

AN EVALUATION OF AVAILABILITY AND USE OF MODERN MUSIC TECHNOLOGIES IN SECONDARY SCHOOLS IN OYO METROPOLIS

Jonathan A. Olapade, Ph.D.
and
Blessing A. Amole

Introduction

The importance of education in nation building, especially in a developing country like Nigeria, cannot be over emphasized. This is because the level of development of a nation depends largely on the educational structure of that nation. Nigerian society, like other developing societies, is dynamic and often changed based on certain recurring social realities. These changes often occur through either internal processes or as a result of influence of new inventions, innovations and trend in global practices (Omojola, 1995). Such global trends include the adoption and use of modern technologies in educational system. Technology in the context of formal education can simply be referred to as registered electro-mechanical instruments which are materials recognized and accepted for the use of teachers and students in teaching and learning processes. The Nigerian educational system is therefore faced with task of meeting the needs of the dynamic societies through modern innovations and technology, hence, the need for constant evaluation of the system (education) in relation to current trends and global practices.

Since the 1914 Amalgamation of Nigerian protectorates by Sir Lord Lugards, the formal education in Nigeria has witnessed series of changes and development. For instance, Omibiyi, (1992), Omojola, (1995) and Okafor, (2005) among others submitted that formal music education, which started in the nineteen century as mere singing class, dancing class, game songs and melo-drama in primary, secondary and even Teacher Training Colleges of the colonial time, has now

developed to become a subject of study at the University level. Okafor (2005) recorded that University of Nigeria, Nsukka (UNN) had the first department of music in Africa, and has produced many trained music experts.

Now with technological advancement and global trend, modern technology has been incorporated not only into music education, but also into all other sectors like banking, business, marketing, agriculture to mention but a few. For instance, media has moved from analogue system to digital system. Since over a century of existence of formal education in Nigeria and over two decades of incorporation of modern technology into music education programme, one may ask the following questions: how has modern music technology been used in Nigerian music education? What has been its level of availability? Does it really fit in into Nigerian music programme? While some scholarly works have focused on the impact of modern technology on indigenous music on one hand (Idamoyinbo, 2011; Agu, 2011 and Adeleke, 2013), some others have identified benefits of the technology in music education on other hand (Loko, 2013; Samuel, 2009; Olorunsogo, 2009). Correspondingly, this paper evaluates its availability and level of utility in some secondary schools in Òyó. The choice of Òyó as the study location is due to the fact that it is an ancient town where external influences are conspicuously noticed.

Modern Technology in Nigerian Educational System

Modern technology is not a new phenomenon in Nigerian educational system. Part of the recommendations of 1969 National Conference was that the educational system should empower the country toward the path of scientific and technological development (Obanya, 2002). This is because it will be difficult for any educational programme to be effective and efficient without modern technology. Technology has been described as the practical use of scientific knowledge to solve man's problem so as to make man's life and his environment become better (Raymond and Byrne, 2002). From the above definition, it can be deduced that applying modern technology in music education makes teaching and learning of music become easier and better in line with societal needs and global practices.

Simiyu (1999) traced the beginning of the educational technology back to early nineteenth century when camera, photograph as well as other industrial products were invented. At its inception, parts of the challenges were financial constraints

by schools, lack of infrastructural facilities such as electricity, and lack of technical know-how of the handlers (teachers) (Aremu, 2002). However in the present time, technological media such as radio, television, hand-set (mobile-phone), cameras and computers are well used in Nigeria even among students. Loko, (2013) informed that a lot of Nigerian workers have been forced to undergo training in computer operation and application in order to be relevant and save their jobs. Computer education has since been made compulsory and incorporated into Nigerian educational programme.

Apart from the traditional print technology like textbooks, study guides as well as other print materials, Falade, Badmus and Olasedidun (2012) identified three other categories of modern technologies. These are voice/audio technologies which include telephone, voice mail, audio conference, audiotape, and radio; video technologies which include videotape, satellite delivery, microwave, broadcast video and teleconference; and computer data technologies which include e-mail, web-based courses, CD-Rom, educational software and video conferencing to mention but few.

