

**THE PLACE OF E-LEARNING IN MUSIC PEDAGOGY: THE CASE FOR
NIGERIAN HIGHER INSTITUTIONS**

Onuora-Oguno, Nnamdi C. (PhD)

Department of Music
Nnamdi Azikiwe University, Awka
Email: ultimatemusic2000@yahoo.com

&

Umeojiaka, David Sopuluchukwu

Department of Music
Nnamdi Azikiwe University, Awka
Email: sopulu4david2016@gmail.com

ABSTRACT

The introduction of e-learning which is synonymous with information communication technology (ICT) involving multimedia technologies and the internet in learning has been observed as a means of improving accessibility and quality of delivery and learning among the students and lecturers in Nigerian Universities in the 21st century. However, its positive and negative effects on musicology have been debated among scholars hence the perspectives of lecturers/students about e-learning in Nigerian music pedagogy has been investigated in this study. The study investigated selected lecturers/students of four Universities in South East Nigeria namely; University of Nigeria Nsukka, (UNN) in Enugu State. Nnamdi Azikiwe University, Awka (UNIZIK), in Anambra State. Chukwuemeka Odumegwu Ojukwu University, (COOU), Igbaram in Anambra State and Dr. Alex Ekwueme Federal University, (AE-FUNAI) Ikwo in Ebonyi State. The method of data collection entailed a survey study conducted by the researchers, using structured questionnaires and unstructured questionnaires as the research instruments. Qualitative design was used to analyze the data of the research. The result of the study shows that the utilization of e-learning/ICT in Nigerian music pedagogy leads to improved learning process and high academic achievement of musicologists. Therefore it was recommended that the Universities studied and other tertiary institutions in other geographical zones in Nigeria should provide e-learning facilities in their institutions and musicologists should make proper use of them to make for an overall music academic improvement in the nation's institutions of higher learning.

INTRODUCTION

The Advantages and disadvantages of e-learning has been debated among scholars in the 21st century. Some are of the opinion that e-learning has influenced the academia positively while some say it has been in the negative. As it concerns the study of music in Nigerian south east Universities, the researcher investigated the perspectives of selected students and lecturers of four universities in south east, Nigeria. E-Learning in this study is synonymously treated as the use of Information Communication Technology (ICT) and application of computers to music

pedagogy. Examples of e-learning ways and means with regards to this research include Web-based learning, online learning, Learning Management System (LMS) computer assisted instruction or Internet-based learning, the use of mobile phones, Television, Radio, etc. It is primarily a system of education that makes information or knowledge available to learners electronically. The terms e-learning and Information Communication Technology (ICT) in this research serve as unifying expressions used to describe the fields of kinds of online learning and technology delivered instruction where necessary. The researcher sees e-learning as part of scientific approach to music pedagogy in this 21st century. Adequate provision of e-learning facilities in Nigerian Universities has not represented a reasonable percentage considering the availability of gadgets in relation to number of students who are offered admissions on the yearly basis. Simply put, the government seem to be giving lip-services to the provision of adequate e-learning infrastructures that could positively influence teaching and learning in Nigerian educational sector. The lackadaisical approach of the government over the above subject matter however, could be attributed to the fact that almost every individual student of this contemporary age is able to afford their personal electronic gadgets especially good phones that enable students and lecturers to connect to the globe any time anywhere. With this, the gap that occur between the provision of enough ICT facilities in our Universities' music departments are covered hence the majority of musicologists struggle to meet up with the trend of studying music using every available vital electronic resources for the present day musicology. The above being the case, the present Nigerian music scholars are seen as meeting up with the demand of vigorously pursuing the needful in music pedagogy which really shows that academic music in Nigeria is becoming what it should be. Nowadays e-learning has a competitive advantage and many Nigerian Universities have implemented it especially the Universities in the south east Nigeria and this has positively assisted in the overall academic achievement in the study of music. However, there are some Universities and academic institutions that are very low in this 21st century that have not given the deserved attention to this trending discovery.

It has been reported by both music students and lecturers that students in higher educational institutions that engage in e-Learning generally perform well than when teaching and learning were based on traditional method alone. Simply put, the 21st century music students who participate in online/E-Learning achieve better grades than students who studied through the traditional approach. As a result of the above, e-learning is growing very fast and becoming popular and that is why the application of computers to the study of music has been added in the curriculum of studies in Nigerian Universities.

