



Music Students Perception of the Status of Music Teaching and Learning in Ignatius Ajuru University of Education, Port Harcourt

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Received 20-07-2022	Abstract: University music Lecturers play important part in the educational sector of Nigeria and contribute effectively to the national development of the nation and offer general study to students in school and after school. The study's objective was to discover how students view their lecturers' effectiveness in the course of training. Triangulation was employed as the research methodology, with comments from lecturers and students acquired through observation, interviews, and questionnaires. The data were analyzed using descriptive statistics such as pie charts and bar charts. The survey's overall population included thirty (30) males and fifty (50) females, as well as nine (9) lecturers, six (6) female, and three (3) male lecturers. Students who participated were of 18-years and above in undergraduate studies Level (100, 200, 300, and 400), and the lecturers were permanent personnel. The findings on students' perception showed that there is a poor academic atmosphere, poor infrastructure, and a lack of technology and innovation in teaching and learning processes, in addition, was low staff enrolment to teach both students at the department as well as the elective courses (English and Fine Arts Departments) all of which have a detrimental impact on students' careers and academic achievements. The research was conducted from October 2020 to November 2021. The performance though not satisfactory to most students, this study therefore suggest that a forum should be organized to address these issues with the music students. The message should also give hope to students to make maximum use of the inadequate resources to better their future carrier. Grievances should be channeled to the Vice Chancellor and the management for redress.	Keywords: Perception, status of music teaching, learning, students
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INTRODUCTION / HISTORY OF THE DEPARTMENT

Music Department is one under the faculty of Humanities in the Ignatius Ajuru University of Education, Rumuolumeni, and Port Harcourt in Nigeria. The Department plays major roles in many academic and para-academic activities in the Institution such as Inaugural lectures, departmental celebrations, convocation ceremonies, matriculations, funerals, and other happy moments as and when the department is called upon to assist. The department was created in 1991 and the current undergraduate Students population is one hundred and twenty (120) as at time of this study with a teacher population of nine (9) permanent lecturers. The undergraduate programmes offered in the department are: Bachelor of Arts in Education (BA (ed)), Master of Arts (MA), Postgraduate Diploma (PGD) and Doctor of Philosophy (Ph.D) in Music.

At inception in 1988, the Department offered Music with Fine and Applied Arts, and in 1991, the Department of Music was fully established in the main campus of the College of Education with Mr Lapaz Akpa as its first Head of Department. It then offered Music/English, Music/Religious Studies and Music/Primary Education at the N.C.E. level. Later Mr. Toye Agboola, became the Head of Department with Miss Monica Okeke and Mr. Nah-kofie as members of academic staff. In

1993, Miss Bernadette Uwakwe joined the department, followed by others. In 1993/94 session, the Department started its degree (B.Ed.) programme and produced its first graduates in 1997.

These programmes passed through the supervision and moderation of the University of Ibadan until the 2009/2010 academic session, when the Rivers State Government in its enacted Act established the Rivers State University of Education (latter renamed Ignatius Ajuru University of Education) to award B.A. Ed. degree in various disciplines. With inception of the new University of Education, the twenty seven years of affiliation with the premier University of Ibadan came to an end, and the first set of music graduates in the new University of Education was produced in 2013/2014 academic year (<https://www.iauoe.edu.ng/Humanities/Music>)

It did not end here as the University is growing in educational development, a new undergraduate programme was initiated which gave birth to Bachelor of Arts programme in 2017 under the leadership of Prof. Oyo Mekuri Ndimele as the Vice Chancellor of the University. (Source: The Ag. Head of Music Department).

Teaching and learning (education) is vital in the lives of every individual whether formal or informal is the tool for social, economic and natural development. It is therefore important to note that University Education is meant for national development. National Policy on Education (2014:29) states that University Education in Nigeria is to:

“Intensify and diversify its programmes for the development of high level manpower within the context of the needs of the nation, making professional courses to reflect our national requirements...”

Music is a professional course that needs special attention for effecting national development and the development of mankind. It is also important to note that “Education for sustainability cannot be achieved without quality of its citizenry...” (Ekwueme, Ekons & Nebife 2016, P.28).

“Perception” means a way of conceiving or seeing, sensing something. Students perceive teaching according to how they see it individually depending on the level of their individual perception. The perception cuts across music students who also sees music differently from other non-music persons and so it is important to check, ascertain the level of music students perception of the study as teachers evaluate teaching always. The basis of this study is to ascertain music students’ perception of the status of music teaching and learning in Ignatius Ajuru University of Education, Port Harcourt, Nigeria.

Statement of the Problem

Music education in Ignatius Ajuru University of Education has been going on for more than two decades, although the academic work goes on uninterrupted, there are fundamental issues that needs to be addressed that include infrastructure, teaching and learning resources as well as students /teachers interactions and teaching pedagogy so as to improve upon students’ performance.

Objectives of the study

It is therefore pertinent to ascertain this study. The status of music teaching and learning and how it has affected interest of students in Ignatius Ajuru University of Education.

