to communicate knowledge, help learners develop critical thinking, creative, entrepreneurship skills, good human relation, etc. and all of these achieved under tensed, rigid, harsh and sometimes unfriendly verbal learning conditions, how more could be achieved in a fun filled, happy, friendly, dancing and/or memory filled music making environments. Knowledge encoded in musical format are easily remembered and utilised when needed. There are evidences that some schools engage music as a method of teaching in their preschool sections. It is therefore the duty of this researcher to find out how teachers of preschools in Obafemi

Owode Local Government Area, Ogun State have engaged music in their teaching and learning processes, how effective method has been, the challenges they go through, etc.

### **1.1 STATEMENT OF THE PROBLEM**

In spite of the growing efforts of both musicologists, educationists and psychologists in developing literature on the academic discourse; ‘The role of music in early childhood development’, there seen to be a very low interests on the use of music as a method of teaching other subjects in schools. Scholars such as Gardiner et.al. (1996), Bowles (1998), Esimone et.al. (2014) and others have argued that music should be given proper attention in curriculum development because of its role in the development of the brain and learning abilities particularly those of children. They believe music has the power to improve human brains particularly brains of young children, helps them develop and strengthen their cognitive, affective and psychomotor abilities and thus, empowers them with the skills necessary to face and fix musical and other life challenges. These scholars think of music as an important aspect of development a child that deserves major consideration in curriculum formation and therefore should be taught as a subject in schools because of the above mentioned importance of music to human development.

The use of music as a method of teaching among the traditional African society has proven to be very effective method of teaching young people sociocultural, historical and moral values that could see them through adulthood. Values such as upright living, good morals, respect for elders, good behaviour, good human relation, social responsibility, values that help them shun all forms of social vices, discipline, etc. are codified and presented to them in musical forms. The knowledge gained from these musical presentations does not only strengthen the mental and/or emotional conditions of the African children, but have help them realise their self-esteem and (re)position them to achieve a better society. This goes to show that music, if, adopted not just as a taught subject, but as well as a method that can be used for teaching other

subjects such as mathematics, English, etc. in preschools, learning would become much easier and fun because, music would help activate every part of their brains, stimulates their cognitive understanding, expose them to all forms of social learning and interactions, develop the thinking and motor skills,

This study was designed to investigate how music can be used as method for teaching preschoolers in selected preschools in Obafemi Owode Local Government Area, Ogun State, in order to show the importance of music in early childhood development. This study therefore, would find out how effective this method has been in the development of the brains and learning abilities of children in preschools, to look at the advantages and possible disadvantages of the use of music as a method of teaching, to suggest possible ways how this teaching method can be made viable and more effective in 21<sup>st</sup> century teaching and learning processes and lastly, to collate samples of songs that teachers of these selected preschools are using to teach their pupils and document them in notation form for future use.

## **1.2 AIM AND OBJECTIVES OF THE STUDY**

The main aim of this study is to bring to the attention of the academia particularly early childhood educators the many benefits of engaging music as a method of teaching at the preschool sections in their pursuit of early childhood development. Therefore, the objectives of the study would be as follow.

1. To determine the extent preschool teachers and school managements engage music in their teaching and learning processes in Obafemi Owode Local Government Area, Ogun State.
2. To evaluate effectiveness of the use of music as a method of teaching in the selected schools.
3. To examine the possible benefits and challenges of applying this method in their teaching and learning endeavours.

4. To suggest possible ways this method of teaching can become viable and more effective in the 21<sup>st</sup> century.
5. To collate and document samples of songs the early childhood classroom teachers of the selected preschools are using to teach their pupils for posterity.

### **1.3 RESEARCH QUESTIONS**

The following research questions have been drawn from the objectives of the study.

1. To what extent have preschool teachers and school managements engaged music in the teaching and learning processes in Obafemi Owode Local Government Area, Ogun State?
2. How effective has the use of music as a method of teaching in the selected schools?
3. What are the possible challenges teachers of preschools face in applying this method in their teaching and learning endeavours?
4. What are the possible ways this method of teaching can become viable and more effective in the 21<sup>st</sup> century?
5. How do we document samples of music used in teaching preschoolers for future use?

### **1.4 SIGNIFICANCE OF THE STUDY**

The study is significant in the following ways. It provides detailed information on the roles music play in early childhood development. It stated scholars' views on how music helps in activating, simulating, stimulating and developing of the brains and learning abilities of young children. Again, the study gives detailed information on how and why the use of music as a method of teaching in preschools. The study focuses on the benefits that comes with using music to teach preschoolers and strengthened or developed for use in preschools in 21<sup>st</sup> century. Hence, the study could be relevant to parents, preschool teachers, school managements and proprietors, music educators and perhaps, to early childhood educators in their pursuit of promoting more effective ways by which younger children could be prepared mentally,

emotionally, psychologically, physically and if possible spiritually to face educational and social the tasks and challenges.

