

EFFECTS OF EARLY CHILDHOOD MOTIVATION AND MUSICAL ART EDUCATION ON THE CHILD

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Introduction

The greatest desire of any teacher is to arouse and motivate a child in class and that is the utmost desire of a music teacher in classroom situation. It is of interest to have a musically motivated child/learner in a class of music. Learning is very effective and interesting when the duo (teacher and learner) are having an effective participatory action in a class environment. It is also the pride of any nation to produce people of high intelligence and people who can contribute meaningfully to the development of the nation, for “education is an instrument for national development” (National Policy on Education by Federal Republic of Nigeria, 2014:4). The education must be an all-round one that brings about meaningful development in an individual. This education promotes “physical, emotional and psychological development of all children” (FRN, 2014:5).

The dream of any nation (Nigeria) is to bring up balanced individuals who can contribute meaningfully to the development of the nation. The child is the treasure of the nation and so must be handled with care if the noble educational objectives must be achieved (Onyiuke, 2006). Therefore, “educational activities shall be centered on the learner for maximum self-development and self-fulfillment” (FRN, 2014:6). Onyiuke (2009) emphatically stated that “Music education can be used to achieve these noble objectives of producing all-round individuals who can contribute meaningfully to the development of the nation” (21). If music is the right subject for a child’s development, it therefore means that proper care needs to be given to it and the individual from the grass root so that once the foundation is laid, it has to be nurtured until the child goes to the classroom where it will be properly motivated,

maintained and sustained for the proper development of that individual and for the benefit of the society.

It is therefore important to know that foundational musical upbringing of a child plays a very important role in his/her life and in school in particular. At the early stage of children, they create and make more music than adults do. McDonald (1979) rightly said that "Children probably are over most persistent music makers. They create more music, explore music conscientiously, use music more consistently and spontaneously, and are more strongly motivated towards music" (52). This will effect smooth transition from home to school where he/she will be nurtured musically.

At this state (foundational stage) children are greatly motivated in doing things right especially in music. Whatever they learn at this stage affects their lives in future. Motivating children to learn, create and make music at the early stage of their lives is of paramount important. Musical art learnt at this stage is not forgotten easily by children. That is why it is very important to start school early in life as Plato the great philosopher opined that "the child should be given education as soon as possible... whatever goes into their mind is hardly erased" (Anero, 2018:56). Children should therefore be trained at their early childhood with proper and rightful methods of education that would be geared towards improving their learning. Different techniques and measures should as well be employed to bring about learning in children at the early stage of education. Their attention in classroom instruction should be sustained through motivation, no one style of motivation should be employed in their learning but rather different motivational strategies should be given to the child in classroom. These are very necessary if children should learn properly.

Musical art therefore means a lot to ordinary man; it is more than the playing and listening to music. Musical arts involve production of music, singing, rapping, and composing music, scoring of music, creating music, musical analysis, music appreciation and many more. It is also important to understand the benefits of the musical art education to children which includes:

- Making children smarter
- Giving children something positive to do
- Making children to build self confidence in themselves

- Making them to have musical experience
- Making them to improve in their classroom skills
- Making them to understand mathematics well
- Children try out their own ideas
- Children use their imagination through musical arts education
- Children perform in front of audience for they feel important when someone appreciate their skills in music

These are the more reason why children should be engaged in musical art learning which also generally improves their academic achievement, memory, language and reading skills as well improving their thinking skill and instill discipline in them. Okpala (2017) confirms this in his saying that “children musical activities instill discipline in them as some of their musical games required strict adherence to the rule of the game” (76). This study is basically aimed at discussing motivational factors as the backbone for musical art education in the early childhood of an African child. The concept of motivation is reviewed, motivational learning theory employed, that will aid in arousing the interest of the learner to learn music, teacher’s role in motivating children to learn music, motivational strategies for learning music in early childhood, early childhood musical education using a descriptive design survey method to achieve the purpose of this study.