Research Questions

The questions therefore are: of what status is the teaching and learning of music in Ignatius Ajuru University of Education and how do students perceive his study? What effect does the study of music have on the students?

THEORETICAL FRAMEWORK

Students’ Perception of Lecturers’ Performance at the International Islamic University Malaysia, Department of Business Administration: Mohammed Bawah, Zaireena Wan Nasir, April, 2021.

Almost all institutions across the world have accepted the idea of students grading their lecturers, and it is likely one of the best ways to learn about a lecturer’s performance in class. Lecturers have a crucial role in providing students with education. Lecturers serve as counselors, and observers to students' activities on campus, in addition to transmitting cognitive knowledge. According to Van-Rensburg et al. (1993), lecturers have the duty and obligation of supervising students' work and providing meaningful and valuable comments. It should be a prime concern for lecturers to generate and discover new ideas through academic activities and research. Bandura (1997) claimed that lecturers are dedicated to their job in the classroom and that they also do their best to produce academic papers, participate on numerous committees, and work to meet their students' academic demands. University students, on the other hand, want lecturers to be emotionally stable, specialists in their fields, and well-organized and prepared. Students choose lecturers who are well-informed, effective, caring, and conduct in a socially acceptable manner (Vrey, 1993). As a result, lecturers are aware of what would pacify or enrage their students. Students, for example, like instructors who treat them as equals and challenge them to think in class. Students, on the other hand, despise lecturers who are inept, dictatorial in class, self-centered, treat them unequally as persons in a class, and give incomplete scores (Goulden et al., 1997). Because students watch everything that happens in the classroom throughout their university studies, allowing students to analyze and evaluate their lecturers is something that both lecturers and administrators should take seriously. The department and the institution as a whole benefit from the results of students' evaluations of their lecturers. With such information from students,

lecturers can better understand students' mindsets, abilities, and perceptions of course material and teaching approaches (MacGregor, 1993). Students rating their lecturers will help lecturers improve their teaching skills and arrive in the classroom ready to deliver.

METHODOLOGY

This design and method here included mixed-method and triangulation procedures for data collection.

Research Design

This study used a survey design to ascertain the students' perception on the study of music. Responses in the form of questionnaires,

interviews and observations were adopted in this study.

The study's population consists of all undergraduate music students in the Department of music in Ignatius Ajuru University of Education. They have a population of one Hundred and Twenty (120) students from year one to year four in addition to Six (6) Female Lecturers and Three (3) Male Lecturers with a sample size of eighty (80) students who were able to attend lectures throughout the second semester. There are thirty (30) males and fifty (50) females in this group. They were chosen based on their activity and attendance during the semester as well as the nine (9) Lecturers comprising Six (6) Female lecturers and two (2) Male lecturers.

ANALYSIS AND DISCUSSIONS OF FINDINGS

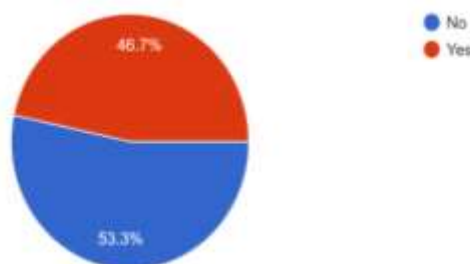
Table 1: Breakdown of study participants

Level	Participants	Programme		Gender (BA, ED)		Gender (BA)	
		BA (ED)	BA	Male	Female	Male	Female
100	22	18	4	2	2	8	10
200	18	8	10	3	5	4	6
300	24	7	17	3	4	4	13
400	16	12	4	5	7	1	3

Source: Departmental Students Handbook 2020/2021

Research Question 1

The status of teaching and learning.



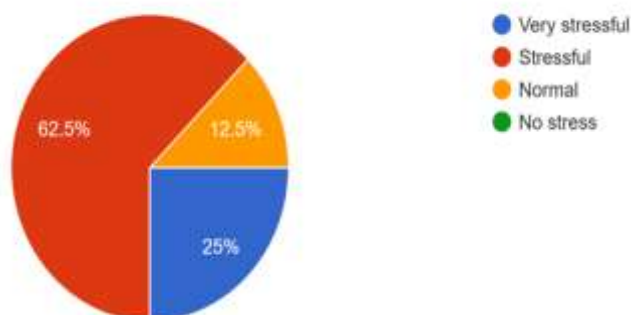
Source: Survey from the students of the music department in October 2021

According to the diagram above, more than half (53%) of music students (respondents) were dissatisfied with the current status of teaching and learning. Respondents also expressed dissatisfaction with not only the teaching quality but also the lecturer-student relationship that could be improved upon for the academic work to thrive in the department of music.

