Achieving Music Education Academic Success Through Pedagogical Variables in Junior Secondary Schools in Ogba/Egbema/Ndoni LGA of Rivers State.

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Abstract

This study examines the pedagogical effectiveness and efficiency of teachers in the music classroom. It designs to investigate pedagogical variables, such as: teachers' classroom management ability and skills, and teachers' effective utilization of appropriate instructional methods and materials. Explicitly, teachers have been accused of using inappropriate pedagogical approaches in teaching music and such practice is hindrance to achieving music education academic success through pedagogical variables in Junior Secondary Schools in Onelga. The aim of this study is to investigate teachers' management ability and pedagogical skills and how it influences students' academic achievements in the study of music in Junior Secondary Schools in ONELGA. Creative Arts and Music teachers in Rivers State were in focus for the study. The entire population of 22 teachers and a sample of 380 JSS III students, total 402 respondents were assessed for the study. The instrument for data collection is a four point rating scale questionnaire (TMPSQ). The data analyses were analyzed using Pearson Product Moment Correlation Analysis as tools. The results of these analysis shows that students' academic achievements in music education is influenced by the teachers' classroom management skills, and effective utilization of instructional methods and materials. With Moment Correlation methodology, this study interrogated the effectiveness and efficiency of teachers in the music classroom. The study therefore recommend massive educational training for music teachers as that would pragmatically enhance effective usage of appropriate instructional methods and materials to attain pre-specified outcome from students.

Keywords: Pedagogical, Variables, Academic achievement, Secondary School, ONELGA.

Introduction

Education is an activity which goes on in the society, whose aims and objectives depend on the nature, needs and aspiration of the society in which it takes place. For education to be useful to the society, certain desirable qualities, capabilities, skills, knowledge, attitude and values need to be inculcated in the individuals. These anticipated desirable outcomes should be clearly spelt out and considered as very important because the success on the educational endeavor depends on them. Inyang-Abia (2004, p. 54) stated that leading teaching-learning participants to their destination is the philosophy underlying the need for specifying objectives of instruction. Bloom in his work popularly known as "Bloom's Taxonomy" classified educational objectives into cognitive, affective and psychomotor domains; this is widely used in the field of education today. The attainment of the pre-specified objectives is usually measured by the students' academic achievements, and the success of this lies in the teacher's ability to generate, implement and evaluate instructional objectives determining to a large extent, the level of pedagogical effectiveness and efficiency (Inyang-Abia, 2004, p. 67).

Pedagogy as the art or science of teaching is very essential in instructional processes; it is the study of being a teacher or the process of teaching. The term however generally refers to strategies of instruction or a style of instruction. The concept of pedagogy as applied in education involves the theory or principle of education and the method of teaching based on such theory. This implies that what makes a teacher is his or her pedagogical competence. An effective pedagogical procedure is a function of a series of ongoing interaction between a teacher in the role of a mentor, who states instructional objectives and guides the learner(s) the beneficiary, to attain the predetermined objectives. This however, requires pedagogical ability and skills on the part of the teacher to ensure its success. These pedagogical competencies are referred to in this work as pedagogical variables.

Explicitly researches revealed that teachers have been accused of using inappropriate pedagogical approaches in teaching music, and such practices is hindrance to achieving music education academic success in Junior Secondary Schools. It becomes relevant to support teachers' continuous pedagogical development with the intention of achieving quality instructional objectives through improved students' academic achievements to meet national/global challenges. This has called for series of seminars and conferences organized by States and Federal Government, and trainings under the auspices of the

National Teachers Institute (NTI) to improve teachers' pedagogical ability and skills (Isangedighi, 2007, p. 75).

Furthermore the methods adopted and the utilization of instructional materials have their place in the teaching/learning process and in achievement of instructional objectives which is measured by students' academic performance. The critical question then is, to what extent does this pedagogical variables influence students' academic achievements in the study of music in Ogba/Egbema/Ndoni LGA of Rivers State?

