

APPENDIX III

RAW DATA, CALCULATED MEANS (\bar{x}) AND STANDARD DEVIATIONS (Sd).

The following teaching materials are necessary and available in schools in Nigeria aimed at facilitating the achievement of musical skills, knowledge and understanding of musical concepts.

MUSIC TEACHERS: N = 300

S/N	ITEMS	SA	A	D	SD	\bar{x}	Sd
1.	Listening room	-	-	161	139	1.54	1.24
2.	Acoustic room	-	-	173	127	1.58	1.26
3.	Concert hall	5	7	201	87	1.77	1.33
4.	Music auditorium	-	-	15	285	1.05	1.02
5.	Practice room/facilities	2	4	61	233	1.25	1.12
6.	Performance opportunities (example: orchestral group, dance/drama group, opera group etc.)	-	-	204	96	1.68	1.30

The under-listed, African and western musical instruments are available and used in teaching music in your school:

S/N	ITEMS	SA	A	D	SD	\bar{x}	Sd
7.	<i>Alo</i> (big metal bell)	113	187	-	-	3.38	1.84
8.	<i>Ngedelegwu</i> (xylophone)	150	150	-	-	3.50	1.87
9.	<i>Udu</i> or <i>Idudu</i> (musical pot)	131	169	-	-	3.44	1.85
10.	<i>Okpokoro</i> (wooden block)	173	127	-	-	3.58	1.89
11.	<i>Ogene</i> (metal bell)	129	171	-	-	3.43	1.85
12.	<i>Ichaka</i> (gourd rattle)	281	19	-	-	3.94	1.98
13.	<i>Ekwe</i> (wooden slit drum)	144	156	-	-	3.48	1.87

S/N	ITEMS	SA	A	D	SD	\bar{x}	Sd
14.	<i>Igba</i> (membrane drum)	203	97	-	-	3.68	1.92
15.	<i>Oja</i> (wooden noycheed flute)	106	194	-	-	3.35	1.83
16.	<i>Ubo-aka</i> (thumb-piano)	76	220	2	2	3.23	1.80
17.	Piano	-	-	137	163	1.46	1.21
18.	Electric keyboard	-	2	149	149	1.51	1.23
19.	Recorder	15	20	128	137	2.71	1.31
20.	Harmonica	-	-	232	68	1.77	1.33
21.	Band set	-	-	170	130	1.57	1.25
22.	Guitar	2	1	202	95	1.70	1.30
23.	Flute (metal, side-flute)	-	-	240	60	1.80	1.34
24.	Clarinet	-	-	37	263	1.12	1.06
25.	Mouth organ	17	23	60	200	1.52	1.23
Average mean (\bar{x})						2.44	1.49

SECTION C

Below are listed statements regarding the perceived problems that militate against effective teaching and learning of music in primary schools in Nigeria:

S/N	ITEMS	SA	A	D	SD	\bar{x}	Sd
26.	Lack of music text books	270	30	-	-	3.90	1.97
27.	Absence of qualified music teachers.	31	28	41	200	1.63	1.28
28.	Insufficient knowledge of the subject matter on the part of the teacher.	9	33	158	100	1.84	1.36
29.	Lack of musical instruments(both African and western).	141	150	4	5	3.42	1.85

S/N	ITEMS	SA	A	D	SD	\bar{x}	Sd
30.	Absence of infrastructure.	174	120	4	2	3.55	1.89
31.	Music taken as an alternative to fine and applied arts/drama.	202	98	-	-	3.67	1.92
32.	Poor attitude of pupils to music studies.	280	20	-	-	3.93	1.98
33.	Lack of parental support.	111	182	4	3	3.34	1.83
34.	Poor attitude of the government(state and federal) to music studies.	157	132	7	4	3.47	1.86
35.	Lack of the headmaster/mistress support.	130	160	4	6	3.38	1.84
36.	Time table provision for music is adequate.	282	18	-	-	3.94	1.98
37.	Pupils have ample time for supervised practice of what they are taught.	-	-	130	170	1.43	1.20
38.	Music curriculum covers the multi-ethnic nature of the country.	-	-	130	170	1.43	1.20
39.	Music curriculum currently being used at the primary school level of education is adequate.	118	150	23	9	326	1.80
40.	The music curriculum is not balanced in terms of areas of musical studies.	194	83	12	11	3.53	1.88
41.	School music lesson-materials are not relevant to the learner's societal needs.	99	201	-	-	3.33	1.82
42.	Available music text books are relevant to learner's background.	-	-	100	200	1.33	1.15
43.	Funds from parents and government are available for music teaching.	-	-	95	205	1.32	1.15
Average mean (\bar{x})						2.88	1.67

SECTION D

The music teacher employs the following teaching methods for music lessons:

S/N	ITEMS	SA	A	D	SD	\bar{x}	Sd
44.	Teacher centred.	140	80	35	45	3.05	1.75
45.	Child centred.	25	75	129	71	2.18	1.98
46	Laissez-fair methods.	6	206	15	18	3.03	1.74
Average mean (\bar{x})						2.75	1.82

The teaching methods listed below can best be utilized to ensure fruitful and effective impact of musical knowledge in the pupils:

S/N	ITEMS	SA	A	D	SD	\bar{x}	Sd
47.	Rote method.	-	-	87	201	1.25	1.12
48.	Individual method.	130	158	4	8	3.37	1.83
49.	Discussion	101	199	-	-	3.34	1.83
50.	Survey method.	94	138	40	28	2.99	1.73
51.	Observation.	46	188	21	45	2.78	1.67
52.	Demonstration.	97	200	1	2	3.31	1.82
53.	Use of examples	274	26	-	-	3.91	1.98
54.	Play way method.	19	149	32	100	2.29	1.51
55.	Field trip method.	135	130	25	10	3.30	1.82
56.	Experimental method.	-	-	261	39	1.87	1.37
57.	Group method.	94	187	9	10	3.22	1.79
58.	Project method.	125	170	3	2	3.39	1.84
59.	Mastery learning method.	86	202	9	3	3.24	1.80
Average mean (\bar{x})						2.94	1.70

SECTION E

Below are listed statements regarding school music staffing and situations:

S/N	ITEMS	SA	A	D	SD	\bar{x}	Sd
60.	The teacher presents the materials clearly to show their relationship so as to make them meaningful.	41	200	28	31	2.84	1.68
61.	Individualized instructions are given to enhance mastery learning.	157	101	11	31	3.28	1.81
62.	Performing groups formed to match theory with practice.	5	5	150	140	1.59	1.26
63.	Evaluation of pupils learning is done every forth-night.	96	204	-	-	3.32	1.82
64.	Classroom assignment are done and corrected regularly.	190	110	-	-	3.63	1.91
65.	Pupils go on excursions eg. to television houses to gain musical experience.	137	128	15	20	3.27	1.81
66.	Pupils engage in drama/opera productions for development of creative mind.	-	-	95	202	1.33	1.15
67.	Students are given opportunity to give school musical recitals.	47	188	25	40	2.81	1.68
68.	Pupils are engaged in aural training by simple dictation.	-	-	155	145	1.51	1.23
69.	The teacher varies his/her method of teaching in order to increase student's curiosity.	77	222	-	1	3.25	1.80
70.	Students are given sight-reading excercises from the staff notation	-	-	140	160	1.47	1.21
Average mean (\bar{x})						2.57	1.58

MUSIC EDUCATORS: N = 13

S/N	ITEMS	SA	A	D	SD	\bar{x}	Sd
1.	Listening room	-	-	10	3	1.77	1.33
2.	Acoustic room	-	-	2	11	1.15	1.07
3.	Concert hall	2	1	3	7	1.85	1.36
4.	Music auditorium	-	-	9	4	1.69	1.30
5.	Practice room/facilities	1	5	4	3	2.31	1.52
6.	Performance opportunities (example: orchestral group, dance/drama group, opera group etc.)	7	6	-	-	3.54	1.88

The under-listed, African and western musical instruments are available and used in teaching music in your school:

S/N	ITEMS	SA	A	D	SD	\bar{x}	Sd
7.	<i>Alo</i> (big metal gong)	3	10	-	-	3.23	1.80
8.	<i>Ngedegwu</i> (xylophone)	5	8	-	-	3.38	1.84
9.	<i>Udu</i> or <i>Idudu</i> (musical pot)	2	11	-	-	3.15	1.78
10.	<i>Okpokoro</i> (wooden block)	8	5	-	-	3.62	1.90
11.	<i>Ogene</i> (metal gong)	4	9	-	-	3.31	1.82
12.	<i>Ichaka</i> (gourd rattle)	12	1	-	-	3.92	1.98
13.	<i>Ekwe</i> (wooden slit drum)	6	7	-	-	3.46	1.86
14.	<i>Igba</i> (membrane drum)	3	10	-	-	3.23	1.80
15.	<i>Oja</i> (wooden notched flute)	11	2	-	-	3.85	1.96
16.	<i>Ubo-aka</i> (thumb-piano)	4	8	-	-	3.23	1.80

17.	Piano	1	1	10	1	2.15	1.47
18.	Electric keyboard	-	2	6	5	1.80	1.33
19.	Recorder	12	1	-	-	3.92	1.98
20.	Harmonica	-	-	5	8	1.38	1.18
21.	Band set	-	-	9	4	1.69	1.30
22.	Guitar	1	2	3	7	1.77	1.33
23.	Flute	-	-	10	3	1.77	1.33
24.	Clarinet	-	-	2	11	1.15	1.07
25.	Mouth organ	3	5	2	3	2.62	1.62
Average mean (\bar{x})						2.60	1.58