### **1.5 SCOPE AND LIMITATION OF THE STUDY**

The main trust of this study is to find out how preschool teachers of selected preschools in Obafemi Owode Local Government Area, Ogun State have engaged music in their day to day teaching and learning processes, the effective of the use of music a method of teaching, the challenges that come with the use of the method, and to suggests possible ways this method can be made more effective in the 21<sup>st</sup> century for classroom use. Therefore, the knowledge of the study would be limited to the findings from the classroom activities of the selected preschool teachers, the managements and proprietors, early childhood experts and critics and the researcher's interaction with music educators.

### **1.6 DEFINITION OF TECHNICAL TERMILOGIES**

**COGNITIVE:** The word cognitive describes the mental process of learning involving conscious intellectual activity such as thinking, reasoning and/or remembering.

**INTELLIGENCE:** This is the capacity to learn and put knowledge and skills to use in a variety of situations.

**LEARNING DOMAINS:** The term, learning domain refers to the domains of learning that need to be develop through the process, experience, and/or act of learning. They include; the cognitive domain or the mental skill, the affective domain or the emotional skill and psychomotor domain or the physical skill.

**EARLY CHILDHOOD EDUCATION:** Early childhood education includes activities and/or experiences that are critical to their growth and development and can have long-term effects on their lives.

**EARLY CHILDHOOD EDUCATORS:** Early Childhood Educators (ECEs) are professionals who work in early learning and development programs to aide a child's development.

**PRESCHOOL:** This is a place where early childhood education is provided to children before they begin compulsory advance primary schooling.

**PRESCHOOLERS:** Pre-schoolers are kids under the official school starting age which ranges from 0 - 5 years old.

**SOCIAL LEARNING:** Social learning refers to learning that is based on observing how others behave.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

The perspective of music in early childhood development is a vast area of study. Many scholars have carried out detailed researches on this subject. This literary review will be carried out in the following aspects: Early Childhood Development, Music as a Tool for Promoting Development, Music as a Method of Teaching and The Viability of Music as a Method of Teaching.

#### **2.1 EARLY CHILDHOOD DEVELOPMENT: AN OVERVIEW**

Early childhood according to Stakes (2005) is the period of life with different opportunities to learn, grow and develop. It is also the period to make and enjoy the company of friends, have fun, feel respected and motivated. At early childhood, children form a bond with their immediate environment as well as with their parents. This bond affects their emotional, physical, social and cognitive development. UNICEF clearly states that early childhood development is the period between a child's conceptions up to the time he/she gains entry into a school. According to the organization, about 249 million children under the age of five from low/middle income countries face risk of poor development. Early Childhood Development is an ordered progression of cognitive, motor, language, regulatory, socio-emotional and perceptual skills from a maturational process. This forms the foundation of skills acquisition throughout the child's life-cycle (Lancet, 2016).

From the above definitions, it can be deduced that early childhood is the most important learning stage in the life of a child because they constitute the foundation for future learning. Therefore, Early Childhood Development (ECD) is an important approach to ensure the cognitive, physical, social, and emotional development of children are not hampered by external factors. There are five critical domains for development; these are: physical, cognitive,



social and emotional and language. Emotions play a leading role in all aspects of a child's early life; they are a child's reaction to the happenings around him/her; this can be seen through facial expression or gestures. Music as one of the first natural tool for thought, feeling and desire expression constitute the main content of emotions. It can be deduced that music acts as an emotional language because it expresses feelings; feelings like happiness, sadness, excitement or joyfulness.

The learning process of early childhood education should act as a driver of success of children in the next education level. Every child is born with an innate musical ability but this ability can be shaped by environmental influences between birth and nine years (Gordon, 2011). Young children develop their identity through immersion in what they find in their environment. In this life-long process, music plays an important role because it is an integral part of the daily activities. The child gets his/her first music education from the home through various traditional media such as work songs, lullabies, house warming, traditional festivals etc. Music for young children needs to be rich in multimodal experiences (moving, creating, playing, reflecting) to create a symbolically fluent child (Young, 2003).

### **2.1.2 OBJECTIVES OF EARLY CHILDHOOD DEVELOPMENT**

According to the National Scientific Council on the Developing Child (2007), the future of any society lies in her ability to raise a healthy next generation. It is believed that tomorrow's first-class citizens are today's children. It is therefore paramount that attention be given to children from conception if we must raise responsible citizens/parents of tomorrow. The following are the core concept of Early Childhood Development:

- Since early childhood development is the foundation for future learning, both community and economic development are a function of child development.

- Early childhood is an important stage in a child's life because rapid brain development takes place during this stage. The intellectual development that takes place during this stage cannot be compared to other stages of life.
- Motor and psychomotor skills like coordination and balance are developed during the early years of a child.

