Instructional Material as a Viable Tool in Teaching and Learning of Music in Secondary Schools in Port Harcourt Metropolis

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Abstract

This work, instructional material as a viable tool in teaching and learning music in secondary schools in Port Harcourt metropolis. The findings show the fact that most of the schools in Port Harcourt lack adequate instructional material to enhance teaching and learning of music. Unavailability or lack of instructional materials in teaching music can result in poor performance in examinations. Problem of lack of power supply to power the musical instruments such as keyboard without instructional material the teaching and learning of music will be ineffective.

Keyword: Instructional material, teaching and learning.

Introduction

The vital role instructional materials play in the teaching and learning of music cannot be overemphasized. Music cannot be taught effectively without instructional materials. According to Vikoo (2003) "instructional materials are otherwise known as instructional aides, audio visual aids or teaching aids and so forth". (46) Without instructional material learning activities cannot be effective and enjoyable. Instructional materials are therefore needed at all aspect of teaching and learning.

The important role of instructional materials in teaching and learning activities is further justified by the fact that it's availability takes a high premium in curriculum planning and development. According to Mumuti (2002) "the utilization of the various instructional materials takes into consideration the age of the learners" (41).

Instructional materials in music include music text books, musical instruments such as keyboard, violin, clarinet, recorder, guitar, saxophone, and so on Furthermore, Music as a creative subject requires more instructional materials than other liberal arts such as History, Religious Studies, English language and others, given the fact that music is learnt alongside with musical instrument. Instructional materials are therefore needed at all aspect of music learning.

Awofua-Efebo (1999) in Vikoo (2003) Quotes and defines instructional materials as:

> any device with instructional content or function that is used for teaching purposes, including books, textbooks, supplementary reading materials, scripts for radio and television instrumentation, programmes for computer-managed packaged sets of materials for construction or manipulation. (132)

The term instructional material is used here in a very broad sense to include anything that a teacher can profitably employ to facilitate his teaching and learning by his students. In other words instructional materials are just teaching aids, without it teaching is not complete. The understanding behind the use of instructional materials is to aid the teacher in his teaching and the learner in learning.

Instructional materials also known as teaching/learning materials are any collection of materials including animate and inanimate objects and human and nonhuman resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. Wikipedia. https://study.com.

Instructional materials are the tools used in educational lessons, which includes active learning and assessment. Basically, any resource a teacher uses to help him teach his students is an instructional material https://study.com>academy>lesson.

Therefore, instructional materials are those tools things a teacher uses to teach his student to make the teaching more effective. It is used to improve students' knowledge, abilities and skills.

Instructional material in music are those tools the music teacher use in teaching music for the understanding and enjoyment of music.

They include ready to read music, flash cards, drums, piano, music manuscript, clarinet, recorder violin, viola, all these and more enable the music teacher to teach effectively. Instructional materials in music can also include audio, Braille for the blind, and music textbooks.

Importance of Instructional materials

Instructional materials are the terms used to describe the resource, teachers used to deliver the lesson effectively. It can help students to achieve or increase success in learning. It can also help to improve students' knowledge, abilities and skills.

Classification of Instructional Materials

Instructional materials are classified into three, namely, prints, electronic interactive and visuals.

Prints include textbooks, pamphlets, handouts, study guides, manuals.

Electronic interactive we have the computers, projectors, calculators and tablets.

Visuals we make use of charts, real objects, photographs, transparencies.

Instructional materials are known to be High technology materials and Low technology materials. High technology materials are those that require high degree of intricate and specialized technical skill to produce, for instance computers, TV, while production of low technology materials on the other hand does not require such specialized knowledge.

On this basis, instructional materials are classified as (1) print materials (2) non print materials which do not appear in their final format in paper or printed form.
Other classification include:

Physiological Parameters

In this perspective, instructional materials are classified according to the sensory channel (sense organ) the learner uses in interacting with or sensing them. There are seven types of instructional materials, based on the sensory modalities according to Omieibi Davids (2011) involved as follows:

(i) Auditory materials
(ii) Visual materials
(iii) Audio-visual materials
(iv) Tactile materials
(v) Olfactory materials
(vi) Gustatory materials and
(vii) Kinesthetic materials

Other system of classification of instructional materials is based on whether or not projection is required for use. On this basis, there are projected materials, which are projected by some projecting devices. Non projected materials include all materials that do not require projection to display the information on them.

Place Produced

The method of classifying instructional materials depends on the place/region produced at which the materials are produced. In this sense, instructional materials are classified as either.

(1) Locally-produced materials for instance graphic materials, that are produced and used within the same country or
(2) Foreign-produced, if produced and imported from abroad e.g cameras, TV.

Miscellaneous Characteristics

Many authors have also used miscellaneous or mixed characteristics of instructional materials to classify them. Some of the channel used, motion attributes.