Aim and Objectives of the Study

The aim of this study is to investigate two selected pedagogical variables and how they influence students' academic achievements in the study of music in Junior Secondary Schools in Ogba/Egbema/Ndoni Local Government Area of Rivers State.

The Specific Objectives are to:

A. Investigate the extent to which teachers' classroom management ability and skills influence students' academic achievements in the study of music in Onelga.
B. Investigate the extent to which teachers' effective utilization of instructional methods and materials influence students' academic achievements in the study music in Onelga.

Research Questions

The following research questions were formulated to guide the study:

1. To what extent does the teachers' classroom management ability and skills influence students' academic achievements in the study of music in Onelga?
2. To what extent does the teachers' effective utilization of instructional methods and materials influence student's academic achievements in the study of music in Onelga?

Hypotheses

The following hypotheses guided the study and were tested at .05 level of significance;

HO_1 There is no significant difference between the mean responses of teachers and students on the influences of teachers' classroom management ability and skills on students' academic achievements in the study of music in Onelga.

HO_2 There is no significant difference between the mean responses of teachers and students on the influences of teachers' effective utilization of instructional methods and materials on student's academic achievements in the study of music in Onelga.

Conceptual Framework

Two concepts namely; Teachers' classroom management skills and Teachers' effective utilization of instructional methods and materials will be reviewed.

Teacher's Classroom Management Ability and Skills

Fawole, et al (2007, p. 89), defines classroom management as "the arrangement of human and materials resources available for education in the classroom and carefully using them systematically to achieve education goals". In the same view point, Sasson (2007, p. 11), maintained that classroom management refers to the actions a teacher needs to take place in class sessions. Wikipedia (2018, p. 76), subscribed to the above opinion when it observed that classroom management is a term used by teachers to describe the process of ensuring that classroom lesson runs smoothly despite disruptive behaviour in the class. Classroom management skills generally are very important component of the teaching-learning process that is why it incorporates classroom organization and control. However, some teachers seem to lack the relational skills needed to understand and manage the classroom situation. In such case, good teaching strategy and knowledge of the subject matter alone are not enough to bring out the intended outcome in learners.

How then would the nation's educational goal and objectives be attained if our classrooms environments were plagued with students who were noisy, inattentive, restless, truant, aggressive and generally un-conforming to the school rules and regulations in the class? This question is in view of the fact that all the planned curriculum activities revolve around the classroom environment. Since the classroom is the centre of learning activities, its management is an important issue because it affects the extent of goal attainment in teaching and learning endeavours in the Juniour Secondary Schools.

The essential task of the teacher therefore is to arrange the conditions of the learner's classroom environment so that the process of learning will be activated, supported, enhanced and maintained. This is necessary because teachers are accountable for the state of affairs in their classroom. Classroom management further requires the ability to analyze the different elements and phases of a lesson, the nature of class arrangement, materials and the ability to decide on approaches to reduce sources of frictions (Mboto, 2008, p. 53). In a similar vein, Esu cited in Esu (1995, p. 72), stated that it involves the ability to manage both materials and the students for the purposes of instruction and learning.

Effective Utilization of Instructional Methods and Materials.

Utilization of instructional methods and materials is the process of bringing learning into contact with instructional materials and resources to facilitate and assess learning and training (Inyang-Abia, 2004, p. 14). Utilization concept judge the value of instructional methods and materials, the author admitted. According to Esu (2004, p. 45) resources are used by the learner and the teacher to facilitate the acquisition of knowledge and skills in the teaching and learning of a subject. Omojuwa (2003, p. 67) however made it clear that it is only a judicious utilization of these instructional materials that can bring about a desirable learning outcome. This assertion presumes that instructional materials may be actually available in a school, but it is its proper usage that influences learning.