Research Question 2

What role(s) do the lecturers play in the teaching and learning of Music in Ignatius Ajuru University of Education? The primary role of the music lecturer is to plan and deliver teaching on

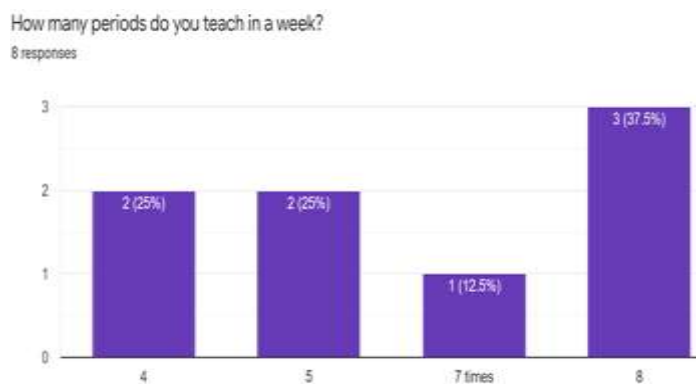
their specialist subject to university students. This include creating teaching and learning aids, preparing for tutorials and seminars, marking of students work, entering of marks and awarding f grades on merits to students. In the discharge of their duties, the lecturers encounter a number of obstacles that include lack of infrastructure (the Department only has two lecture rooms), a lack of teaching and learning aids, and a poor academic environment for the program's effective and effiient delivery. Both teachers and students felt that these issues were significant. The most common difficulty, though, was stress.



Source: The Responses from the Lecturers in October 2021

Stress is one of the most common problems that Music Lecturers at the University face. The majority of lecturers, 87 percent, agree that they are stressed to perform their tasks. Only nine permanent lecturers work in the department, with six (6) female and three (3) male lecturers teaching undergraduate, postgraduate (Masters and Ph.D. programs), and elective music courses in the English and Arts Departments of the Faculty

of Humanities. Teacher training to meet the diverse learning requirements of these students is difficult. Aside from lecturing, every lecturer has other responsibilities. These are part of their daily tasks, with no specific allowances as is standard practice around the world. The majority of instructors are pursuing their doctorates. The concerns are depicted in the diagram below.



Source: The Responses from the Lecturers in October 2021

Each period is either two or three credit hours long. These credit hours are established by management in the department, faculty, academic board, or other external entity who manage such problems on behalf of the Vice-Chancellor. According to the diagram above, three (3) lecturers each teach eight (8) credit courses, implying that such lecturers teach not fewer than 16 and not more than 24 credit hours each week. One lecturer teaches seven credit courses, implying that he or she teaches at least fourteen (14) credit hours and no more than twenty-one (21) credit hours. Two lecturers each spend not less than ten (10) credit hours and not more than fifteen (15) credit hours teaching five credit courses. Two lecturers teach a four-credit course with a minimum of eight (8) and a maximum of sixteen (16) credit hours.

In spite lecturers engagement with the students, they (students) are not satisfied with the quality of teaching. They also hold the view that one - on - one tutorials which could be applied in courses such as keyboard skills, voices and trumpet among other principal instruments have not been always done because lecturers seems to be overwhelmed with curricular and other para - academic activities.

Research Question 3

Effect of music study on students.

Students want to acquire an employable skill that will prepare them to secure jobs in the competitive environment. Their fear is that lecturers are unable to have one - on - one tutorials with them, when it comes to principal instruments. Training on the use of modern

software such as Sibelius, Cubase, acid pro and finale to aid composition as well as the improved technology in the teaching and learning processes is absent. No Music studios, No Laboratories and only two classroom blocks for the teaching of the four year classes gives so much discomfort to both students and lecturers in the classroom management and its effect tuition as well. This they (students) fear will not help their dreams come. While students attention is on the job market, the immediate result of their study is to improve their (human body and brain), studies shown.

FINDINGS AND CONCLUSIONS

The lecturers are One Associate Professor, two Academic Doctors (PhDs), and the remaining are pursuing their PhDs. Lecturer enrolment is low, and teaching periods are long. This has an impact on the entire attention that music students in undergrad want from their lecturers. Out of the total number of instructors, five are pursuing their doctoral degrees. The rest of the lecturers are lecturing doctoral students alongside other part-time instructors. Students' assessment on lecturers are not fairly right. They don't factor in the time consumed in the preparation for each lecture. They are also unaware of the meetings and other activities that lecturers engage in especially research and publications. The Music lecturers at Ignatius Ajuru University of Education cannot devote their whole attention to any one set of students (undergraduate or postgraduate). The issue of infrastructure and teaching and learning aids are also inadequate, this also has a negatively impacted upon the quality of lesson delivery to students. The school authorities should work hard to build Music Department with enough classroom blocks to facilitate teaching and learning and make the overall lesson delivery interesting to students.

RECOMMENDATION

The Researcher after findings will want to suggest the following recommendations that will improve upon teaching and learning of Music in the Ignatius Ajuru University of Education. The institution should prioritize the improvement of infrastructure, musical instruments such as keyboards, violins, wind instruments and modern teaching and learning aids (improved technology) in the teaching and learning of the subject. The school management should employ at least fifteen more lecturers to meet the ever growing population of students and as well

improve upon one – on- one tutorials especially in the training of students on principal instruments.

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