

CHAPTER 7

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the discussion of the results and recommendations for improvement of music education in Nigerian primary schools. It also includes suggestions for further researches, summary and conclusion.

7.1 DISCUSSIONS OF THE RESULTS

The discussion of the findings was carried out on major areas studied viz.: the availability of teaching materials for early childhood education in music; teaching methods employed for music lessons by the music teachers; learning strategies that can best be utilized to ensure fruitful and effective acquisition of music knowledge by the pupils; adequacy of the delivery of the music staff for music education; and the perceived problems militating against effective teaching and learning of music in Nigerian primary schools.

7.1.1 Availability of Teaching Materials for Music Education

To answer research question one designed to find out the teaching materials for early childhood music education currently available in Nigerian primary schools, it was discovered that at least thirteen teaching materials as well as African and western musical instruments were available for teaching and learning music. Among these teaching materials, which fall within the acceptance mean of 2.50 (see table 4).

- The findings made in this study show no difference from what have been identified earlier (in chapter 2). From the visits made to the randomly selected primary schools in Anambra State, it was observed that the majority of them do not have books, musical instruments and other facilities for effective music education. In the few schools where some musical

instruments or facilities are available, they neither are enough nor well maintained.

- The majority of available musical instruments by the findings are traditional musical instruments in most of primary schools, which are easily affordable in Nigeria. This result can be appreciated in terms of availability of traditional musical instruments for culturally sensitive and environmentally adequate teaching and learning materials in primary schools in Nigeria.
- The dearth of musical instruments, books, instructional aids and other facilities in the country militates seriously against effective music studies and practice.

The acceptability of the above results could have been doubtful if the responses of the music teachers and music educators had differed significantly. But the t – test analysis shown in table 9 of this study indicates that their perceptions do not differ significantly.

7.1.2 Teaching Methods Employed for Music Lessons

The answer to the research question two raised on the teaching methods employed for music lessons by the music teachers showed that two teaching methods were identified by both the music teachers and music educators. Among these teaching methods are teacher dominated or teacher centred and laissez-faire methods (see table 5). Also the perceptions of the music teachers and music educators do not differ significantly with regard to the teaching methods employed by the music teachers for music lessons.

- As stated in chapter two (2.7.4.3), although the teaching method depends on the nature of music concept, this study encourages the discovery or student centred teaching method because in the discovery approach

learners are involved actively, and this allows for the maximum use of their creative imagination and critical thinking.

- Yet, the analysis of the questionnaire shows that the dominant teaching method is teacher centred method. It is because this method takes the least amount of time: the scarcity of music teachers in the primary schools in Nigeria does not allow teachers to spend enough time with the pupils to teach the practical aspect of music making such as demonstrating manipulation of traditional instruments or ensemble activities et cetera.

The above findings were in line with what Ifemesia (1988:98) discovered earlier, showing that not much has been done to improve the situation in the primary schools in Nigeria.

7.1.3 Learning Strategies that can Best be Utilized to Ensure Fruitful and Effective Acquisition of Musical Knowledge

To answer research question three which was designed to find out the learning strategies that can best be utilized to ensure fruitful and effective acquisition of musical knowledge by the pupils in Nigerian primary schools. It was discovered that both the music teachers and music educators identified 10 of such learning strategies. Some of the learning strategies identified are individual method, discussion, survey method, observation and demonstration.

Others include the use of examples, field trip method, group method, project method and mastery learning method (see table 6). In addition, the perceptions of the music teachers and music educators do not differ significantly with regard to the learning strategies that can best be utilized to ensure fruitful and effective acquisition of musical knowledge (cf. table 10).

- The desirable learning strategies for the Nigerian cultural music context are rote method and play way method, but as I observe, from the findings, these aspects are the least identified by the music teachers and educators.