Concept of e-learning

E-learning has become an epitome and underlying principle in library services as well as educational sector with a mission to serve as a development platform for present-day society based on knowledge. What then is e-learning? Levy (2006) defines "e-learning as a system based on technology, organization, and management which bestows upon the students the ability to learn via internet and facilitates their learning." (p. 42). In his own view, Bowles (2014) states "e-learning makes use of telecommunications technology to get information to achieve the teaching and learning objectives" (Retrieved from www.kdgonline.com/webpages/whitepapercontent2.htm, accessed on 23rd June, 2019).

Wantling, Weight, Gallaher, Flem, Wang and Cofer (2014) in their own definition say:

E-learning is acquisition of the disseminated knowledge using electronic devices. It can be said that e-learning refers to the use of systems of electronic education such as computer, internet, multimedia disks, electronic magazines, virtual newscasts etc. whose purposes are to reduce time and expenses and achieve better, faster, and easier learning (p. 26).

In their own opinion, Zare, Sarikhani, and Babazadeh (2015) explain: “the employment of information and communication technologies in education has created a new mode of learning which does not require physical attendance; hence, learning has been made possible in environments other than classrooms.” (p. 32). In his own contribution, Olaniyi (2006) opines:

E-learning is all about learning that occurs at the computer. In our contemporary world, the learning through the aid of a computer simply means online knowledge acquisition through the internet or off line through CD-ROM etc. In other words, it is the use of network technologies to create, foster, deliver, and facilitate learning, anytime and anywhere. (p. 13).

In a strong agreement with the above, Horton in Umeokana (2017) sees e-learning as “the use of internet and digital technologies to create experiences that educate our fellow human beings.” (p. 47). Linking e-learning to educational technology, Abimbade (2009) contributed by saying:

Educational technology vis-à-vis instructional technology whether as a field of education or new terminology to what has been there before like teaching aids or apparatus, as it was earlier called but recent achievements in the field of computer and communication technologies have offered tremendous opportunities for learning by electronic means....The world of technology continued to grow and today the whole world has become a global village. By the beginning of the 21st millennium educational technology has stretched educational boundaries and created new ones on a daily basis. One of these new and rapidly expanding boundaries is e-learning which is offering tremendous advantage to education sector (pp. 106-107).

The researcher observes from the above definitions that the introduction of multimedia technologies and the internet in teaching-learning relationship has been seen as a means to improve accessibility, efficiency and quality of learning by facilitating access to information resources required for effective teaching and learning. The researcher in his own contribution sees e-learning as regards musicology as the application of computer and electronic technologies to enhance music education. To the researcher, the proper utilization of e-learning in musicology will make for a general positive performance in the study of music better than those days in the past when scholars stick only to face-to-face/traditional method. To him, e-learning in music pedagogy is a right move in the right direction.

Negash and Wilcox (2008), suggest six different types of e-learning. These six types are presented below:

- i. E-learning with Physical Presence and without E-communication (face-to-face)
- ii. E-learning without Presence and without E-communication (self-learning).
- iii. E-learning without Presence and with E-communication (asynchronous).
- iv. E-learning with virtual Presence and with E-communication (synchronous).

- v. E-learning with occasional Presence and with E-communication (blended/hybrid asynchronous).
- vi. E-learning with Presence and with E-communication (blended/hybrid-synchronous). (pp. 78-91).

Face-to face learning is a situation whereby it is possible for a teacher and students having live interaction. Since that interaction occurs in person, the physical presence of the learner must be shown at a specific time and date. With the use of e-learning, Self- learning is now possible because the learner chooses what to learn, and so decides when to continue and when to end the learning. Asynchronous learning is also student centered method of teaching and learning. In this type of learning situation, a student is facilitated by online resources through sharing of information outside the constraint of time and place among a network of people. However, Synchronous learning method exists when a group of students are engaging in learning at the same time. This situation encourages many students all over the world interacting with their instructors at the same time. The blended/hybrid asynchronous learning method is the use of available technologies to support the face-to face classes. Physical presence is occasional in this method. In this kind of learning situation, students work together in multiple classrooms small groups across single class sessions. The last but not the least is the blended/hybrid-synchronous which involves e-learning with physical presence and e-communication.

