
**MUSIC AND ACADEMIC PERFORMANCE OF STUDENTS
IN CONTEMPORARY ISSUES IN SOCIAL STUDIES AND
CIVIC EDUCATION**

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Abstract

The study assessed the application of music in enhancing the academic performance of students in contemporary issues in Social Studies and Civic education. The study provides answers to the questions on the pattern of performance of the students on influence of music on academic performance and gender factor in the application of music in Social Studies and civic education. The study explored longitudinal research design in comparing the performance of students using lecture method and application music in classroom interaction over a period of four years. The 400 level Social Studies students' contemporary issues in Social Studies results from 2017/2018 to 2020-2021 were used for the study. The findings showed that music application in the teaching and learning of contemporary issues in Social Studies and Civic education influences and enhance students' academic performance. Also, gender influence in the performance of students in favour of female students was observed.

Based on the findings, it was recommended therefore that Social Studies and Civic education teachers at the tertiary institution level should endeavour to introduce innovative and interactive teaching strategy that will enhance students' academic performance while learning in relax atmosphere.

Keywords: Music, Academic performance, Contemporary issues, Social Studies, Civic education.

Introduction

One of the major challenges facing lecturers in tertiary institution in the era of social medial and Information and Communication Technology (ICT) in Nigeria today is how to capture the attention of students and putting across ideas in a way that would encourage the students to attend classes and participate meaningfully in teaching and learning process (Kalyani & Rajsekarana, 2018). The advent of ICT, social media and health related occurrence like COVID-19 has led to challenging times in every sphere of human endeavours. Peoples experience and the desire to improve the teaching and learning has led to the introduction of innovative models of teaching and learning and embarked on creative ideas to improve students' attendants during lecture period. Over the years, scholars and researchers have continue to focus on the issue of pedagogy and how different strategies can be deployed to enhance students' academic achievements and promote students attendance in the classroom in various academic fields. The current academic environments of the students are characterized with lot activities that divert the attention of the students from concentrating in the classroom. It is therefore important to assess the different teaching techniques that can be deployed to attract the attention of the students back into the classroom activities. The society is in the era where educational approaches are constantly evolving, the importance of music in Social Studies and Civic education classroom as an instrument for enhancing students' academic performance and improve classroom attendance is of paramount importance (Jing, 2023).

In recent years, stakeholders in the field of Social Studies and Civic education have sought to alleviate academic pressure on students by promoting a more holistic approach to education, with an emphasis on introducing innovative strategies into the teaching of Social Studies and Civic education in tertiary institutions in Nigeria. In the current situation in Nigeria where the citizens are challenged educationally, coupled with economic pressures, mental health issues, and social inequalities, it is important to think about an alternative approaches in the field of education that can help address these issues. Introducing music in teaching at the tertiary institution has potential in creating relax atmosphere, promote active learning, enhances teaching and learning and improve academic performance of the student. Contemporary students' in tertiary institutions in Nigeria today are addicted to music, singing and dancing. The innovation introduced by technology via mobile phones and social media have increased, such that undergraduates give more attention to music, dancing and singing. Therefore, bringing what the students are used to; to improve teaching and learning, change the students orientation and keep them abreast of what is going on in the society and as well help to enhance their level of understanding that can discourage them from listening to some lyrics is of paramount concern to scholars. Supporting this assertion is the idea of Nadelson et al., (2020) which stated that effective teaching in the classroom setting might involve the usage of innovative strategy by the teacher to increase students' knowledge retention and acquisition of skills. Although in most part of the world, using music in teaching and learning is mostly incorporated into the elementary curriculum. Introducing music in tertiary institutions to teach Social Studies and Civic education have the potential to promote active learning in the students under relax atmosphere. The study therefore, examined the relevance of using music in teaching tertiary institution Social Studies and Civic education students.

Music is one of the inventions of human being as a result of their interaction with the environment they live which also serves as the universal language of humanity. Music is defined by freedom

(2022) as the considerably use of timing in arranging sounds to produce a composition of melody, harmony, rhythm, and timbre. Music is sound that has been organized by using rhythm, melody or harmony and way for passing out messages, invoking/adulating ancestral or religious deity, entertainment, and relax, or undergo a perceived effect, motion, charisma etc. Music is an art of communicating in thoughts and feelings in significant sound forms by experiencing the components of rhythms, melody and harmony through voices and instruments (Mridul & Jagrat, 2019).