Modern Technology in Music Education

Music and technology are like inseparable entities because they complement each other. This is because music is both an art and science which depends on the use of technology to ensure that its objectives are realized. For instance, several traditional musical instruments like *dùndún* (talking drum), *àgídígbo* (thumb piano), *kàkàkí* (African blown instrument), *gòjé* (African string instrument), as well as western ones like tensions in drum sets, valves in trumpets, slide in trombone, and strings on guitar as well as other musical materials are all products of technology.

In present times, a lot of modern technologies including hardware and software for music have been invented and are in use nowadays. Samuel (2009) and Olorunsogo (2009) itemized these technologies and they include music players like iPods, VCD MP3, DVD, CD-ROM, projector and software for music production like cakewalk, cubase, sawpro as well as software for writing music like finale, Sibelius and so forth. However, as interesting as the use of modern technology in music education is, care must be taken in such a way that it does not distract the attention of the learners. Notwithstanding, some of the benefits of

modern technology as pointed out by Samuel, (2009) and Udoh, (2011) include the following:

- i. It makes diverse instructional materials available
- ii. It makes the learning situation flexible
- iii. It arouses motivation in learners
- iv. It saves times
- v. It makes students to be free and enjoy teaching and learning situation
- vi. It makes teaching and learning processes to be convenient and neat
- vii. It makes the learning effective

Olorunsogo, (2013) has identified some key areas in music education where modern technology can be of great benefit and these include: composition, production and preservation of music, music performance, as well as teaching and learning of music. The objectives of the present study are to:

- ascertain the availability of modern music technologies in Òyó, secondary schools
- ascertain the extent of utility of the modern music technology in Òyó, secondary schools
- determine the extent of interest and motivation of students toward the use of modern music technologies during class activities
- identify the challenges facing the use of modern music technologies in Òyó, secondary schools
- make suggestions on the ways to improve the use of modern music technologies in Òyó, secondary schools.

The questions below and other related ones guide the study:

- are the modern music technologies really available in Òyó, secondary schools?
- if yes, how are they being used?
- what is the level of their utilities by teachers in Òyó, secondary schools?
- how are the learners react to the use of modern technology during teaching and learning situation?
- what are the challenges hindering the use of modern technologies in schools?
- how can the use of modern music technology be improved in Òyó, secondary schools?

Methodology and Study Design

The study location is Ōyó, and it covers some selected Secondary Schools (both private and public) in the metropolis. There are many secondary schools in Ōyó, but few of the schools offer music as a subject. Therefore twelve (12) schools from the schools offering music were selected for the study which comprises six (06) public and six (06) private schools. The schools are:

- i. Olivet Baptist High School (public)
- ii. Abiodun Atiba Memorial Institute (public)
- iii. Oba Adeyemi High School (public)
- iv. Anglican High School (public)
- v. Emmanuel Alayande Model High School (private)
- vi. St. Francis Catholic College (private)
- vii. Aatan Baptist Comprehensive High School (private)
- viii. Adejare Oloyede Model High School (private)
- ix. Ambassadors Academy (private)
- x. Nesto College (private)
- xi. St. Bernard's Girls Grammar School (public)
- xii. SPED International Secondary Schools (private)

The research instruments adopted for the study were participant observation as well as focused-group discussion methods. Each of the selected schools was visited by the researchers and gathered in a place other to have first-hand information on the availability and use of the modern technologies in their respective schools. Music lesson periods in the selected schools were attended by the researchers to see how modern music technologies were being used and the extent of their utilities. During music lessons, the reactions of the students toward the use of modern music technologies were observed and noted.

The use of modern technologies and challenges facing the utility were discussed with music teachers of the selected schools (twelve music teachers). Furthermore, two students from each selected schools were also interviewed to get information on their perception on the use of modern technology during class works. This is done in addition to observing their reactions during the class activities. At the end of the study, suggestions on the ways to improve the use of modern music technologies in Ōyó secondary schools are provided.

Research Instruments

A checklist is designed to evaluate the availability of the modern music technologies as well as to determine the extent of the utility. The checklist contains the list of the selected schools, technological items as well as a Rating Scale. The Rating Scale is of four categories – Available (A), Not Available (NA), Available and in Use (AU) and Available but Not in Use (ANU).