## **2.2 MUSIC, A TOOL FOR HUMAN DEVELOPMENT**

Music is one of the most natural and important activity at an early age. Its benefits on a child's development are enormous; music helps to broaden and deepen the knowledge of a child about himself/herself and the world. Music serves as an expression of thoughts/feelings at this point of a child's development because music is a universal language that transcends culture and time. The child's ability in advanced thoughts through tone, emotion and motion can be developed through music (Evie Distiana). According to John Ortiz, music can be a healthy and safe stimulant; it is able to hone physical ability, mental as well as the emotional sensitivity of a child. Musical elements such as rhythm and melodic contours can be recognised by humans to Trehub's research with infants (2001). She also found out that they are emotionally responsive to music, especially the human voice. Young children develop their identity through immersion in what they find in their environment. In this life-long process, music plays an important role because it is an integral part of the daily activities.

Active engagement with music induces cortical re-organisation producing functional changes in how the brain processes information. If this occurs early in development, the alteration may become hard-wired and produce permanent changes in the way information is processed (Schlaug et al., 1995). The brain clearly develops in response to certain learning activities we engage in. This development is dependent on the period of time spent learning those activities. Musical training sharpens the brain's early encoding of sound leading to enhanced performance (Tallal and Gabb, 2006; Patel and Iverson, 2007) improving the ability to distinguish between

rapidly changing sounds (Gabb et al., 2005). This has an impact on the cortical processing of linguistic pitch patterns (Schoen et al., 2004; Magne et al., 2006). The role of music in facilitating language skills contributes to the development of reading skills. Learning a language is a lot easier when singing is involved. As music helps the brain of a young child develop optimally, the outcomes are evident in the child's academic performance. Research suggests that music should assume a place in the regular school curriculum as it shows its effect on and contributes to the student's education (Kelstrom, 1998). The benefits of music proceed into higher education.

The emotions of an individual can be influenced by the sound of music; and that is the reason why a piece of music can either be tagged 'not pleasurable' or 'pleasurable' only a few seconds listening to it. This is a result of disparity in taste. Research in cognition and neuroscience supports the idea that pleasure and emotions are the key motivations for listening to music. Not only does music activates pleasure centres in the brain (Blood and Zatorre, 2001); it can communicate and induce a range of powerful emotions (Juslin and Sloboda, 2001). Music is a powerful and versatile tool for the regulation of emotions. It can be integrated into daily activities for psychological purposes such as to change emotions, intensify and enhance affects. Across a variety of age groups, participants report that they consciously use music to regulate how they are feeling – to enhance mood, to relax, for distraction, and to improve motivation (L. Chen, Zhou and Bryant, 2007; Getz, Marks and Roy, 2014; Juslin and Isaksson, 2014; Laukka, 2007).

According to Plato, "Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, a charm to sadness and life to everything". It can be deduced that music has the ability to transform an individual because it can affect the reasoning/thinking of

an individual by evoking emotions. And like the popular saying goes, “you become what you listen to”. Music provides elements related to space, time, emotions and context that persuasively configure scenarios, character and values (Ampero Porta Navarro, 2019).

### **2.3 MUSIC AS A METHOD OF TEACHING**

In the article “Music as a Teaching Tool” by Jeanette (2010), it is stated that music is an appropriate developmental tool which facilitates linguistic fluency, aids brain development and causes joy. Music is considered a universal language because it expresses emotions and regulates the affect. The affective domain deals with a learner’s willingness to internalize what is learned. It is an essential part of being human, with important status from the earliest stages of life. For example, singing is more effective than speech at holding an infant’s attention (Nakata and Trehub, 2004) and caregivers across cultures intuitively capitalize on this phenomenon by speaking to infants in a manner that is very music-like, with exaggerated pitch contours, high overall pitch, a large pitch range and slow, rhythmic rates (Fernald et al., 1989). Caregivers appear to use musical cues to communicate with infants because they express emotions effectively (Trehub, 2003). Children are captivated by the music in their immediate environment; they respond spontaneously to the rhythm/drive of any music they hear. Children also possess the natural ability to memorize the lyrics of songs they hear regularly. Thereby, helping them to learn unconsciously. Oddleifson notes that;

‘it is clear that music has a profound influence upon the academic life of the students and deserves an equal status as a core subject...music and the arts are vital to the development and expanse of the human intellect, which in turn results in superior academic and career performance’. (Oddleifson as cited in kelstrom, 1998).

Bilhartz et al., (2000), studied the relationship between participation in a structured music curriculum and cognitive development in 4–6-year-olds. Half of the children participated in a 30-week, 75-minute weekly parent-involved music curriculum. Following this, children were tested with 6 sub-tests of the Stanford-Binet intelligence test and the Young Child Music Skills

Assessment test. There were significant gains for the music group on the music test and the Stanford-Binet Bead Memory sub-test.