Music has long been regarded as a powerful tool for holistic student development. It has the capacity to stimulate cognitive functions, foster creativity, and boost emotional intelligence, engages students in activities that require critical thinking, pattern recognition, and problem-solving and help to reduce emotional stress (Jing, 2023; Kavurmaci, Dayapoçlu & Tan, 2020; Verma, 2021). There is growing evidence that music can have significant impact in the academic performance of students and boosts inspirational intelligence quotient (IQ) of students (Anqi, 2023). Music plays a unique role in the socio-cultural life of African people most significantly during events and ceremonies, support learning and development of social, emotional, language literacy in students and promotes effective learning in the students (Adjepong, 2020; Politimou et al., 2019; Kirby et al., 2023). Despite the positive aspects of using music in the classroom teaching and learning, using music for instruction may divert the attention of the students from the intended objectives of the lesson; it is time consuming and requires formal preparation.

Gender factors as it relates to its effects on students' academic performance have been studied by scholars such as Verma (2021) who found out that males are higher than females in cognitive regulation. Edvenson, (2017) found no differences between female and male composer. While Desmond and Evangelous (2014) study did not support claims that music structures are inherently gendered, nor proposals that performers impart their own-sex-specific qualities to the music. Okunbor (2020) found males gender imbalance in the performance of male and female students in Departments of

Music used for the study. The extent to which gender will serve as a factor is also of interest in this study.

The theory that supports this study is Mozart effect theory which stated that listening to the music of Mozart may temporarily boost scores on one portion of an IQ test, makes someone smarter affect positively one's mental development (Rauscher, Shaw & Ky, 1993). The Mozart Effect is a theory suggesting that exposure to music can temporarily enhance cognitive abilities, including spatial-temporal reasoning. Although, this still remains a subject of debate, however, the theory underlines the potential cognitive benefits of music education, which can impact academic performance. The idea that music, through its complex patterns and structures, can influence cognitive functions further supports the argument that music education can contribute to academic achievement.

Antony, Vishnu and Gayathri (2018) assess the effects of music on academic performance of college students. The finding shows music plays a major role in the academic performance of college student, music has an effective impact in relieving the students from stress and helps them to focus on their study. Mridul & Jagrat, (2019) studied the impact of music on students' academic performance. The findings revealed that students possess positive attitudes towards listening to music but they are bewildered to believe that music had helped in their academic performance. Also, no significant difference was observed on the genre of listening to music while studying based on gender. Okunbor (2020) studies music and gender in selected Universities, South-South, Nigeria, results revealed that males, gender imbalance in the performance of male and female students in Departments of Music used for the study was observed. Algaillahi *et al.* (2023) evaluate the impact of music on stress levels and academic performance of dental students. The study found that music intervention reduced the perceived stress levels of dental students in the intervention group compared to the baseline but did not reach a significant level and no significant positive or negative effect of music on academic performance was also found. Jing (2023) examined the multifaceted relationship between music education, academic performance, and academic

motivation in students. Result showed that students engaged in music education exhibit higher levels of academic performance across a range of subjects. Also, these students tend to demonstrate increased academic motivation, enthusiasm, and a stronger sense of self-efficacy.

The world is experiencing a new order with the introduction of new ideas and innovation in all spheres of human life. The fact that the purpose of education is not only teaching the text book and make the students understand but also adds innovative thinking, creative environment and self-sufficiency that will make the students to participate in the teaching and learning process makes the adoption of innovative strategies in teaching of social studies and civic education a necessity. Music education has long been celebrated for its potential to enhance cognitive development, creativity, and emotional intelligence. However, its direct impact on academic outcomes and motivation remains an area of ongoing investigation. Scholars have shown the potentials of introducing music in teaching at the primary school level, however, not much have been documented on the effectiveness of music in social studies and civic education class at the tertiary level. Also, music in education has long been celebrated for its potential to enhance cognitive development, creativity, and emotional intelligence. However, its direct impact on academic outcomes and motivation remains an area of continual investigation.

Objectives of the Study

This study therefore exploits the influence of music in enhancing the academic performance of tertiary education students in Social Studies and Civic education area. The specific objectives of this study are to:

- i. explore the influence of music on students' academic performance in Social Studies and Civic education.
- ii. compare the academic performance of the students in the application of music in Social Studies and Civic education base on gender.

Research Questions

The following questions were answered in this study:

1. What are the pattern of influence of music on students' academic performance in Social Studies and Civic education?
2. Does gender influence exist in the academic performance of students in the application of music in Social Studies and Civic education?