- All other learning strategies are appreciable but how do they carry on the teaching-learning process with little funds from the state and federal governments? For example, on the issue of demonstration method, I observed in the some of schools visited that the teacher simply demonstrates a music piece to the pupils - either traditional song or hymn tune then the pupils follow. The demonstration method should be much more than just echoing the music pieces. Also they should be guided by the teacher in learning of performance skills such as singing, playing instruments and improvising skills.
- The above observations were in line with those of some earlier authors such as Nzebuiro (1993). The achievement of musical goals and national objectives including music as a subject of study rests on evolving good method that will stimulate and invigorate musical activities in learners.
- As mentioned earlier in chapter two, leading ethnomusicologists including Nettle, Merriam, Nketia and Blacking as contained in Okafor (1988:9) stressed the field work/research and culture-sensitive approaches. Others are the demonstration, rote and project methods. Each of these methods may be considered appropriate under a given set of circumstances.
- The discovery method is an exciting, stimulating and rewarding way to learn, because the learner is not provided with all answers, but is invited to come into his/her own proud possession of them (Nye et al. 1992:26-27). They opined that the adoption of discovery method would have a marked effect, throughout the music education programme. It could result in the development of learner's intrinsic, self-motivated musical interest, in the achievement of deeper musical understandings, and in the growth of independence in taste and judgment.

No one method of teaching provides the solution for all music-teaching problems. Each teaching situation dictates the most appropriate method to be used at different times. The teacher has to devise his or her own approach under varied situations to improve learners' knowledge and musical experiences.

7.1.4 Adequacy of Delivery of the Music Staff

Answering the research question four which was designed to find out the adequacy of staffing of music education in primary schools in Nigeria, at least seven issues relating to music staffing and situations were identified by both the music teachers and music educators. Among these issues, which fall within the acceptance mean of 2.50 were: the teacher presents the materials clearly to show their relationship so as to make them meaningful, individualized instructions are given to enhance mastery learning, evaluation of pupils learning is done every forth-night, classroom assignment are done and corrected regularly. Others include: pupils go on excursions for instance to concerts and festivals to gain musical experience, pupils are given opportunity to give school musical recitals and the teacher varies his/her method of teaching in order to increase student's curiosity (cf table 7 of this study).

- The items rejected are both the practical and theoretical aspects of music demanding teachers' performing skills; a good knowledge of cultural music both African and western; as well as who is enthusiastic about transmitting the contagion of musical enthusiasm to his or her pupils.
- It is however a fact that it is unrealistic to expect teachers with no formal music training to teach the subject. Most of these teachers lack the expertise, which is necessary to teach specialist subjects such as performances as practical aspect of music.

The acceptability of the above results could have been doubtful if the responses of the music teachers and music educators had differed significantly. But the t – test

analysis shown in table 9 of this study indicated that their perceptions do not differ significantly.

7.1.5 Perceived Problems Militating Against Effective Teaching and Learning of Music in Nigerian Primary Schools.

To answer research question five designed to find out the perceived problems militating against effective teaching and learning of music in Nigerian primary schools, it was discovered that both the music teachers and music educators identified thirteen of such problems (see table 8). Also the perceptions of the music teachers and music educators on the perceived problems militating against effective teaching and learning of music in Nigerian primary schools do not differ significantly (cf table 12).

- The results show that, most of the perceived problems are familiar in the field of music education in Anambra State, Nigeria. As mentioned in chapter two (2-21), this situation is not peculiar to the primary schools in Anambra State where I carried out the study.

The poor attitude to music by Nigerians had led to partial inclusion of music in the curricular of schools in the country. The availability of music teachers in Nigerian primary schools and colleges reveals that there are insufficient teachers to teach music. Part of the reasons are that those who are available to teach music as a career are grossly incompetent, while some lack in some basic qualities capable of encouraging the young ones to study music.

There has been a lot of misconception about music and musicians in Nigeria. People who are ignorant of what it means to study music always react negatively and feel that anybody offering music as a course is going astray. Against this background, parents do everything possible to discourage their children from entering for music in the external examinations.