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Below are listed statements regarding the perceived problems that militate against effective teaching and learning of music in primary schools in Nigeria:

S/N	ITEMS	SA	A	D	SD	\bar{x}	Sd
26.	Lack of music text books	9	4	-	-	3.69	1.92
27.	Absence of qualified music teachers.	1	4	3	5	2.08	1.44
28.	Insufficient knowledge of the subject matter on the part of the teacher.	2	10	1	-	3.08	1.75
29.	Lack of musical instruments(both African and western).	6	7	-	-	3.46	1.86
30.	Absence of infrastructure.	2	11	-	-	3.15	1.77
31.	Music taken as an alternative to fine and applied arts/drama.	11	2	-	-	3.85	1.96

32.	Poor attitude of pupils to music studies.	7	6	-	-	3.54	1.88
33.	Lack of parental support.	3	10	-	-	3.23	1.80
34.	Poor attitude of the government(state and federal) to music studies.	8	5	-	-	3.62	1.90
35.	Lack of the headmaster/mistress support.	4	6	-	3	2.85	1.69
36.	Time table provision for music is adequate.	2	11	-	-	3.15	1.77
37.	Pupils have ample time for supervised practice of what they are taught.	-	-	4	9	1.31	1.14
38.	Music curriculum covers the multi-ethnic nature of the country.	-	-	7	6	1.54	1.24
39.	Music curriculum currently being used at the primary school level of education is adequate.	5	7	1	-	3.31	1.82
40.	The music curriculum is not balanced in terms of areas of musical studies.	6	5	-	2	3.15	1.77
41.	School music lesson-materials are not relevant to the learner's societal needs.	3	9	-	1	3.08	1.75
42.	Available music text books are relevant to learner's background.	-	-	3	10	1.23	1.11
43.	Funds from parents and government are available for music teaching.	-	-	2	11	1.15	1.07
Average mean (\bar{x})						2.80	1.65

SECTION D

The music teacher employs the following teaching methods for music lessons:

S/N	ITEMS	SA	A	D	SD	\bar{x}	Sd
44.	Teacher centred.	5	8	-	-	3.38	1.84
45.	Child centred.	2	4	4	3	2.38	1.54
46	Laissez-fair methods.	-	10	2	1	2.69	1.64
Average mean (\bar{x})						2.83	1.67

The teaching methods listed below can best be utilized to ensure fruitful and effective impact of musical knowledge in the pupils:

S/N	ITEMS	SA	A	D	SD	\bar{x}	Sd
47.	Rote method.	-	-	7	6	1.54	1.24
48.	Individual method.	9	1	1	2	3.31	1.82
49.	Discussion	7	4	-	2	3.23	1.80
50.	Survey method.	8	3	1	1	3.38	1.84
51.	Observation.	6	5	2	-	3.31	1.82
52.	Demonstration.	2	11	-	-	3.15	1.77
53.	Use of examples	10	3	-	-	3.77	1.94
54.	Play way method.	-	2	10	1	2.08	1.44
55.	Field trip method.	6	3	2	2	3.00	1.73
56.	Experimental method.	-	-	8	5	1.62	1.27
57.	Group method.	5	6	-	2	3.08	1.75
58.	Project method.	8	4	-	1	3.46	1.86
59.	Mastery learning method.	7	6	-	-	3.54	1.88
Average mean (\bar{x})						2.96	1.71

SECTION E

Below are listed statements regarding school music staffing and situations:

S/N	ITEMS	SA	A	D	SD	\bar{x}	Sd
60.	The teacher presents the materials clearly to show their relationship so as to make them meaningful.	2	11	-	-	3.15	1.78
61.	Individualized instructions are given to enhance mastery learning.	1	10	1	1	2.85	1.69
62.	Performing groups formed to match theory with practice.	-	-	3	10	1.23	1.11
63.	Evaluation of pupils learning is done every forth-night.	9	4	-	-	3.69	1.92
64.	Classroom assignment are done and corrected regularly.	3	10	-	-	3.23	1.80
65.	Pupils go on excursions eg. to television houses to gain musical experience.	1	11	-	1	2.92	1.71
66.	Pupils engage in drama/opera productions for development of creative mind.	1	2	7	3	2.08	1.44
67.	Students are given opportunity to give school musical recitals.	6	4	2	1	3.15	1.78
68.	Pupils are engaged in aural training by simple dictation.	1	1	8	3	2.00	1.41
69.	The teacher varies his/her method of teaching in order to increase student's curiosity.	6	7	-	-	3.46	1.86
70.	Students are given sight-reading excercises from the staff notation	-	-	9	4	1.69	1.30
Average mean (\bar{x})						2.68	1.62