

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, I discuss the research design, area of study, population, sample of the population, sampling technique, instrument for data collection, validation of the questionnaire, administration of the instrument and method of data analysis.

3.1 RESEARCH DESIGN

The researcher chose a survey research design because it best served to answer the questions and the purposes of the study.

The survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. In other words, only a part of the population is studied, and findings from this are expected to be generalized to the entire population (Nworgu 1991:68). Similarly, McBurney (1994:170) defines the survey as assessing public opinion or individual characteristics by the use of questionnaire and sampling methods.

3.2 DELIMITATION OF THE STUDY

In this study, the opinions, perceptions and attitudes of teachers and educators of the Anambra State of Nigeria were sought on childhood music education in Nigeria: Six state primary schools and five private primary schools, giving a total of eleven schools (one school from each educational zone). They are shown in table 2 below.

Table 2: Names of state and private primary schools: the sample schools of study area

S/N	Name of educational zone	Name of state primary school	Name of private primary school
1	Awka	Udoka Primary School, Awka	University Demonstration Primary School, Awka
2	Onitsha	St. Mary's Primary School. Onitsha	Holy Child International Primary School, Onitsha
3	Ogidi	Central Primary School, Dunukofia	St. Anthony's Primary School, Dunukofia
4	Aguata	Central Primary School, Ekwulobia	Immaculate Heart of Mary Primary School, Ekwulobia
5	Nnewi	Kiddies Montessori primary School, Nnewi	Model Primary School, Nnewi
6	Otuocha	Premier Primary School, Otuocha	-

3.3 POPULATION OF THE STUDY

The target population for this research defined to include the music teachers and music educators in Nigeria, while the accessible population is the music teachers and music educators in Anambra State, since these are the music teachers and music educators within the researcher's reach.

In this study, the accessible population comprised all the music teachers and music educators in the 6 educational zones of Anambra State in Nigeria at the primary

school level of education. Table 3 below presents a record of the number of the music teachers and music educators in the educational zones as at August, 2003.

Table 3: The population of the music teachers' and music educators' in the educational zone of Anambra State in Nigeria

S/N	Educational Zone	Number of music teachers	Number of music educators
1	Awka	57	7
2	Onitsha	45	6
3	Ogidi	46	-
4	Aguata	48	-
5	Nnewi	69	-
6	Otuocha	35	-
	Total	300	13

In addition, the music teachers and music educators were considered appropriate as population of the study area because, as stated in chapter one, they constitute the dramatis-personae responsible for routine teaching of music in the schools. Most of them have had several years of music teaching and learning and therefore, they are in the best position to furnish the researcher with the information needed to answer the research question of this study.

3.4 SAMPLE OF THE POPULATION

For some studies, the population may be small enough to warrant the inclusion of all of them in the study. But a study may entail a large population which cannot all be studied. That portion of the population that is studied is called a *sample* of the population (Nworgu 1991:69). A sample in this study is, therefore, a smaller group

of elements drawn through a definite procedure from an accessible population. The elements making up this sample are those that are actually studied.

The sample of the population of this study stood at 300 music teachers and 13 music educators gave a total of 313 respondents.

3.5 SAMPLING TECHNIQUES

A stratified random sampling procedure was used for selecting the participants in this study. This technique was employed to ensure a fairly equal representation of the variables for the study. The stratification was based on state government and private owned primary schools in Anambra State of Nigeria. Within each section, selection of staff was by simple random sampling. This was achieved by writing out the names of the staff in piece of paper which was folded and put in a basket. After thorough reshuffling, the researcher selects an element, records it and puts it back in the basket until the required number is obtained. That is, researcher applied sampling with replacement.

Proportionate stratified random sampling technique was employed to select 300 music teachers and 13 music educators from all the educational zones of the Anambra State of the country. The proportionate stratification was based on the fact that there were more music teachers than music educators in the state.

3.6 INSTRUMENT FOR DATA COLLECTION

The researcher designed an interview schedule as one of the data collection instrument for this study. The primary school music teachers were interviewed. The interview questions (see Appendix VI) were aimed at eliciting relevant information concerning childhood music education in Nigeria. Questions relating to methodology and material for music education, perceived problems of music teaching and learning as well as possible strategies that could be adopted to enhance music education in Nigeria were asked during the interview schedule.