Adeddeji, (2004) acknowledged “the need for music scholars to look into the Wide Web Area Network (WAN) and Local Area Network (LAN). The use of the World Wide Web (www) has facilitated research tremendously in breaking new grounds instead of making use of obsolete materials which ensure a vicious circle movement. For the Nigerian musician to remain a relevant pawn in a technologically growing society, the curriculum of music learning in Nigeria must be revised to accommodate basic computer courses.” (p. 5).

The researchers understand basic computer courses as something that will pave way for the needed globalization in music pedagogy and musicology at large. Affirming the advancement of agents of globalization as part of the advantages in musical studies, Jayeola and Nwonye (2017) opine: “in this generation, many think globalization actually began in this century, but that is very far from the truth. Globalization has been on far centuries.” (p. 54).

Having the above points in mind, the researchers liken it to the positive impact of e-learning in relation to this study. As against the previous ways of accessing learning on musical studies which used to be lecturers and students carrying bulky volumes of resource materials, today a large volume of literature materials in music and that of the related disciplines could be saved in a flash drive thereby making the accessibility of allied literatures available and handy. Students who are lazy going through a great volume of notes or text books can now easily type in a particular topic or page they want and the electronic system will immediately make the topic available in a twinkle of an eye. E-learning aids music students to be in time with music and current with global trends. Effective Information and Communication Technology (ICT) being witnessed in this 21st century exposes music students to be most effective and fast in their academic pursuits. Among the effective media that facilitate globalization in musical studies are the browse and search engine activities on the internet which are empowered by the satellite. The Satellite has the capability to beam any television broadcast to billions of homes around the

world. In this case, articles, online publications, sound tracks as well as motion pictures could be made available and easily accessed via the net. Music educators and music students cannot fully be engaged in e-learning without being grounded in their knowledge of ICT. Against the above bedrock, the researchers consider it worthwhile to discuss music lecturers/students' knowledge on computer/ICT as a sine qua non for the modern day musicology.

Computer literacy as a means of actualizing the goal of e-learning in the 21st century musicology

Musicologists cannot achieve positive results in this present age if they lack competence in computer literacy and skills. In view of the above, Obakhume (2011) states "on teachers' competence, teachers in Nigerian schools are not competent in basic computer operation and in the use of generic software." (p. 52). In his own contribution, Yusuf, (2005) says "although they have positive attitude towards the use of computer in Nigerian schools, findings reveal low level of ICT penetration in the Nigerian school system." (p. 320). Upholding the above view, Becta (2004) opines:

Teachers who do consider themselves well skilled in using ICT feel anxious about using it in front of a class of children who perhaps know more than they do."... "teachers were reported to be afraid of entering the classroom with limited knowledge in the use of ICT." Sourced 6th April, 2018 from <http://WWW.emergingtechnologies.becta.org.uk>

The students on their own part should as well be computer literate for proper adaptation to this trend. The researchers are therefore optimistic that Students' and lecturers' skills in ICT will go a long way in advancing music pedagogy. The study of music requires the translation of knowledge into the mastery of diverse skills such as being good in typing, computer operator, organists, and music instrumentalist etc. Possessing such technical skills could be acquired through formal education. For a skill to be acquired, the learners should be exposed to the relevant activities embodying the skill. In the areas of music lecturer's ICT skill acquisition, the researcher suggests exposures to the relevant skills needed to enable them develop and become proficient in the application of the skills in imparting musical knowledge on their students. Ofuani (2015) rightly observes the advantage of writing music using electronic software by saying: "due to the advantages of composing, writing/notating, creating or making music using computer music programmes like the Sibelius and Finale etc., composers have indeed found optimized relief in its application as a medium of composing music..." (p. 72). Today, we are witnessing the rapid development of application of computers and other related electronic devices to learning especially as it concerns the study of music. This development has great merits and demerits in music education.

