

INFLUENCE OF INSTRUCTIONAL MEDIA ON THE TEACHING-LEARNING OF MUSIC EDUCATION

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ABSTRACT

This paper gave an insight into what influence of instructional media on the teaching-learning of music education in schools in Nigeria is. This paper examined the history of music education in Nigeria which was dated back to 1842 when music began as a subject of study in Nigeria. The powerful role of music in the society was vividly discussed to show its contribution to our society. The paper concluded by looking into the influence of instructional media on the teaching learning of music education in schools.

Keywords: Instructional Media, Teaching-learning, Music education

INTRODUCTION

The existence of music education can be dated back to 1842 when music began as a subject of study in Nigeria. The introduction of mission schools that created an atmosphere for teaching and practice of European music in Nigeria (Adegbite, 2001: 77 and Omojola, 1994: 5 34). The current form of music education, however, takes off from of the Nigerian National policy on Education (1981), which states that “the federal Government, realizing the importance of arts and culture in the development of science and technology, has given arts and cultural Education their legitimate right in the notion’s educational system from the primary, post-primary and post-secondary institution, with their educational goals clearly stipulated. The teaching-learning of music in schools has further exposed must learner to their culture, norm, beliefs, values and what each society stands for. Music education touches on all learning domains, including the psychomotor domain (the development of skills), the cognitive domain (the acquisition of knowledge), and in particular and the effective domain (the learner’s willingness to receive, internalize, and share what is learned). Music training from pre-school through post-secondary education is common because involvement with music is considered a fundamental component of human culture and behavior. During the 20th Century many distinctive approaches were developed or further refined for the teaching of music, some of which have had widespread impact. The introduction of instructional media over the years on the teaching learning of music in schools had better paved way for improve teaching learning among the teachers and the students, thereby making music education more attractive and colourful in our schools.

Music education further became pronounced with the advent of western education, which came through the Christian missionaries in collaboration with the British colonial government, in the early part of twentieth century, the curriculum of the missionaries was geared towards literary education as they focused on the arts including, music, drama and poetry among others, in their efforts to evangelize to the “natives”. In this way the awareness for formal music education was raised through the inclusion of music in the school curriculum.

The media houses also helped to raise the importance of music education through various talks on the theory and historical values of music education. With the awareness brought about by western education, Nigeria has been able to produce well-known music scholars like, Professor Eela Sowande, Ayo Bankola, Lazarus Ekwueme, Akin Euba and Akpabot Sam to mention but few.

The Powerful Role of Music in Society

Music and society have always been intimately related. Music reflects and creates social conditions including the factors that either facilitate or impede social change. The development of recording techniques in the latter half of the 20th century has revolutionized the extent to which most people have access to music. All kinds of music are available to most people, 24 hours a day, at the touch of a switch.

Music is a very powerful medium and in some societies there have been attempts to control its user. It is powerful at the level of the social group because it facilitates communication which goes beyond words, enables meanings to be shared, and promotes the development and maintenance of individual, group, cultural and national identities.

It is powerful at the individual level because it can induce multiple responses – physiological, movement, mood, emotional, cognitive and behavioral. Few other stimuli have effects on such a wide range of human functions. The brain’s multiple processing of music can make it difficult to predict the particular effects of any piece of music on any individual.

The power of music to act therapeutically has long been recognized. Therapy can involve listening to or actively making music. Increasingly it may involve both. Music can be effective in conjunction with other interventions in promoting relaxation, alleviating anxiety and pain in medicine and dentistry and promoting well-being through the production of particular endorphins. Its therapeutic uses have been explored extensively with particular groups of patients, the elderly, those with brain damage, and those with persistent pains. It has been used to promote appropriate behavior in vulnerable groups and enhance the quality of life of those who cannot help medically.

Music can play an important part in human development in the early years stimulating fetuses and infants in such a way as to promote their wellbeing. Early interactions between mother and child have an essentially musical quality which assists in the development of communication skills. Listening to music or being involved in making it does not seem to directly affect intelligence, although active involvement in music making may enhance self-esteem and promote the development of a range of social and transferable skills. Listening to quiet, relaxing background music can improve performance on a range of academic tasks, while exciting music may interfere. Memorization can be particularly affected. Adults are able to mediate the effects of interference through the adoption of coping strategies.

The increased availability of music seems to be encouraging people to use music to manipulate their own moods, reduce stress, alleviate boredom while undertaking tedious or repetitive tasks, and create environments appropriate for particular kinds of social occasion. In parallel with this, there is a large industry concerned with the effects of music on workers and consumers.

Music can influence our purchasing behavior in subtle ways in a range of environments. It can assist our ability to remember product names and enhance the product through association with liked music. When consumers are actively involved in making a decision about buying a product, music is likely to play a more peripheral role. The evidence outlined above indicates the extent to which music pervades our everyday lives and influences our behavior.

Influence of Instructional Media on the Teaching Learning of Music Education in Schools

The use of instructional media to enhance teaching and learning of music complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.

Existing instructional media can also be used to engage students and facilitate active learning strategies which promote deeper learning of music.

Instructional media makes the learning of music more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. They give room for acquisition of skills and knowledge and development of self-confidence and self-actualization.

Also, it can be observed that media gains authenticity and variety in learning (music) and instruction. Semerci (1999) expresses the fact that the message via media reaches the receivers in various ways and thus, it provides a richer learning environment. The subject being taught (music environment) could be transmitted to the students with web based audio, visual, video and animations in a way that could not be taught in classrooms authentically with other techniques.

This way, closeness to reality could be provided and complete learning could be achieved (Semerci 999). The use of media affects teaching and learning of music positively when designed properly compared to traditional instruction, in terms of academic achievement (Akkoyunly and Yilmaz 2005).

Ibememe (2000) Observed that teaching media are important for practical and demonstration in the class situation by students and teachers. Ikerionwn (2002) saw instructional media as a device that assisted the teacher to present a lesson to the learners in a logical manner. In his own perspective, Fadeiye (2005) saw instructional media as visual and audio-visual aids, concrete or non-concrete, used by teachers to improve the quality of teaching and learning activities. Jekayinfa (2012) also identified the importance of instructional media as making learning concrete and real, substitutes one thing for another, allows the students to participate in the production of materials, economical and more teacher-student resource oriented.

Omabe (2006) asserts that instructional media are central in the teaching and learning of music because they are used to compliment efficiency of a teacher, and effectiveness in lesson delivery.

Esu, Enukeha and Umoren (2004) affirmed that instructional media facilitate learning of abstract concepts by helping to concretize ideas and stimulate learner's imagination. Moreover, instructional in the learning process while saving teacher's energy, reducing the teacher centeredness in teaching.

CONCLUSION

The usage of instructional media in the teaching and learning of music education has further influenced the *teaching* learning of music education in schools in Nigeria. Music education as a discipline became more interesting as a result of the adoption of instructional media in the teaching learning process.

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