Early childhood: - Is a second stage of child development from the age of two to about six (2 – 6 years). It is a stage of manifestation of a sense of autonomy. This is the stage before the age of school. It is as well called pre-school period. This is a stage where a child can do things for himself. According to Ukpong (2015); early childhood period is that where:

Growth and development is rapid though not as rapid as in the infancy period. By the end of third year his visual ability is very good. The child can feed himself properly, speak clearly, runs, throws and catches balls, climbs and plays with friends. He asks a lot of questions and can form concepts. By the end of early childhood, that is six years from birth, the child is expected to be ready for primary school (33)

Children also receive education at this stage via early childhood education. The purpose being to:

Effect a smooth transition from the home to the school; prepare the child for the primary level of education. Inculcate social, moral norms and values and inculcate in the child the spirit of enquiry and creativity through... Music (FRN, 2014:7)

Furthermore, Federal Republic of Nigeria in her National Policy on Education (2004) described early childhood education as “the education given in an educational institution to children prior to their entering the primary school. It includes the crèche, the nursery and the kindergarten” (11) Describing early childhood (2–6 years) Anero (2018) has said that:

The early childhood stage is generally known as the pre-school age. Within the period, children are observed not to have the ability to concentrate for a long periods of time without a great deal of support. They possess some degree of ability, logic, magic insight and ignorance. At this age, they are known to talk endlessly; they are good listeners and enjoy stories. They also believe all that are told to them as stories. At the tail part of this period 6 – 7 years of age, children are known to freely associate with peers outside the immediate families and this feature provides the child with the opportunities to prepare for the challenges to come (26 & 27)

Discussing about early childhood education in Nigeria, Amadi (2013) said it “is very vital to the overall development of education in Nigeria” (364) Amadi (2013) further referred it “to institutional training or grooming given to children at pre-primary and early primary school levels for the development of their social emotional cognitive, intellectual and physical potentials” (365). Enumerating the importance of this education, Heymann (2003) in Amadi (2013:365) explained that there is difference in educational performance between children who acquired this type of education and the ones who never attended the early child education. At this stage, teachers are expected to do the right thing to these children by applying the right type of training and training techniques that will help in arousing the children’s

interest in the subject matter and motivating them to carry on in class. Story telling with a lot of music employed will serve these children well.

Abie (2019) emphasized that "As early childhood educators we believe that from the time of birth, all children are ready to learn. However, what we do or don't do as individuals, educators and collectively as society can impede a child's success in learning" (206)

Motivation and motivational types: What is motivation? Motivation is an English word meaning the willingness to do something without force. To be motivated comes from the inner mind, one need not to be forced or told to do something. If it comes from the inner mind, they must have the ability and strength to work with. Motivation by Slavin (1997): "Is one of the most important components of learning... Motivation is what gets you going, keeps you going and determines where you're trying to go" (346) "Motivation is usually defined as an internal state that arouses, directs and maintains behaviour" (Woolfolk, 1993:336). Motivation does not seek to make a change in behaviour by maintaining behaviour alone but also arouses the interest of the learner and gives directions on how things should be tackled. What motivates a learner is in the sense of knowing that what is being learnt will meet his personal goal. For instance, if by learning rudiments of music or theory of music will make some students to become a better pianist he will spend much time learning the theory.

"The teacher's challenge is to associate music with the fulfillment of some need, without forfeiting the validity of the subject.

Student → Music → Goal or need" (Hoffer, 1973:138).

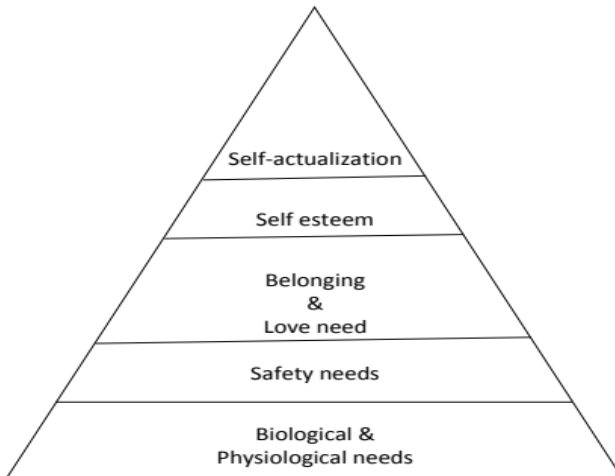
Motivation therefore relies on personal need and interests.