Findings

The table below shows the availability and utility of the Modern Music Technologies (MMT) in the selected secondary schools.

S/N	Schools	Tape Recorder	Television	Computer	CD ROM	Music Writing Software	Music Recording Software	CD Player
1	Olivet Baptist High School	AU	A	AU	ANU	NA	NA	A
2	Abiodun Atiba Memorial Institute	AU	A	AU	ANU	NA	NA	A
3.	Obadeyemi High School	AU	A	AU	ANU	NA	NA	A
4.	Anglican High School	AU	A	AU	ANU	NA	NA	A
5.	Emmanuel Alayande Model High School	AU	AU	AU	AU	NA	NA	AU
6.	St. Francis Catholic College	AU	AU	AU	AU	NA	NA	AU
7.	Aatan Baptist Comprehensive High School	AU	AU	AU	ANU	NA	NA	AU
8.	Adejare Oloyede Model High School	AU	AU	AU	ANU	NA	NA	AU
9.	Ambassadors Academy	AU	A	AU	ANU	NA	NA	AU
10.	Nesto College, Oyo	AU	AU	AU	AU	NA	NA	AU
11.	St. Bernard's Girls Grammar School	AU	A	AU	ANU	NA	NA	A
12.	SPED International Secondary Schools	AU	AU	AU	AU	NA	NA	AU

Discussion of the Findings

The selected schools were visited in order to ascertain the availability and level of usability of the modern music technologies. From the table above, it was established that virtually all the modern music technologies are available in all the selected schools with the exception of the music writing and recording software. This confirms that the use of Modern Technologies in Nigerian Educational System has been established and is very much in use in music education. The teachers also explained that the use of technology particularly the audio/visual ones make their works become easier and interesting. A music teacher explained that during the teaching of topics like History and Literature of music where the Lives, Works and Contributions of the European musicians like J. S. Bach, G. F. Handel, Joseph Haydn, Beethoven and Mozart to mention few of them, were being examined, most teachers might not be able to play most of their works (musical pieces) to the students. Therefore, the pieces were played through the use of CD; students were able to understand and appreciate the western music. Expression of musical terms and dynamics such as *accelerando* (gradually becoming faster), *diminuendo* (gradually becoming slower), *crescendo*, *trill*, *scherzo*, *appoggiatura* etc. were better understood by the students. This is because the students were able to see and hear from the video player.

During music lessons which were attended by the researchers, some students were asked on their interest towards the use of the available music technologies in their schools. They confessed that though, available music technologies such as tape recorder, television, CD players, computer and so forth were being used but most times, during practical classes when they were to prepare for school ceremonial programmes like end of the year activities, inter-house sport competition, sent-forth programme and so forth. This is because the programmes involve musical performances like dance-drama, orchestra band, melo-drama, opera, choreography etc. They use the technologies to play back songs on the tapes and watch artistic performances from the video media. So, the use of these media during music classes was not a usual practice. The implication of this is that the students might lose interest in the modern music technologies since constant practices arouse one's interest.

On the challenges facing the use of modern technologies in schools, most of the music teachers interviewed confessed their awareness of the modern music

software, though, many of them cannot use them. The reason, according to them, is that the use of music software was not part of their training when they were in schools. They argued that courses like Introduction to the Modern Technology, which focuses mainly on music software were supposed to have been incorporated in the course of study in higher institutions. They stated further that the courses might have prepared them for future challenges like that.

Furthermore, irregular power supply was identified as another cog in the wheel of usability of the software as well as other technologies. This confirms earlier finding of Aremu, (2002) that lack of infrastructural facilities such as electricity, and technical know-how on the part of the teachers were parts of challenges facing the use of modern technologies in Nigerian educational system. Some teachers explained that using modern technology in schools enhances learning but most times, they were often constrained by unavailability of electricity supply to power the available technologies. On this issue, it was observed during field work that though, many private schools have generators, most public schools do not have generator to supplement electricity supply. The private school music teachers complained that because the school authorities perceive music as not being a core subject, they would not support generator to be switch on for music classes unless music the students are preparing for a special school programme that involves music. This they complained as discouragement for the use of modern technologies in schools.