Methods

The study adopted longitudinal research design. The study was conducted on 400 level Social Studies students of Tai Solarin University of Education, Ijebu-Ode, Ogun state, Nigeria. Contemporary issues in Social Studies is a 2 unit course with 14 period's lectures and each lecture consisted of 120 minutes. The researcher used two processes for the lecture. Firstly, the researcher grouped the students into 10 in a group, the students were ask to download musical genres and lyrics that are relevant to topics that they are to present paper on in the class. Secondly, before the paper presentation the students play and dance to the music and then present the advantages and disadvantages of the lyrics they are presenting on the society, after which the class ask them questions on their presentation. All the 400 level Social Studies students form the population for the study. The teacher guides the students in clarifying issues during the student presentation. The study lasted for a semester and the students examination results were used as the data for the study. Data (results) obtained were analyzed using simple percentage.

Results

Research Question 1: What are the pattern of influence of music on students' academic performance in Social Studies and Civic education?

Table 1: Pattern of influence of music on students’ academic performance in Social Studies and Civic education

Year	Total No. of Stds	No of P’s	%	F’s	%
Lecture Method					
2017/2018	256	165	64.45	91	35.53
2018/2019	300	210	70	90	30
Music Application					
2019/2020	280	250	89.29	30	10.71
2020/2020	260	243	93.46	17	6.54

Table 1 showed the pattern of influence of music on students’ academic performance in Social Studies and Civic education. The result of 2017/2018 session shows that 256 students registered and did examination for the course, 165 (64.45%) students passed the course while 91 (35.53%) students failed the course. In 2018/2019 session, 300 students sat for the examination, 210(70%) students passed the course, 90(30%) failed the course. In 2019/2020 session 280 students sat for the examination, 250(89.29) passed the course, 30(10.71%) students failed the course and in 2020/2021 session, 260 students sat for the examination, 243(93.46%) passed the course and 17(6.54%) students failed the course. This showed that 2020/2021 session recorded highest pass rate and lowest fail rate among the four results compared.

Research Question 2: Does gender influence exist in the academic performance of students in the application of music in Social Studies and Civic education?

Table 2: Distributions on gender influence on academic performance of students in the application of music in Social Studies and Civic education

Years	Total No. of Stds		Number Passed			Number Failed				
	Male	Female	Male	%	Female	%	Male	%	Female	%
2019/2020	112	168	86	76.79	164	97.62	26	23.24	4	2.38
2020/2021	103	157	93	90.29	150	95.54	10	9.71	7	4.46

Table 2 showed the pattern of performance of gender influence on academic performance of students in the application of music in Social Studies and Civic education. The result showed that in 2019/2020 session 112 male students and 168 female students were examined. 86(76.79%) male and 164 (97.62%) passed the course while 26 (23.24%) male and 4(2.38%) female students failed the course. In 2020/2021 session, 103 male students and 157 female students were examined, 93(90.29) male students and 150(95.54%) female students passed the course while 10(9.71%) male students and 7(4.46%) female students failed the course. This showed that female recorded higher percentage students that passed the course than the male students as well as recording lowest percentage of failure rate in the distribution. This further showed that female is more influenced by music application than their male counterpart.

Discussions

The results of the pattern of performance and influence of music on students' academic performance in Social Studies and Civic education showed that music application in the teaching and learning of contemporary issues in Social Studies and Civic education influences and enhances students' academic performance. This finding corroborated the findings of Antony, Vishmu & Gayathri (2018); Mridul & Jagrat (2019); Jing (2023) who found similar positive influence of music on student's academic performance in different academic field. The finding in this study might be due to the fact that bringing music into the class gave the students

opportunity to express themselves in relax atmosphere which also improve class attendance.

The results of the pattern of performance of gender influence on academic performance of students in the application of music in Social Studies and Civic education showed gender influence in the performance of students in favour of female students. This is in contrast to the findings of Verma (2021) who found gender difference in music application in classroom in favour of male and Edvenson (2017) and Desmond and Evangelous (2014) who did not found gender difference in their study. The gender difference observed in this study might be due to the model used which allow for dancing to the lyrics used before students presentation. This might also be due to the fact that female like dancing and singing as it helps them to express their feelings.

Conclusion

Applications of music in teaching contemporary education concepts in Social Studies and Civic education in tertiary institutions have been found to influence students' academic performance positively. This shows the potentials of using music for tertiary institution students to enhance their academic performance. Also, gender difference has been observed in the performance of the students in favour of the female when using music in teaching contemporary issues in social and civic education lesson. This suggests that gender play a vital roles in teaching strategies that allow students to express their feelings as found in this study.

Recommendations

Based on the conclusion, it's therefore recommended that Social Studies and Civic Education teachers at the tertiary institution level should endeavor to introduce innovative ways of teaching the course to the students; Social Studies and Civic education classes should be interactive and all allow students to express themselves and participate fully in the lesson; and Gender differences in the classroom session should be closed by giving all the students' equal opportunity to participate fully in the lesson irrespective of their gender.

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