However, there are motivational types which are intrinsic and extrinsic motivation. The motivation that stems from interest is called intrinsic motivation. When one is intrinsically motivated, he/she does not need incentives or punishments to make him/her work/learn because the activity itself is rewarding. Furthermore, "intrinsic motivation is a type of motivation in which an individual is being motivated by internal desires" (<https://www.lifehack.org-productivity>) once again the desire to study music in order to be a good music teacher comes from within a person. This is intrinsic motivation: But if one is being forced to study music

by parents, guardian to please one it becomes extrinsic motivation. The reason being that their desire comes from outside the person. This could be as a result of pressure, fear, power and any higher authority. Children are motivated based on either intrinsic or extrinsic interest but the motivation differs in individual child, for what motivates one may not motivate the other. However, intrinsic motivation promotes teaching and learning by the use of games, plays visual and audio teaching aids; while extrinsic motivation can be informing of rewards, incentives such as money, gifts and others.

Motivational theory: Maslow's human pyramid of needs is chosen for this piece of study. The humanistic approach to motivation emphasized on personal freedom of choice, self-determination (self-actualization by Maslow) and stressed the importance of intrinsic motivation and the role of needs as being central (Woodfolk, 1993:339). Nuradeen (2014) in Anero (2018) explained that "Maslow believed that individuals are motivated by intrinsic factors rather than tangible rewards or unmet desires" (177). Motivation which is inherent in man's ability to acquire his needs makes him to attain lower needs before the higher one which will tell on human behaviour (Anero, 2018:177).

Maslow's theory of needs is used to study how human beings intrinsically partake in behaviour motivation which is clearly seen in the pyramid below:



There is a certain amount of internal sensation that must be met in order for a person to complete the hierarchy. The theory teaches that the lower level of needs must be completed satisfactorily before moving onto the higher level of needs. For Anero (2018): "what motivate man are his needs" (177) And Maslow (1943) in Anero (2018) contended that "people are motivated to achieve certain needs and that some of the needs take precedence over others. The basic needs of man are for physical survival. Man... Attains or satisfies those needs that will ensure his surviving before attaining other needs. (177)

In this way, a child in a music class whose family has provided with lunch pack and morning food before going to school, water, books, and writing materials needs to be provided with a good learning environment with all the musical equipment needed in class to study music. With all the necessary things provided for, this child will be able to do well in class by intrinsically making choice of the type of musical equipment he/she needs to study.

Early childhood musical motivation: A child who is born in a musical family will always learn and appreciate music even if he/she does not take music as a career in life. As children grow and they play or perform music on their own, it is important for them to be encouraged. When a child is scolded for drumming on empty tins and told that he/she is disturbing, that child will grow up thinking that such is noise making and will never love to play music. Children who are motivated musically earlier in life learn, play and also appreciate music even in their adulthood. At the pre-nursery stage, children are encouraged to touch and play with all the play equipment in their environment including toy drums and musical instruments. This is a source of motivation in class. These children also learn the things in their environment through musical plays and singing. Observation has shown that children who were unable to attend pre-nursery section in life do not perform better in school at the later age. This is because, they never had access to playing and learning things like the other group did.

In learning, children have the ability to make choice and go for their needs willingly, which triggers off interest in them. In that class where different types of musical toys are displayed, each child goes for his/her choice without being forced to make a choice. But if a music teacher decides to use reward or appreciation method on the children, they will be motivated but this will not last, as soon as they

receive the reward the interest is dropped. That motivation at that time is just for them to pass the examination and it ends there. It therefore means that children are only motivated by intrinsic factors rather than extrinsic rewards.

Sustaining a child's musical attention in class through motivation:

According to Anero (2018):

Human life generally is guided by motivation. The pre-primary and primary school child is no exception. It is not disputable that the extent an individual fares in a given venture depends on the nature of motivation he/she receives (234 - 235)

Pupils' choice and actions in the class depend on the way they are motivated. Furthermore, Odera (2011) in Anero (2018) opined that "Motivation is one of the most important forces that guide students' action. It arouses human drives and sustains action" (235). A child who is not motivated in any way cannot do properly well in school. For instance, a child who is being starved in the house and does not eat before going to school will have his/her mind fixed on food while in class and will not pay attention to the teaching that goes on in the class.

When a child is motivated by making everything in his learning environment comfortable and conducive for learning he/she learns better. That which motivates the child must be fanned (maintained) and sustained to keep the learning going. "Like passion, motivation eventually fades away if it is not fed every day. It takes time, effort and energy, but it is worthwhile" (<https://www.unl.britishcouncil.org/how/keep>). In order to sustain a child's musical attention through motivation in class the position/role of the teacher is very important as he/she is the one to put in place the motivational strategies for learning.