#### **2.4 THE VIABILITY OF MUSIC AS A METHOD OF TEACHING IN THE TWENTY-FIRST CENTURY**

Recent study has shown that music has positive impacts on children's cognitive development and academic achievements (Potowitz et al, 2009). Music tuition is a powerful educational resource and deserves an equal status as a core subject in our schools. Particularly, music learning has been confirmed as helping children to concentrate for longer times, because it enhances their memories for learning and improves self-expression skills. Learning music prompts young children's cognitive understanding and stimulates their creative thinking skills, which builds another relationship with intelligence in early childhood (Grace Yue Qi, 2012).

The twenty-first century has seen a lot of innovation in the educational sector as a result of new inventions and technologies. Music is one of the many communication media in this century. But in certain ways, it differs from language. It is directed at increasing a sense of shared intentionality. It also serves as a signal, that is, it reveals qualities of a signaller to a receiver. In other words, music conveys emotions and message from the music-maker to the listener. Information passed through music cannot be short-lived because every part of the human brain can be activated with music thereby, enabling the recipient to retain the knowledge gained via the music. Reime also observes that;

“Until music education understands what it really has to offer, until it is convinced of the facts that it is necessary rather than a peripheral part of human culture, until it feels in its bones that its value is a fundamental one it will not have attained the peace of mind which is the mark of maturity” (Reime, 1970).

The quote above emphasized the importance of music as an integral part of both ancient and modern civilizations. The place of music in the society cannot be underestimated because

music transcends both time and cultures. Music could be said to be a part of the human life considering the fact that components of music such as rhythm, harmony, beat etc. could be traced to be part of life. According to Nogina,

“The essential point is that early musical development meets the natural need of toddlers to express their emotional distress in action-simple dance movements, vocalizations, and plastic improvisations. Joyful emotional experience is an important means of optimistic outlook formation in young children. This is confirmed by the findings of modern humanistic education and psychology, which asserts that the primary, biological life orientation aims at getting body-motor pleasure because it promotes physical and mental health” (Volchegorskaya and Nogina, 2014).

By adopting music as a method of teaching in the classroom, children tend to learn how to make connections between their world and the world of print. They get the opportunity to activate their senses, imaginations, emotions and their life experiences while interacting with text (Buss, 1982). Music provides a pathway for a better understanding of lessons in the classroom and it also serves as a tool for engaging students throughout the lesson.

## **2.5 CONCLUSION**

Southgate and Roscigno (2009) examined the relationship between music training and academic achievement in schools; this duo considered the music participation in three aspects: (i) in schools, (ii) outside school and (iii) parent involvement. They discovered that music had a positive impact on students' grades. They concluded that music is a medium to support children's achievements.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter describes the various methods, techniques and instruments employed in collating and analysing data used for this study.

### 3.1 RESEARCH DESIGN

This research adopts the case study research design. The Case Study Research Design according to Nworgu (1991: 61) is an intensive study geared towards the understanding of a given unit which could either be an individual, a group of individuals, a community or an institution. Again, Yin (1984) Explains the Case study research design as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. This researcher is interested in the case study research design for the two major reasons. Firstly, the case study would allow for a thorough understanding of the given unit, childhood education, particularly the role music play in early childhood education. Secondly, it would bring about an in-depth and well ordered information and knowledge on how music as a method of teaching can become more effective.

### 3.2 RESEARCH POPULATION

This long essay is concerned with how schools in Obafemi Owode can adopt and start using music as a method of teaching in preschools as a way of improving the process of teaching and learning in early childhood education. Obafemi Owode Local Government Area is a large area with several towns and villages for example Mowe, Ibafo, Magboro, Arepo, Adigbe, Oba, Obafemi, Owode, Iro, Kobape, and several others. Due to time constrains, this researcher would not be able to visit preschools in all of the above mentioned areas. Therefore, the population for this study would restricted to the preschools within Arepo and Magboro, respectively.

### 3.3 SAMPLING TECHNIQUE

**Deleted:** CHAPTER THREE  
RESEARCH METHODOLOGY  
3.0 INRODUCTION

The chapter two of this study reviewed literatures on the various influence music has on the development of early childhood. This chapter focuses on the methods employed in the collection, collation and analysis of data.

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**Deleted:** a plan or blueprint which specifies how data relating to a given problem should be collected and analysed.

**Deleted:** The research design for this essay was based on a Case Study Research. Case study research method is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 1984). Nworgu defined case study research as an intensive study geared towards the understanding of a given unit which could either be an individual, a group of individuals, a community or an institution.

This research design was chosen because this study requires an understanding and an ordered pattern of information about the selected case studies for an objective documentation. Teachers from different schools were interviewed; the aim of the interview was to learn about the use of music in the classroom and how it influences a young child's development. A brief interview of some pupils and a practical application of music in the classroom from the selected schools were conducted so as to gather more data. Both quantitative and qualitative questions were employed.

**Deleted:** According to Nworgu, research population is a term used in a sense to include all members of elements of a well-defined group.