In line with this view Omojuwa (2003, p. 62) is of the opinion that when the materials are intelligently and creatively used, they are most valuable aids to effective learning and achievement of learning task. Esu (2004, p. 86) in support of this assertion maintained that instructional materials are used to supplement or complement the teachers' task in the classroom hence improves teaching and learning activities. Writing on the value of these materials, Omojuwa (2003, p. 24), state that the utilization of instructional resources allows students to have relatively uniform attention and opportunities to practice acquired skills. According to Okoro & Iyeke (2004, p. 35) the availability and effective utilization of requisite facilities is important for execution of any assigned task.

Giving reason for this effect of the utilization of instructional materials on students' academic achievements, Afangideh (2009, p. 241) states that they offer reality of experience, provide visual aspect to a process or technique, facilitate the understanding of abstract concepts, save time by limiting the use of wordy explanation and provide opportunity for the learner to manipulate objects in the environment. But Oyetunde & Piwuna (2002, p.64) opined that it is worthy of note that resource materials do not achieve any of the aforementioned benefits on their own, that their usefulness depends on what the teacher makes out of them.

Research Design

The research design adopted for this study is the ex-post facto design. Ex-post facto design was considered appropriate because the study investigates possible cause-and-effect relationship by observing existing conditions or state of affairs and then searching back by analysis data to establish possible cause factor.

Population of the Study

The population of the study consists of eight thousand (8,000) Junior Secondary School students and twenty two Creative Arts/Music (22) teachers of twenty two (22) public Junior Secondary Schools in Ogba/Egbema/Ndoni LGA, Rivers State, making the total population to be eight thousand twenty two (8,022), RSSSSB 2018.

Sample and Sampling Technique

Purposive sampling technique was used in this study to arrive at a sample of three hundred and eighty (380) JSS III students of twenty (22) public secondary schools in Onelga, Rivers State. However the entire population of twenty two teachers (22) was used since its relatively small making the total sample to be four hundred and two (402) which represents 50.6% of the target population using the Taro Yamane's formula. Taro Yamane's Formula:

$$TT = \frac{N}{1 + N(e)2} = \frac{8000}{1 + 8000(0.005)2} = \frac{8000}{21} = 380$$

General Description of Data

The principal dependent variable (y) of this study was students' academic achievements which were measured by students' academic records. On the other hand, the independent variables involved in this study are pedagogical variables which includes; Classroom management ability/skills, and Teachers' effective utilization of instructional methods and materials.

Analysis of Research Questions and Results

This section presents the computation of data collected and the results gotten from its analysis. The information from the research questionnaire items and hypotheses serves as findings of the investigation done; for the purpose of clarity the data collected are presented in a table according to each question. Hence the analyses and the interpretation of data are presented below.

Research Question 1

To what extent does the teachers' classroom management ability and skills influence students' academic achievements in the study of music in Onelga?

Table 1: Mean Responses and Standard Deviation on teachers' classroom management ability and skills influences on students' academic achievements.

S/N	ITEMS	Teachers X	Teachers SD	Rmk	StudentX	Students SD	Rmk
1.	Motivation as an instructional strategy arouses the interest of the student as well as helps the teacher to manage the class effectively when he has the attention of the students.	4.14	.969	HE	3.69	1.24	HE
2.	The teachers communication skills encourage lesson delivery and class room management	4.05	1.180	HE	4.19	.704	HE
3.	The teachers knowledge of various teaching methodologies, influences the academic performance of his students	4.16	1.04	HE	3.88	1.20	HE
4.	Teachers evaluation skills enables him to understand the extent of change in behavior in students	4.16	.608	HE	4.47	.817	HE
5	When the teacher delivers the lesson in such a way that it satisfies the needs of the learner it influences the performance of the learner.	3.73	.818	HE	3.65	.915	HE
6	Simulation enhances the performance of the learner.	3.84	.868	HE	3.71	1.08	HE
7	Planning the lesson adequately with clearly stated objectives influences students' performance.	3.92	.875	HE	3.73	1.02	HE
8	Assignment given by the teacher is like feedback mechanism which allows the teacher to understand the level of change in behavior.	3.93	.855	HE	4.08	.879	HE
	GX	4.12	.347	HE	4.06	.461	HE

The result in table 1 which had a grand mean of 4.12 and 4.06 clearly showed that both teachers and student agreed to a high extent with item 1 - 8 that classroom management skills are highly influential in determining the academic performance of a learner.