A questionnaire (see Appendix II) designed by the researcher titled "Childhood Music Education in Nigeria" was also used in the study. The content of the instrument was based on the findings of the interview conducted (see above) with the music teachers of the various schools in Anambra State of Nigeria as well as on the information from the literature reviewed.

The questionnaire has five sections: A, B, C, D and E:

- section "A", is on personal data of the respondents;
- section "B", is on the needs/objectives of music education. It has a total of 26 items;
- section "C" contains questions on the perceived problems of music teaching and learning in primary schools. It has 19 items;
- section "D", on the other hand is on the methodology and materials for music education in primary schools, which has 17 items; and
- finally, section "E", made up of 11 items is on the possible strategies that could be adopted for improved music teaching and learning in primary schools.

The instrument was structured in the *modified Likert* fashion, on a 4 – point scale, ranging from "strongly agree" (SA), through "agree" (A), "disagree" (D) to "strongly disagree" (SD). Subjects were then instructed to respond to their degree of agreement with the statements contained in the instrument.

3.7 VALIDATION OF THE QUESTIONNAIRE

The questionnaire designed for the study was subjected to a validation process for face and content validity. Face and content validity have been defined by McBurney (1994:123) as following:

- Face validity is the idea that a test should appear superficially to test what it is supposed to test; and
- Content validity is the notion that a test should sample the range of behaviour represented by the theoretical concept being tested.

In the validation process of this study, copies of the questionnaire and copies of the research questions were given to some musicologists and ethnomusicologists. These experts went through the research questions and the questionnaire carefully to ascertain the appropriateness and adequacy of the instrument. They suggested structuring the questionnaire in the *Likert* fashion, on a five-point scale instead of modified 4 point *Likert* fashion (Nworgu 1991:117). Researcher prefers the modified *Likert* scale because according to normal *Likert* scale, strongly agree assigns 5 points, agree 4 points, **undecided 3 points**, disagree 2 points and strongly disagree 1 point. Many researchers and educationists feel that there is no logical enough reason to assign the weight of 3 points to somebody who is undecided on a given issue. Therefore the modified 4 *Likert* scale is preferred. However the other useful observations and suggestions by the experts were modified, and the corrections were made.

Having validated the questionnaire, a pilot testing was carried out on the instrument using 30 music teachers and 10 music educators from Enugu State of Nigeria, which is not the State in which the actual research will be carried out. This was done in order to see:

- how the subject will react to the questionnaire;
- whether the items are clear enough and easily understood;
- whether there is the need to include more items in certain areas; or
- whether there are some items to which they would not like to respond; as well as
- to determine the workability of the proposed method of data analysis for the study.

However, from the pilot test, the researcher was able to understand the ambiguity of some items and so had to modify it to the level of the questionnaire. That is, the researcher resorted to using simple English.

3.8 METHOD OF DATA COLLECTION

After the pilot testing and all necessary modifications, the questionnaires were administered directly to the chosen sample for the study. Three hundred and thirteen copies of the questionnaire given out were successfully completed and returned. The possibility of retrieving back all the questionnaire was as a result of the researchers colleagues who offered a helping hand. The opposite could have been the case if the researcher had taken the lonely task of going round the schools to collect the questionnaire.

3.9 METHOD OF DATA ANALYSIS

The data collected from the field were analyzed. Statistically weighted mean was used in answering the research questions. The response options in the instrument are weighted as shown below:

Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
4 POINTS	3 POINTS	2 POINTS	1 POINT

- The acceptance point for the items was 2.50 and any mean below 2.50 was regarded as rejected, not prevalent and as unpopular view.

The t-test is defined as testing hypothesis about the differences between means when the sample size is small (Nworgu 1991:161). It is therefore, the t-test statistical analysis that was employed in testing the five null hypotheses used in this study. Then, when the calculated t-value is greater than the critical value of t, the null hypothesis was rejected and the alternative, which is “significance” was accepted.

But when the calculated t-value was less than the critical t-value, the null hypothesis was accepted and the alternative rejected. However, the null hypotheses were tested at 0.05 (5 %) level of significance (see Appendix IV). This means 5 chances of being in error out of every 100 cases. That is, the chances of error are very low.

3.10 SUMMARY

The main purpose of this survey design sets out to test whether there are differences in problem-perception between music educators and music teachers (both trained and non-trained) both of whom are active role players either as a planner of music curriculum or as a music teacher in Nigerian primary school classroom. The assumptions as well as the findings are stated in the last section of chapter four.