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**Deleted:** Hence, the focus of the research was on young children from ages 1-8. The research was restricted to pupils and teachers from selected schools in Obafemi Owode Local Government Area, Ogun State considering the amount of time required to achieve this research.

Osuola (2005) explains sampling technique to be the taking of any portion of a population and making it a representative of that population. While Nworgu defines sampling technique as a plan specifying how elements will be drawn from the population. The technique employed in sampling preschools with Arepo and Magboro, this study is the random sampling technique. In applying this technique, this researcher divides the population into two main groups based on the location, Arepo, group A and Magboro, group B. the names of the preschools in Arepo were written out on separate slits of paper, folded and placed in a container labelled, A, while names of preschools were also written out on separate slits of paper, folded and placed in another container labelled, B. After thorough shaking and reshuffling of the contents of each containers, the researcher randomly sampled one element from each container at a time. Without replacing the already picked element, the researcher repeated the process three more times to arrive at the desired schools. From this exercise, the schools picked from container A include Alpha Choice Academy, Shinning Stars School, Wise Stars School, Maximus Academy. These are schools from Arepo. While Champion International School, Victory Heritage International School, Mountain Top Primary School and Sylmeon School were selected from container B representing school in Magboro.

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### 3.4 METHOD OF DATA COLLECTION

Data for this study include both primary and secondary data. Primary data were collected using the interview method (One-to-One interview and virtual interview methods). While secondary data were collected from the library and internet based sources.

### 3.5 INSTRUMENTS OF DATA COLLECTION

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Since the primary data for this study consists of oral interviews, all the following are instruments used in collating the primary data for the study. They include recording devices such as phone, pocket audio midget, a mini cam-coda and a laptop, notebook and a pen.

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### **3.6. PROCEDURE FOR DATA ANALYSIS**

Data for this study were categorised as literary based materials and the raw materials from the interviews. The first step is to read and analyse relevant literary materials in this area of study so as to enable the researcher find out a gap in research that this study would fill. Step two, the various interviews in oral forms would be transcribed into literary manuscripts. Step three, is to sort the information on the manuscripts according to the set out aim and objectives of the study. Step four is to do a full compilation of the entire report to give answers to specific research questions from where the research findings would be made.

Deleted: Data and relevant information for this essay were collected and collated using different research instruments such as: recording devices, oral interviews, online interview, participant's observation and group discussions. The result gotten was interpreted, analysed and documented in chapter four of this essay. Other instruments that were used for the elicitation of data include: online resources from journals, articles and libraries. ¶

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### **3.7 CONCLUSION**

This chapter gave detailed information on how data were gathered, collated and analysed for this study. The chapter engaged the case study research design and using the random sampling technique, it sampled eight schools from Arepo and Magboro areas of Obafemi Owode Local Government Area, Ogun State from where the findings for the study would be drawn. The chapter finally gave a step by step procedure on how the data were gathered and analysed.

Deleted: In this case study research, qualitative method was used in the collation and analysis of data. Qualitative method examines 'how' and 'why' in decision making and not just 'what' 'where' 'when' and 'who'. Qualitative research also inquires deeply into specific experiences with the intention of describing and exploring experiences through text, narrative by developing themes exclusive to the set of participants. ¶

## **CHAPTER FOUR**

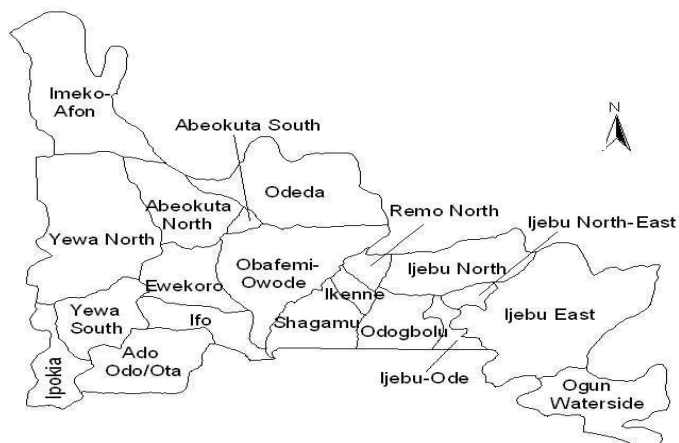
### **ANALYSIS/DISCUSSION OF RESEARCH FINDINGS**

#### 4.0 INTRODUCTION

This chapter reports the findings from the fieldwork this study was able to gather from the field. The contents of this report are derived mainly from interviews with the basic and preschool (music) teachers, school managements and music education experts and from the classroom activities of some of the schools the researcher visited. To do this, sub-topics would be generated from the objectives of this study to give answers to the pertinent questions they raised.