Discussion of Findings Based on the Lecturers'/Students' Perspectives

- i. From the results obtained from the findings, the researchers were able to establish from the lecturers and students that e-learning helps to improve the overall academic achievements in musicology.
- ii. It was also discovered that where e-learning technologies are available in the Universities, utilization is up to 60%. Majority of the lecturers reported that there are various types of e-learning facilities available for use in their various Universities; they include

projectors, PCs, e-library and so on. Also, majority of the lecturers noted that the e-learning facilities in the Universities are not adequate and the available facilities should be regularly updated and maintained. Some lecturers identified power points, projectors and the e-learning platforms created by the University's Centre for Information and Communication Technology (ICT) as bases for interactions with students should be effectual by uploading course compacts online. According to them, such platforms would aid to upload quizzes, assignments etc. online. However, few lecturers pointed out that the limited facilities available should be regularly updated and maintained..."for an institution to be able to adopt e-learning, it must provide adequate and reliable technical infrastructures."

iii. From the findings it shows that Nigerian Eastern Universities have in-sufficient e-learning facilities that are available for use in the Departments of music. However, few available facilities have not been fully utilized as indicated by some lecturers. Also, these facilities should be upgraded regularly. This is as a result of some factors such as attitude of the users, 'not functional' e-learning facilities, poor internet access and people not wanting to change and poor power supply. The findings show that Universities are still learning and improving in the usage of e-learning facilities. This was in line with some of the comments made by respondents: "I would say average utilization". "Well my University is trying though we have not gotten there yet". For Nigerian Eastern Universities to achieve full utilization of e-learning facilities they need to ensure that the facilities are working; and the lecturers are trained on how to utilize e-learning facilities. The finding confirms that e-learning is not fully utilized. This might be as a result of lack of technical know-how and attitudes of the staff, students, the government and the University authorities.

iv. The high cost of e-learning infrastructures, high cost of 'air time', materials, maintenance of gadgets; insufficient funds, lack of skilled manpower, poor power supply, lecturers preference to 'talk and chalk' as opposed to the use of e-learning facilities, and so on hinder the use of e-learning infrastructures in these Universities. Sufficient funds are needed to establish and maintain e-learning facilities in schools.

v. The findings revealed that e-learning equipment such as interactive white boards, computers, projectors, TV sets, and printers should be adequately provided to improve the scholarship of music. In Nigerian. Generally, it was revealed by both lecturers/students that the application of new technology will create interest in students to search and upgrade their knowledge.

vi. From the findings it was revealed that strategies to be adopted to improve the use of e-learning in teaching includes training and retraining of University lecturers in ICT, government to allocate fund to ICT, problem of poor power supply to be addressed, schools to source out funds and provide adequate space to accommodate e-learning facilities. In all, majority of the lecturers/students stressed that the use of e-learning should be encouraged to advance music education.

vii. From the findings of the study, e-learning strongly facilitates decrease of workload. E-learning can save a lot of time and can do more workload in less time and it is to a greater extent stress free if properly utilized.

Findings from Music Lecturers/Students Based on Merits and Demerits of E-Learning on Music Pedagogy. From the perspectives of the both parties, the advantages of e-learning in music education are as follows:

- i. **Promotes easy transcription:** The respondents say “one of the chief merits of computer application to music pedagogy is the possibility of notating musical scores using the computer.” In the past, composers and musicologists find it difficult putting down musical scores on paper. The availability of Sibelius and the finale has really reduced the big task of musical notation hence musics could be played back to ascertain the correctness of what has been done so far with the required corrections effected where necessary.
- ii. **Clarity of work:** As against the former manual transcription method, the use of computer in musical notation make the work neater and presentable.
- iii. **It enhances students’ academic performance:** Students’ academic performances are positively influenced hence they could easily access the web using the computer for academic researches. Simply put, application of computers in music pedagogy provides wide range of up-to –date learning materials.
- iv. **It provides room for self-paced learning:** In the past, the traditional teaching and learning method retards individual student’s pace of learning. Nowadays, fast and dull students can easily access the internet following their various academic levels of understanding. They no longer wait for the lecturer to almost do everything before they could follow.
- v. **Facilitates distance learning.** Through the use of e-mails, and other social media plat forms music pedagogy are made easier. For example, a student carrying out a research can easily send his work to his supervisor via the e-mail. The burden of travelling far to meet with his/her supervisor is therefore reduced and at the same time exposure to road risks and wastage of funds are economized.
- vi. **It enables teachers to improve on new teaching strategies.** The use of ICT in teaching enables the music lecturers to adopt new teaching strategies. This can be exemplified with the use of projectors etc. in teaching.
- vii. **Motivation:** It arouses students’ motivation to studying hence the use of ICT is attractive, enjoyable and supportive to students. Students who have this kind of opportunity advance academically through learning by doing.
- viii. **Interest:** The use of ICT in music pedagogy helps in interest generation. It expands students’ knowledge of interest.
- ix. **Communication:** It helps students to improve communication wise through group chats, e-mail blogs etc.