7.2 RECOMMENDATIONS FOR IMPROVEMENT OF MUSIC EDUCATION IN NIGERIAN PRIMARY SCHOOLS

Based on the survey of the literature and findings of the study, the following recommendations have been proffered for the development of music education in primary schools in Nigeria.

7.2.1 Government Concern

- The government should make the music programme a fully-fledged subject in the primary school curriculum. It should not be taken as an alternative to any other subject in the primary school curriculum. Richard Okafor rightly noted that:

Looking at the role it (music) has played in Nigerian traditional society, its status and role in the present-day economy, and forward to projections for foreseeable future, we can observe that music has been important enough to be a compulsory subject in its own right. Even a cursory observation will confirm that music is a stimulus to commerce, engineering, science, and the arts, as well as a vital aid in medicine and religion' (1991:66).

The government should now realize the importance of music in the all-round development of the individual.

- It is inadequate for a teacher specialized in one subject area to teach all the subjects of the curriculum including music. Music teachers should be posted by the government to primary schools to ensure that music is being taught by music teachers trained for that purpose.
- It is important to point out the fact that the success of any system of education depends largely on the number of teachers, their quality, their devotion to duty and their effectiveness on the teaching and learning process.
- The government should equip the schools with musical instruments. Equipping the primary schools with adequate musical instruments will not

only boost the morale of teachers and pupils but will also enhance the effective teaching and learning.

- Realizing the importance of music, the government should make sure that when reviewing the primary school curriculum, music specialist should be involved to make their input.
- Workshops and seminars should be organized for music teachers from time to time to help them update their knowledge, and thereby improve their methods of teaching as well as expand their horizon in different areas of music.
- Music education specialist should visit the schools from time to time to supervise the teachers. The aim of supervision however should not be fault finding but improvement in the teaching and learning process.

7.2.2 School Administrators, Teachers, Parents and Children Concern

- Impressions about music education are often formed in a performance-based context. What people see at a performance is really the end product of both teachers and learners' efforts (Burton 2004:17-22). However, music educators know that it takes many steps to reach the goal of a final performance and often many of those outside the music profession do not recognize or understand these steps. They do not understand because they are not aware of what teachers do in the class and how important music education programmes are to all children. To educate them about what children are doing in a music class, consider holding an orientation for parents and guardians as well as other potential advocates at the beginning of each year of the study.
- Periodic competitions should be organized so as to encourage performances, interaction and further works. Also through these

competitions, talents in music are identified and the general attitude of the school community is improved.

- Mass music experiencing activities, in which all pupils are enabled to express themselves freely, should be provided for daily school programme.
- The teachers are to be encouraged to create or improvise some of the musical instruments to be used in their classrooms.
- Music classroom materials such as lesson instructions, musical instruments, and some electronics (at least a tape recorder) should be available to the classroom teacher to facilitate effective teaching.
- Most of the music teachers in Nigeria are familiar with the sol-fa notation. It is desirable to read music scores from the staff notation
- The parents should be encouraged not to prevent their children from studying music. A child who is naturally very able in music and who is prevented from furthering music might be ruined for life. Parents should study their children and find out their talents, abilities and interests when advising them.
- If the teacher believes that a pupil has exceptional potential in music, there are some ways to create opportunities for its development: seeking advice from colleagues, instrumental teachers and director of Educational Board; involving parents in discussion of sponsorship.
- A good teacher is expected to inspire and stimulate his/her pupils and not merely to communicate a subject matter to them. The popular maxim 'telling is no teaching and listening is no learning' serves as a pointer to what the teacher should actually do when faced with teaching.
- The teacher should bear in mind that all children differ in intelligence, aptitude, interests, temperament, age, and social and religious backgrounds

when instructing them. They also learn and develop at different rates. This is the concept of individual differences in learning process.

- Parents should provide children with the opportunity to experience music at home: listening of music, singing and playing musical instrument if possible.
- The activities provided for a child should include a substantial amount of singing experience, preferably together with his/ her parents, an opportunity to explore a wide range of sound making materials, and focusing attention on the natural sound of the environment in which he/ she lives.
- Parents should provide children with the opportunity of watching performances at concerts or festivals in order to gain musical experience.