#### 4.1 APPROPRIATING MUSIC IN PRESCHOOLS IN OGUN STATE

Ogun state is located in Southwest, Nigeria with a population of over 5.2 million and a land area of 16,400.0 Square-Kilometres. The state comprises of seventeen Local Government Areas with Abeokuta is its state capital and His Excellency, Dr. Dapo Abiodun, the State Governor. It shares boundaries with Lagos, Oyo, Ondo, Osun and the Republic Benin. Ogun state has contributed immensely to both the economic and human development of the state and the country. It is one of the major manufacturing hubs that has created so much job opportunities for Nigerians.



**Photo 1: The map of Ogun State**

The state is blessed also with about twenty-one state and privately owned tertiary institutions, about three Federal Government Colleges and many other state and private primary and

secondary schools that nurture and transform young minds. The State Government yearly gives support to the development of the education sector because they believe that education is the key to building a nation. The present government particularly believes that when a child is trained, a nation built.

As part of the agenda for nation building and human development, many schools have engaged music not a tool for teaching and learning, but as well as for human development, youth empowerment and for nation building. In the schools this researcher visited, music is an inevitable vital element of their school systems. From the beginning to the close of the school, music is found. Music used for different purposes. Interaction with the some of the preschool teachers revealed that many of the schools within the Obafemi Owode L.G.A. engage music for different purposes. Some engage music during the morning assemblies to activate the brain of the pupils and to ensure mental alertness for the day's academic activities. On the assembly ground, the pupils would sing, drum and dance with plenty of excitements and would march to their classrooms at end of the assembly still singing.

Again, this study gathers that many schools engage their pupils with creative and educative musical activities during breaks and recreation so as to keep them more active and still maintain normal mental alertness for more classroom activities. Besides helping the teachers and the school managements to check what the pupils engage themselves with during breaks and other free times, these musical activities help the pupils kill boredom, integrate and interact well with others, build their confidence activate their brains and reposition them for more tasks. Music is also used during sporting activities in the schools for it keeps such events lively and fun for children. In almost all the school social gatherings such as class party, end of year party, graduation ceremony, cultural day and many more, they engage music to entertain the children.

Some of the schools engage music as a taught subject. They employ the service of schooled or self-trained music teachers to introduce and teach their pupils basic music rudiments and performance. This study finds out that many of the schools place much emphasis on their pupils learning to play musical instruments because they believe that music has the ability to develop the mental, the cognitive and the motor skills and ability of a child faster. Some use music as an entrepreneurship skill. In addition, the teaching of music is a selling point for some of the schools. They capitalise on the too many benefits of music on the development of the physical, mental and cognitive abilities of young children and the skills they bring bride themselves before parents as the edge they have over schools where music is not taught.

Furthermore, teaching music in schools, some schools use music a method of teaching particularly at the preschool sections. All the respondents told the researcher that music is an essential part of their preschool life because it helps the preschoolers to learn while having fun. Music is a communicative tool between teachers and the young children in preschools. Most school management encourage their teachers to use music to teach and communicate basic mathematics, English language and daily morals to the younger children in preschools with body gestures and movement.

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#### **4.2 THE EFFECTIVENESS AND CHALLENGES OF MUSIC AS A METHOD OF TEACHING**

Responding to the effectiveness of music as a teaching method, Mr. Akinkunmi Jide, an educator in Champions School, Magboro believes in the power of music to develop the brains of younger children and helps them to recall things already learnt faster. According to him;

‘When you ask a group of preschoolers to recall a basic Mathematics learnt verbally such as 2+2, some of them may have difficulties doing so without the help of a more knowledgeable person to remind or scaffold them because of their low level of concentration and retention, but when the knowledge is coded and taught musically with body movements and

gestures, this may help them do the recalling with ease' (Akinkunmi Jide, 2021).

Looking at how effective music has been in the development of the brains of young children and how it helps them to learn and recall things with ease, Mr. Akinkunmi adds that many preschools around are now adopting the use of music as a teaching method in their classroom activities. The code knowledge in musical forms, pass them on to the learners in bodily movement manner thereby making it serious fun for them With music, learning, comprehension and recalling of knowledge are easier in preschools.

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Photo 1: Victory Heritage International School, Magboro

Mrs. Florence Ukagu, of the Mountain Top School, Prayer City also believes that using music as a teaching method has been very effective in the teaching and learning processes in preschools. She says that music captures the attention of children in a unique way and helps them to focus. Music reduces the time required for learning any academic task and also help them to store up all the information gathered from the lesson in their long-term memory. This

is because children find music appealing especially when body movements and gestures are part of the process. She further said that music helps to create the right atmosphere before learning commences and helps them to concentrate.



Photo 2: Champions School Magboro

Corroborating this, Miss Funke, one of the preschool teacher in Victory Heritage International School, Magboro said that music makes learning process fun because it involves singing, dancing, movements and demonstration. She stated that the physical activity that goes along with music makes it more attractive to the children.