Dike (1989) for instance, used these and other features to classify instructional materials as,

(i) Graphic materials
(ii) Three-dimensional materials
(iii) Non-projected still pictures
(iv) Projected pictures
(v) Motion pictures and
(vi) Audio materials

Functions of Instructional Materials

In teaching and learning of music, Vikoo, (2003) (147) postulates that "Research has shown that the quality and quantity of learning. The functions of instructional materials as improvement in the teaching/learning of music at the secondary level are outline below:- Extension of the range of experience available to learners. (147)

In this sense, music instructional materials like keyboard, guitar, and so on complement the teachers verbal explanations thereby enriching the learning experience. In situations in which it is impossible to bring real situations or object of study into the classroom, instructional materials help to bring to life what otherwise would be mere abstraction.

They provide the teacher with interest compelling springboards into a wide variety of learning activities.

They thus motivate teachers/learners to teach and learn more in the teaching and learning of music at the secondary level of education. Instructional materials also assist the teacher in overcoming physical difficulties of presenting subject matter.

For instance, they could help a teacher reach a large audience (such a through a microphone); overcome spatial or distance barrier (such as

through radio, TV and telephone); or to see what is ordinarily invisible or things seen with difficultly (such as though a microscope).

The utilization of instructional materials in teaching/learning of music help to stimulate students interests, extend attention span, and make for longer retention of what is earned. They do this by serving as concrete referents that promote understanding.

They make it possible to cater for individual differences in the teaching/learning of music at the secondary level of education.

In this sense, they enhance the possibility for students with different physiological and or anatomical deficiencies/deformities to learn since a careful selection and use of materials panders adequately to those handicaps, thereby creating equal educational opportunities for all. For instance, the blind can be taught using the Braille paper.

They also make the teaching/learning of music easier and more effective. They do this by increasing the means by which institutional communication can take place. Indeed, they serve as alternative channels of communication in the sense that they can stimulate more than one sensory channel. The more sensory channels stimulate the better the chances that the idea we are trying to communicate is understood.

They facilitate the process nature of communication. The "process nature of communication" implies that both the source and receiver of a message are actively involved in communication encounter. Instructional materials enhance this transactional process because as the learner interacts with and manipulates them, he expresses his views about the problem or ideas contained therein. Through such usage the teacher (source) is aware of the extent to which the learner has attained an instructional objective through the feedback reaching him. And if an objective has not been attained the feedback will help the teacher to see what he can do to make the pupils achieve it.

The Utilization of Instructional Materials

Materials in teaching and learning of music at the secondary education level shall be delineated on the basis of the various musical instructional materials which include guitar, keyboard, drum, microphone, loudspeaker and blackboard.

(1) Violin

The violin is a stringed instrument which the teacher uses to teach the secondary school pupils the various keys and tones of music. The teacher also uses the violin to teach the pupils other rudiments of music.

(2) Keyboard

The keyboard is one of the instructional materials in music which the teacher also uses to teach the pupils the various keys and blending of music to produce fine tunes.

(3) Drum

The drum is also used to teach the pupils the various notes of the drums. There are various types of drums such as talking drum, rattle drums.

(4) Microphone

The microphone is one of the vital instruments of music in the sense that it produces loudable, pleasant sound.

(5) Loudspeaker

The loudspeaker is also used by the teacher to teach music at the secondary level of education. The loudspeaker blends the voice and the sounds of the other instruments to produce fine sound passing through the amplifier.

(6) Chalkboard

The chalkboard is also a music instructional material on which the teacher writes in the course of teaching. In this sense, the teacher may also draw something's on it for proper explanation to the pupils.

There are also other music instructional materials like chalk, books etc, the delineation of which cannot be consummated in this discourse.

Problems Affecting Instructional Materials in Teaching and Learning of Music at the Secondary Education Level

There are many problems associated with instructional materials in teaching and learning of music at the secondary education level which are delineated below;

One of the major problems that characterize the use of instructional materials in teaching and learning of music at the secondary education level is that most of the secondary schools in the state where music is studied lack adequate music instructional materials such as guitar, keyboard, drums, violin, saxophone, clarinet and so on.

In addition, there is problem of inadequate power supply which compounds the problem of teaching/learning of music at the secondary level of education.

Another problem that militates against the use of instructional materials in the teaching/learning is the lack of adequate number of music teachers.

The main cause of this is that less number of people undertakes the study of music at the tertiary level of education.

Conclusion

We can definitely conclude that there is less awareness about the importance attached to the study of music in the contemporary society. Furthermore, the low funding of the educational sector by the government also accounts for the lack of adequate use of instructional materials in the teaching and learning of music at the secondary level. This creates the ugly situation in which the requisite facilities cannot be put in place.

It is a well-known fact that the past and successive governments of Nigeria have been allotting less than 5% or there about of the country budget to the United Nations (UN) guideline on education which stipulates that every nation should allot not less than 20% to the education sector. The few secondary schools that have some music instructional materials like keyboard, guitar, drums, and so on, are not to adequately maintain. Hence most of them have become dilapidated. This epitomizes the lack of maintenance culture that bedevils most of our public institutions. For effective learning/teaching of music, instructional material has an important role to play. Music teachers should endeavor to teach with instructional materials to enable the learner gain the required skills in music

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