Hypothesis 1: There is no significant difference between the mean responses of teachers and students on the influences of teachers' classroom management ability and skills on students' academic achievements in the study of music in Onelga.

Table 2: Z-Test Analysis on the influences of teachers' classroom management ability and skills on students' academic achievements in the study of music.

Group	N	X	SD	Df	z-Cal	z-Crit	Decision
Teachers	22	4.12	.347				
				400	1.000	1.960	**Accepted**
Students	380	4.06	.461				

Table 2 shows that at 400 degree of freedom, that the calculated value of 1.000 is lower than the critical value of 1.960 indicating that there is no significant difference between the mean responses of teachers and students on the influence of classroom management skill on students' academic achievement in music studies in Secondary Schools in Onelga, Rivers State.

Research Question 2

To what extent does the teachers' effective utilization of instructional methods and materials influence student's academic achievements in the study of music in Onelga?

Table 3: Mean Responses and Standard Deviation on influences of teacher's effective utilization of instructional methods and materials on students' academic achievements.

Adequate and proper utilization of instructional material influences the students to:

S/N	ITEMS	Teachers X	teachers SD	Rmk	Students X	students SD	Rmk
9.	Synthesize	3.86	.812	HE	3.78	.738	HE
10.	Understand	4.37	.625	HE	4.51	.719	HE

11.	Individualize learning	4.03	.632	HE	3.70	.863	HE
12.	Improve Knowledge and skill	3.50	.789	HE	3.71	.833	HE
13.	Practice and communicate interactively	3.77	.972	HE	3.88	1.01	HE
14.	Assimilate	3.78	.941	HE	4.05	.682	HE
15.	Feel motivated and eager to learn	3.96	.802	HE	3.55	.976	HE
16.	Feel, see, touch and demonstrate the instruction.	4.18	.643	HE	4.22	.907	HE
	GX	3.92	.435	HE	3.92	.464	HE

The result in table 3 which had a grand mean of 3.92 and 3.92 clearly showed that both teachers and student agreed to a high extent with item 9 – 16 that instructional methods/material is an important factor which must be considered by the teacher during his lesson presentations in order to facilitate learning.

Hypothesis 2: There is no significant difference between the mean responses of teachers and students on the influences of teachers' effective utilization of instructional methods and materials on student's academic achievements in the study of music in Onelga.

Table 4: Z-Test Analysis on the influences of teachers' effective utilization of instructional methods and materials on students' academic achievements in the study of music.

Group	N	X	SD	Df	z-Cal	z-Crit	Decision
Teachers	22	3.92	.435				
				400	0.58	1.960	**Accepted**
Students	380	3.92	.464				

The data in Table 4 shows that the calculated value of .58 is less than the critical of 1.960 at 400 degree of freedom. This implies that there is no significant difference between the mean responses of teachers and students on the influence of effective utilization of

instructional methods and materials on students' academic achievement in the study of music in Onelga. Therefore, the null hypothesis was accepted.

Discussion of Findings

Research Question 1
To what extent does the teachers' classroom management ability and skills influence students' academic achievements in the study of music?

From the result of the analysis in table 1 which had the grand mean values of 4.12 and 4.06 clearly showed that both teachers and students agreed to a high extent with item 1 - 8 that teachers' classroom management ability and skills influences students' academic achievements as a highly needed pedagogical skill of the teacher. The grand SD of .347 and .461 showed closeness and homogeneity in the opinion of both category of respondents and are in agreement that positive classroom atmosphere and management facilitates the achievement of specified objectives. Earlier studies indicate that teachers with democratic classroom management skills provide the learners with opportunity to contribute in the teaching-learning process. Furthermore, in accordance with the result from this study is the report made by Agbor (2002) that no matter how effective a teacher is, the way and manner he manages his classroom determines how the objectives of his lesson would be achieved.