#### **4.3 CHALLENGES OF USING MUSIC AS A METHOD OF TEACHING IN PRESCHOOLS**

This study finds out that many preschool teachers find it very difficult to use music to teach other subjects in class. A few challenges were noted why the use of music a teaching method is defective in some schools. The first challenge identified was that there are no professional

or trained music teacher who would seek employment to teach at the preschool levels. All the music teachers would either want to teach in the basic or secondary schools. Mr. Ajayi, the music teacher of Alpha Choice School, Arepo mentioned that the reason is that, many of the music teachers around studied music art and music education.



Photo 3: Alpha Choice school, Arepo



Photo 3: Pupils with Mr Ajayi in the music room

By so doing, many of them do not have what it takes to even teacher in schools talk more of handily younger children. He stressed that teaching toddlers is much tasking than those in the upper classes. Speaking with Dr. Casmir Ekwerike, an educator from the University of Lagos on this matter, he confirmed that though students of early childhood education are taught the benefits of music in teaching and learning processes at the preschool levels but were never taught the art of composition or other creative aspects of music. Why those who studied music do not want to teach toddlers or some school managements do not want to employ them because they are not trained or certified early childhood educators.

Secondly, the dichotomy of not having trained and/or certified music/early childhood educators as preschool teachers, has resulted limited amount of music materials for educational purposes. Because many of the preschool teachers are deficient musically, some of them cannot even carry a tune as a result lack the creative skills to be able create verities of music that can be used to communicate with the children. Because of this deficiency, many of them rely heavily on prerecorded material that is extremely limited. Mrs. Rita Osho another teacher from the

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Mountain Top School, Prayer City stated that relying on recordings alone brings about lack of creativity in the classroom. She adds that listening to the same recording repeatedly would become very boring to the children long run and many of them would become disinterested in the process. Again, some of the children's rhymes are background music to cartoons. Using these kind of cartoon music would cause so much distraction to the children. They may become fixated on the video and ignore the lesson.

A third challenge the study noted was the lack of basic audio and visual devices such as quality audio and Television that can help project the teaching materials. All most of the teachers interviewed noted that the lack of the above devices is another reason why using music as a method of teaching is defective. Miss Oluwagbemisola of Pearls Academy, Magboro noted that many of the classrooms in preschools conducive for teaching and learning. Many of the preschools are not well equipped with the necessary facilities that can help many of them who are musical deficient. She added that for schools that have these gadgets, don't have good power supply to power them.

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#### **4.4 THE VIABILITY OF MUSIC AS A TEACHING METHOD IN THE 21<sup>ST</sup> CENTURY**

One of the major focus of this study is to find out and harness ideas that could help make the use of music as a teaching method viable in the 21<sup>st</sup> century. The following are what the study found out.

##### **Music in Early Childhood Education**

From the findings, it was gather that during the training of early childhood educators, music is most times mentioned and an important tool for communication between teachers and the preschoolers but was never taught to them. The mere mentioning of the benefits of music to the students of early childhood without handing over to them the basic theoretical and practical skills that help them communicate effectively with the children still leaves them deficient. It



most of the teachers and proprietors advised that music education should be made compulsory for all students of early childhood education. A basic knowledge is sufficient to position for achieve better results by so doing, the use of music a method of teaching would become more viable.

#### Encourage Music Graduates to Join ECE

Mrs. Anabor, the proprietor of Semeon School, Magboro advised that young music graduates with practical skills should be encouraged to join the early childhood education project. She is of the opinion that if many of the graduates of music are able to become early childhood educators by training, the use of music as a teaching method could become more viable. Not noted a resistance would happen because the graduates are already made but she suggested that if there could be some form of scholarship programme that would cater for their fees and guaranty their welfare through the programme, which could entice some of them to pick up the offer.

#### Organising Musical Seminars

Research has proven and this study has confirmed the effectiveness of the use music as a method of teaching particularly in preschools most school have not taken advantage of this teaching method because of deficiency not having teachers who are musically oriented. To bridge this gap, regular seminars should be organised for the existing teachers to train them on how to use music to teach and make, coordinate their classes and develop their children.

#### Collaboration with Music Educators

Networking and partnership have become the order of the day; it is only wise that music literates and educators come together in partnership to bring about the desired change in our educational sector. Music literates should not only be particular about performance and theoretical aspects of music alone. Rather, they should give attention to this aspect so kids all over the country can benefit from their wealth of knowledge. They should get involved in

compositions and researches to aide teaching in the classrooms. This partnership should not only be restricted to classroom educators; it should be extended to textbook writers and publishers. Some textbooks now come with DVD players attached to them. This desired change in the sector can also be implemented via this means.

#### Content Creation

This is an age of technological advancement and the use of these gadgets have become rampant. It becomes paramount that music literates collaborate with web and application designers to create contents to put out there since a good number of children now have access to these gadgets. Indigenous music can be promoted using this platform which in turn would bring about development.