- x. **Globalization:** It makes the world a global village hence it enhances multiculturalism. Musicologists of different cultural backgrounds through computer application to musicology share educational ideas etc.

Demerits of E-learning on Music Pedagogy

The lecturers and students revealed the following as major demerits of e-learning in music pedagogy:

- i. **Distraction:** So much information on the internet at the same time lead to greater distraction.
- ii. **Lack of privacy:** Through computer application to music pedagogy which is synonymous with ICT, one's personal information could be shared.
- iii. **Complication of information:** The social media most times are the source of correct and incorrect information. Having the above in mind, musicologists could be misinformed academic wise.
- iv. **ICT is detrimental to developing social skills:** Music scholars who are addicts in most cases isolate themselves from the physical world hence they have less contacts to their fellow human beings in this case, they are denied sports and other social interactions.
- v. **False information:** Information are filtered using the ICT making for falsehood and incompleteness of information in music pedagogy.
- vi. **Time:** ICT exposes addicts to gross loss of time.
- vii. **Laziness:** ICT makes music students lazy hence they believe that everything has been made easy through the availability of information on-line.
- viii. **Cost intensive:** Some music students from poor family backgrounds many a times find it difficult to afford computers and other related electronic devices to enhance their studies.
- ix. **Passive in learning:** Reliance on ICT makes music students passive in learning hence most students no longer read and write assignments learn musical note values, rhythms, time signatures, composition and harmony without computers. This makes them to lose hard work abilities hence copy and paste and plagiarism are promoted via e-learning.
- x. **Unemployment:** Unemployment is promoted through the ICT. For example, music graduates and other graduates in other fields of studies lack job opportunities following the availability of computers and other ICT devices which reduce job vacancies for young graduates.

Conclusion

The study investigated e-learning in the 21st century Nigerian Music Pedagogy, the perspectives of selected students and lecturers of four Universities in south east Nigeria. The perspectives of lecturers/students on the extent of e-learning utilization, strategies for improving on the availability of e-learning technologies for teaching and learning in order to improve the overall academic achievement of musicologists were ascertained. In a general analysis, it was discovered that in as much as there are some disadvantages of e-learning in musicology, the advantages are more on the positive. Suggestions are therefore made on the strategies for improving the major problems militating against the use of e-learning in the Universities South East Nigerian and beyond.

Recommendations

1. This study recommends that Nigerian tertiary institutions management should make a concerted effort to provide e-learning environments that would enhance musicology.
2. Lecturers of Nigerian Universities especially the music lecturers should be well trained in specific methods in which they could use electronic devices to enhance teaching. This could be achieved by contracting experts to develop curricular for training process.
3. Academic curricular that will inculcate the use of e-learning infrastructures for students should be developed by the body in charge of national curriculum innovation and implementation.
4. Adequate power supply should be provided in and around the schools to stimulate the use of electronic devices for teaching and learning.
5. The Universities South East Nigeria should enter into contracts with internet service providers such as MTN, Airtel, Etisalat and Glo so that they can have reliable internet services for lecturers and students.
6. Universities should liaise or register with organizations that have or publish educational resources or websites for easy access of educational materials from these websites. Having the above point in mind, special attention should be given to the study of music.
7. Universities should upgrade her website or launch a website which music lecturers and students can use to disseminate or access information. Such websites should enable lecturers to upload their course materials. Past projects should also be uploaded on the websites for easy access to both lecturers and students. The website should also freely host wikis/blogs and e-journals of the Universities etc.
8. Universities should also liaise with private organizations to provide cheap electronic devices for students and lecturers. These electronic devices do not necessarily have to be laptops that are expensive but other electronic devices that could store, copy, display, record information such as MP5, WAP enabled phones, PDAs, etc. In addition, proper orientation should also be given to both students and lecturers on how to use these devices to promote the study of music.
9. The University authorities should provide special e-learning facilities for music Departments for easy accessibility for musicologists hence the move in the right direction in making this provision would impact positively on music scholarship in Nigeria.
10. It is recommended that the study of music in Nigerian Universities should be embraced simultaneously alongside with the existing traditional method of teaching and learning hoping that with time, complete e-learning will take over the Nigerian educational system wiping away the traditional method entirely.

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