Hypothesis 1:

There is no significant difference between the mean responses of teachers and students on the influence of classroom management ability and skills on students' academic achievements in the study of music in Junior Secondary Schools.

Table 2 shows that at 400 degree of freedom the calculated value of 1.000 is lower than the critical value of 1.960 indicating that there is no significant difference between the mean responses of teachers and students on the influence of classroom management ability and skills on students' academic achievements in the study of music in Junior Secondary Schools in Onelga, Rivers State. The interpretation of this result is that classroom management skills influences students' academic achievements to a high extent. Therefore, the null hypothesis was accepted.

Research Question 2
To what extent does the teacher's effective utilization of instructional methods and materials influence students' academic achievements in the study of music?

The result of the analysis in table 3 which had the grand mean values of 3.92 and 3.92 clearly showed that both teachers and students agreed to a high extent with item 9 - 16. It indicates that effective utilization of instructional methods and materials is an important variable that influences students' academic achievements to a high extent, which implies that the teacher should always make good use of appropriate instructional materials during lesson presentations in order to attain set objectives. The standard deviation (SD) which ranges from .643 – .972 and .682– 1.01 with a grand SD of .435 and .464 indicates closeness in the opinion of both category of respondents and are in agreement with the assertion of Omojuwa (2003, p. 65) that it is only a judicious utilization of instructional methods and materials that can bring about a desirable learning outcome. The finding of this study also buttressed the assertion made by Afangideh (2009, p. 27) that the effectiveness of an academic achievement depends on the quality of teacher's mastery of relevant content of school subjects, availability and effective utilization of appropriate instructional methods and materials among other factors.

Hypothesis 2:

There is no significant difference between the mean responses of teachers and students on the influences of effective utilization of instructional methods and materials on students' academic achievements in the study of music in Junior Secondary Schools in Onelga.

The data in Table 4 shows that the calculated value of .58 is less than the critical of 1.960 at 400 degree of freedom. This implies that there is no significant difference between the mean responses of teachers and students on the influences of effective utilization of instructional methods and materials on students' academic achievements in the study of music in Junior Secondary Schools in Onelga. This result indicates that teacher's effective utilization of instructional methods and materials influences students' academic achievements in the study of music to a high extent in Onelga schools. Therefore, the null hypothesis was accepted.

Conclusion

The findings of this study portray that teacher's classroom management ability/skills influences students' academic achievements in the study of music in Junior Secondary Schools in Onelga, Rivers State. The implication of this is that teachers with high classroom management ability and skills attain instructional objectives more than those with low classroom management ability. In this manner, music students taught by teachers with high classroom management skills perform better than their counterparts taught by teachers with low classroom management ability. This means that the degree of students'

academic achievements depends on teachers with high classroom management ability and skills.

The findings of the study also recognize that proper utilization of instructional methods and materials by the teacher influences students' academic achievements. It was concluded that instructional methods and materials must be highly and judiciously utilized for students' academic achievements in the study of music to be highly attained in Ogba/Egbema/Ndoni LGA of Rivers State.

Recommendations

On the basis of the findings and the conclusion of this study the following recommendation were made;

- There is need to improve classroom management skill of practicing music teachers through seminars, workshops and conferences organized by government and education stakeholders. This is because the finding of the study shows that students who were taught by teachers with high classroom management ability perform significantly better than their counterparts taught by teachers with low classroom management ability.
- As revealed by the finding of this research, judicious utilization of instructional materials influence learning outcome. It is therefore recommended that government and/or education boards should regularly organize seminars and workshops on the use of instructional resources such as audio/visual equipment for music teachers.
- The reason why available materials are not used by many teachers in schools and colleges is that they lack the necessary skills to operate them. To avoid this quagmire, it is therefore recommended that teachers need the basic knowledge and skills necessary to make the fullest use of resource materials.

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