#### Sponsored Researches

National development always comes at a price. It is a known fact that practice precedes theory and theory brings about development. There is a great need for more researches to be carried out on this untapped resource in our society. This in turn would not only boost and improve our educational sector, but it would bring about national development when these discoveries are documented and presented to other nations. It would also serve as a blueprint for future generations. This can only be if private and public sectors sponsor research to be carried out in this field of study. This would also reduce the alarming rate of unemployment in our society.

#### 4.5 CONCLUSION

Based on the findings from the fieldwork, it is believed that music helps pupils to understand better and learn effectively. Music enhances communication between teacher and pupils thereby, making the preschoolers very comfortable to interact with the teachers during lessons and not being afraid to be shut down. It can also be deduced that music creates a soothing atmosphere for learning and like Wertberg said, fast results can be achieved if the principle of

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playing while learning are implemented. High levels of success are recorded when learning is done at the right point in time with a stimulating factor of which music can be an active tool.

## CHAPTER FIVE

### SUMMARY, FINDINGS, RECOMMENDATION AND CONCLUSION

#### 5.0 INTRODUCTION

This chapter would summarise all that have been done in this essay and thereafter collate the findings in line with the aim and objectives of the essay and research questions of this essay.

Lastly, the chapter would recommend area(s) for further studies.

#### 5.1 SUMMARY OF CHAPTERS

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Chapter One – Gave a background to the study. It highlighted the early childhood educators concern about how to activate every part of the child’s brain from a very tender age and how music as a tool for communication, learning and teaching plays vital roles in the development of a child’s brain. The chapter based on the above exposition stated the aim of the essay and gave reasons while the study is necessary. This led to the statement of the problems, the aim and objectives of study, research questions, the scope and limitations and the significance of the study.

Chapter two – The chapter first surveyed early childhood development and all its term of engagement and the objectives of early childhood development. The chapter again reviewed relevant materials on music a tool for human development and music as a method for teaching. Lastly, the chapter looked at the viability of music a teaching method in the 21<sup>st</sup> century.

Chapter three - Gave detailed information on how data for this essay were sampled, collected and analysed.

Chapter four – Reported the findings of the study in line with the aim and objectives stated in chapter one.

Chapter Five – Presents the summary of the research findings made and finally made recommendations for further studies.

## **5.2 SUMMARY OF RESEARCH FINDINGS**

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This study was designed to look at an aspect of the role of music in early childhood development that has received very minimal attention by scholars which is; the use of music as a method of teaching other subjects in preschools. In line with the set out objectives, the following findings have been made.

1. The findings revealed that the sampled schools within the Obafemi Owode L.G.A. engage music for different purposes. Firstly, during the morning assemblies to wake and activate the brain of the young pupils and to ensure their mental alertness for the day’s

academic activities. Secondly, they engage their pupils with creative and educative musical activities during breaks and recreation so as to keep them more active and still maintain normal mental alertness for more classroom activities for they believe that music helps the pupils kill boredom, associate, integrate and interact well with others, etc. thirdly, schools engage music during social gatherings such as class party, end of year party, graduation ceremony, etc. to liven moods. Fourthly, some schools engage music as a taught subject and place much emphasis on their pupils learning to play musical instruments. Lastly, some engage music as a method of teaching other subjects such as basic mathematics, English language and daily morals at the preschool sections.

2. Many of the preschools using music as a teaching method shared testimony of how effective the method is. They claim that it makes the teaching and learning processes easier. That knowledge taught musical is easier to recall. The study finds out too that using music as teaching method is very effective because it helps children to focus, it reduces the time required for learning any academic task and also helps them to store up all the information in their long-term memory.
3. A few challenges were identified. First, all childhood educators in preschools have not music training. Secondly, most classrooms lack basic music facilities.
4. The findings revealed that use of music as a teaching method can be made viable in the 21<sup>st</sup> century if music can be included in the training of early childhood educators. Secondly, if young music graduates can be encouraged to join ECE. There should be regular musical seminars both the older and newer childhood educators on how to create basic music for their classroom use.

### 5.3 RECOMMENDATIONS

The study has been able to discourse the various ways schools in Obafemi Owode LGA engage music in their schools, how effective the use of music as a teaching method has been and the challenges schools have encountered with the method and various ways they use of music as

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teaching method can be made viable. The study therefore recommends that there should be regular seminars for teachers in preschools to empower them with the basic knowledge required to make music. Secondly, that music should be included in the curriculum for the training young early childhood educators. Lastly, that music graduates should be encouraged either by way of offering them scholarship and joys to join ECE.

#### **5.4 CONCLUSION**

The impact that music has on a child's emotional wellbeing, creativity, intellectual and literary development cannot be exhausted. Educators/caregivers can improve on the quality of education if they imbibe musical activities in learning process. This study documented a wide range of benefits if music is applied in preschools not just as a classroom subject but as a method of teaching.

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Apart from careless writing, this is also a good work. The author also needs to address editorial issues. The research work is generally interesting but the supervisor should assist the candidate on proper structure of thought process.

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