A motivated teacher is all that is needed to make teaching and learning in class effective. Cristina (2017) placed it this way "In my experience, what keeps students motivated is a motivated teacher. If you have a passion for teaching, your students are more likely to show a passion for learning" A motivated music teacher has a lot of motivating characteristics in him that will arrest the interest of the children/learners as well as sustain their interest. It is often said that "Few teachers would deny that motivated students are easier to teach" (<https://www.unl.edu/current/teaching>). In

other words, it is actually true that the more motivated children are, the easier the teaching. Yet to motivate children's learning is not an easy task that needs the task of only a motivated music teacher who possesses the following skills and strategies to achieve educational goals in the lives of the children.

It is therefore necessary for the music teacher not only to know the names of the children in the class but also to use these names or call these names often in class; this brings the child/children closer home. The often use of the children's name in class gets the attention of these children. They feel warmth and acceptable. A music teacher should keep the attention of the pupils and motivate them by speaking to them in a fair but non-threatening voice bearing in mind the age level of these children. Children love to sing and play music at this level they do not need hard words which might scare them from learning music.

Teacher should apply and use attention grabbers that have varied colours, textures, shapes, movement, sounds to appeal to their senses. These are motivational devices that may help them to focus on their studies. An example, is using different colours of fruits (Dummy) to represent number of notes that make up a semibreve or different dummy cars of different sizes and colourful to represent same. The colours could also go for recorders to play music. Also beautiful sound of music could be played for the listening pleasure of the children. Colourful costumes can attract, sustain, and motivate children's attention in music class. There should be a proper plan of action for every lesson. Each music topic should be well specified in the weekly or daily lesson plan with proper or appropriate stated objectives for every lesson. Music teacher should review learning objectives with students.

Questioning in the class should be distributed among the learners; this is to make them focus on the musical activities in the class. Every music teaching should be centered on the child (Child centered education). Involve each one of them in the musical activities by giving them chance to express themselves each. Encourage interaction among them especially in the ensemble classes, make them to work with others, this will highly motivate them and they will never shy away from people. Make the instruments (Equipment) you want to teach available in class for them to see, touch and use. This will make them make right choice in time, choosing musical

instruments to play as major or minor at this stage is very important for as the child grows he/she is able to master such instrument without waiting till adulthood.

A motivated music teacher should vary his/her instrument strategies. Using one method of teaching at all times is not favourable to the children of the ages 2 – 6. Variety is the spice of life we know, so there should be varieties in applying musical method for children. Step away from the text books by bringing in authentic materials that the students can connect with and that matches their needs and interest (Cristina, 2017).

Use different materials to teach, this may vary from visual to audio visual materials or flashcards. Bringing technology into one's teaching is a great way to motivate the students. Class arrangement is very important at this stage, for it helps teacher to move freely in class, makes the students to hear him/her well, observe what the teacher does, and makes the class teaching/learning relevant. Teacher's smiling in the class tells the learners that all is well; they forget their little problems and focus on the lesson of the day. So, it is important that music teacher should arrange the class in such a way that all participate actively and for motivational factors to take place. Making class music teaching interesting by putting some excitement in the class, making learning fun, being playful (making teaching dramatic) is equally important.

Teacher should learn not to keep the children too long in class by making each music class not to be boring but a short class and allow breaks for play. Attention should be paid to the strengths and limitations of each child. This will prompt the teacher to work with children closely and use one on one lesson method for Children feel motivated when they are given special attention.

Teacher should consider the temperament of each child in the class and follow them up accordingly. Above all, music teacher should be a friend to all the children in the class, put on love and understanding. By so doing, the interest of the children will be raised, motivated to study music and related courses.

Conclusion

Music naturally is part of every growing child's activities. This could be traced "from the effective use of lullaby in the raising of children to the adaptation of music for educational purposes" (Esimone, 2014:65). Every child deserves music for

proper development in life, even a child with disability prefers music to any other thing. This display of interest in music performance in children when discovered should be nurtured and sustained for proper musical growth. This act should be done intrinsically to enable the child make choice of his/her own, which the teacher implements through motivational strategies employed in the classroom. Finally, according to Abie (2019), "Activities that are based on children's interest provide intrinsic motivation for learning" (309).

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