Conclusion

The adoption of modern technologies in Nigerian educational system is not a new phenomenon particularly in music. This is due to the constant changes brought by global technological advancement and current trends in music practices and industry. This paper has attempted to evaluate the availability and the use of modern music technologies in selected secondary schools in Oyo metropolis. It was discovered that despite that many of modern music technologies are available in schools and students are interested in using them, not all of the available technologies were being frequently used during music lessons. Incompetence on the part of teachers, erratic power supply and poor attitude of school managements to music as a subject are some of the challenges facing the use of these modern teaching aids. It is not a doubt that unless these challenges

are properly taken care of, the training of the students will be adversely affected in line with current trends in technological advancement.

To solve the identified problems, the following suggestions are recommended:

1. Government and school managements should organise workshop, training and retraining for teachers on modern technologies so as to be able to cope with the current educational needs and societal challenges
2. The schools managements should encourage the use of modern music technologies in their schools by providing it and making its use compulsory for teachers during class activities; this will enhance effectiveness in music teaching and learning as well as boost the interest of the students towards learning
3. Provision of basic amenities such as electricity should be a priority of government and school managements, since functioning of these modern music technologies largely depends on availability of power supply
4. The use of modern music technologies among the students should be guided so as not to damage or use it for irrelevant purposes. Teachers should also note that the main purpose of using modern music technologies is to enhance the activities of teaching and learning of music.

References

- Adeleke, Abel (2013). New media in digital technology: home-ground software for music production in Nigeria. *Journal of Nigerian Music Education*. 4 & 5.
- Agu, D. C. C. (2011). The impact of electronic technology on indigenous and pop music: the Nigerian experience. *Journal of the Association of Nigerian Musicologists (JANIM)* Vol. 5.
- Aremu, Ayotola (2002). Educational technology in *basic processes in education*. Oyo. Mobolaji Ogunsanya (Ed). OYSCOED Publication Series.
- Falade, A. A., Badmus, A. M. and Olasedidun, O. K. (2012). Adopting modern media technologies in Nigeria's distance education: a reform that must be sustained. *The Moulder*: 3(3).
- Idamoyinbo, Ovaborhene (2011). Developing collaborative music technology programmes for Nigerian universities. *Journal of the Association of Nigerian Musicologists (JANIM)* Vol. 5
- Loko, Olasunbo (2013). Integrating technology into music education in Nigeria. *Journal of Nigerian Music Education*, 4 & 5.

Jonathan Olapade & Blessing Amole: *An Evaluation of Availability and Use of Modern...*

Obanya, P. A. I. (2002). *Revitalising education in Africa*. Ibadan: Stirling-Horden Publishers (Nig.) Limited.

Okafor, R. C. (2005). *Music in Nigerian society*. Enugu: New Generation Ventures Ltd.

Olorunsogo Adetutu (2009). The advancement of computer music: a perspective for music education in Nigeria. *Journal of the Association of Nigerian Musicologists (JANIM) Special edition*

Omibiyi-Obidike, M. A. (1992). 'The process of education and the search for identity in contemporary African music' in African musicology. J. C. DjéDje (ed.) *African Musicology: Current trends*, II.

Omojola, B (1995). *Nigerian art music*. Ibadan. IFRA.

Raymond, A. and Byrne, C. (2002). Teaching strategies in the classroom: impact of information and communication Technologies. *Journal of the International Society for Music Education*, 1

Samuel, K. M. (2009). CD-Rom and multimedia projector as complimentary educational technology in teaching music in Nigerian tertiary institutions. *Journal of the Association of Nigerian Musicologists (JANIM) Special edition*.

Simiyu, A. M. (1999). New and emerging technologies in teaching and learning in higher education. A Lead Paper Presented at the Regional Workshop on Teaching and Learning in Higher Education, Moi University. Eldoret, Kenya.

Udoh, I. E. (2011). The role of a composer in national development: a case study of Okon Udo Udo. *Journal of the Association of Nigerian Musicologists (JANIM) Vol. 5*.