7.2.3 Tertiary Institution Concern

Among the students of the tertiary Institution are the future teachers of the primary schools. It is therefore, necessary to consider them in the study of primary school music education.

- Departments of Music in Universities and Colleges of Education should be encouraged to conduct regular workshops in which their own students of music, as well as Primary Teacher Education students and practicing teachers may participate.
- Workshops or seminars on simple and homemade musical instrument should be available. The primary school teachers as well as Primary Teacher Education students and practicing teachers may participate. In addition, there are numerous sources of how to make homemade musical instruments. For one of the examples see Onyiuke (1991: 50-55).

7.2.4 Financial Support

7.2.4.1 Support form the Nigerian government

- Financial support for music education is vital and indispensable for the existence of the subject. A reasonable provision should be made for music education in the National budget.
- The Nigerian government should provide adequate funds for infrastructure, equipment, musical instruments, qualified staff, and other facilities that will enhance music education at all levels.

7.2.4.2 School organization

- Apart from the government funds, the school organization could appeal to the stake holders, individuals and parents for their contributions as well as companies, both nationally and internationally.

7.3 SUGGESTIONS FOR FURTHER STUDIES

This study has investigated the childhood music education in Nigeria: A case study. The researcher however suggests further studies as follows:

- A comparative study on childhood music education could be carried out in different states of Nigeria to determine which state exhibits improved case and exchange the methodology and materials towards music education.
- Africanized music programme in Nigeria to ensure that the modern music education is based on Nigerians needs and aspirations.
- Strategies for improving the teaching and learning of music in primary schools in Nigeria.

- Causes of apathy towards music education in schools in Nigeria be investigated as well as measures that could be adopted to prevent such situations.
- Developing Nigerian music technology by improving the local indigenous musical instruments.

7.4 SUMMARY AND CONCLUSION

The study investigated the childhood music education in Nigeria. In carrying out the study, six public primary schools and five private primary schools in Anambra state were selected and used, including three hundred music teachers and thirteen music educators given three hundred and thirteen (313) subjects. For the purpose of this study, the five research questions and hypotheses were set up, tested and analyzed.

From the results of the findings in the research, it was discovered that:

- Music education is not accorded its rightful place in the primary school curriculum.
- There are gross scarcities of music teachers as well as musical instruments in most of the schools visited.
- Most of the teaching materials for early child education in music are currently inadequate for the acquisition of musical skills, knowledge and understanding.
- There is no significant difference between music teachers and music educators perception of the extent to which the available materials are relevant to the pupils' level of maturity, skills and cultural experiences.

This study has attempted to emphasize the indispensable feature of childhood music education in Nigerian schools. It has been pointed out that although music is included in the primary school syllabus, it is often neglected. It has been also noted that Government's written commitment to ensuring that children receive music education has not been adequately fulfilled. Some of the factors contributing to this neglect of music education in Nigerian primary schools have been identified: the conviction that a subject like music is unimportant, while others are more relevant to today's technological needs; insufficient funding of music education programme; lack of facilities for music education; inadequate materials for music instruction; and scarcity of music teachers.

Some of the benefits of music education have been highlighted: for example, the music experience in the classroom can promote the emotional, intellectual, physical development of the child. It also has been noted that music can help to enliven other subjects. These are only a few of the values of music in the classroom. I also stressed the values of music (indigenous and modern) and the most important fact that experience in music can help the child to understand different aspects of his or her own culture and to appreciate aspects of other cultures.

Finally, a number of recommendations for the improvement of music education in Nigerian primary schools have been made. It is therefore hoped that some, if not all, of the suggestions will be seriously considered, despite restrictions imposed by limited financial resources. It is hoped that in the future our educational programmes will reflect the need for equipping our children, as Pope John Paul II put it in 1982 *to be more* as well as to *have more*. Certainly, the inculcation of childhood music education is one sure way of equipping our young generation to become musically talented with bright prospects in the future.