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## **Globalization and Nigerian Youths' Interest in Music Education: The Potentials of Information and Communication Technologies (ICTs)**

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### **Abstract**

*Globalization simply put is the high level of interconnectivity that now exists between the various parts of the world. Its impact is greatly seen through Information and Communication Technologies (ICTs) which have transformed approaches to teaching and learning even in secondary schools. Therefore, this study adopted a descriptive survey which ascertained whether the potentials of ICTs when used in teaching would motivate youths' interest in studying music education amongst others. The population comprised all*

*the males (5,939) and females (11,514) totaling 17,453. Purposive sampling due to nearness was used to select three education zones viz: Onitsha, Awka and Ogidi while simple random sampling was used to select 630 (216 males and 414 females). Four research questions and three hypotheses guided the study. The instrument for data collection was a 46- item questionnaire developed by the researchers. The instrument was trial tested and the reliability co-efficient was computed for the four sections; viz; Section A = 0.80; section B = 0.73; section C = 0.84; and D = 0.82 using Cronbach Alpha. The instrument was administered and data collected were analyzed using means to answer the research questions while the null hypotheses were tested at 0.05 level of significance using t-test. The result showed that ICTs have great potentials for motivating the youths' interest in studying music education although the extent of their utilization in teaching was low due to lack of teachers' competencies in ICTs and lack of musical technological equipment. However, recommendations were that ICTs should be integrated into the teaching of music education and the teachers should be trained in the operations of ICTs to arouse youths interest for functional music education.*

**Key words:** Globalization, Youths, Interest, Potentials, ICTs

## **Introduction**

Education in general is the totality of knowledge, skills, competences or quality of characters gained or acquired by one through instructions. It is widely regarded as a veritable instrument for social change and national development. Education has various definitions and interpretations when viewed as a process, product or a discipline in relation to expressions made by various authors. Okeke (2003) defined education as a means by which an individual is helped to acquire civilization of the past, so that he may be able to take a meaningful place in the civilization of the present. Education therefore, can be said to be the reformation of an individual's beliefs, values, needs, attitudes, behaviour, habits, skills and knowledge. Corroborating, Uyanwune (2005:3) viewed education as "learning and to learn is to educate or to inform". It involves teaching and learning.

Music which is the subject matter here (and just like every other subject) is also taught and learned. Hence, Mbanugo (1991:105) asserted that music is basic to education. He observed that music has penetrating powers that strike a common chord in the hearts of all human-beings irrespective of country or state of origin. Music deepens understanding, knows no barriers it is often said to be an international language, a universal language. It is part of life and

is crucial for preparing Nigerian youths for the future. The nation cannot afford to deprive youths the invaluable experiences of school music. All learning and education are important so also is musical learning via music education.

Music education is an art that helps to enrich human life, empower people and thereby raise human well-being. It is the art of imparting knowledge to the youths. Joining this parade, Omibiye-Obidike in Onyiuke (2009:102) noted that "Music education is a comprehensive education geared towards a functional and artistic career in the society. It contributes to all round development of the individual. Supporting the above view, Sayonnwo (2000) opined that a proper music education in our schools will help our youths to become powerful instruments for national consciousness and integration. Music education helps to enrich human life, empower people and thereby raise human well-being. Therefore, music education should be globally accepted.

Globalization is a highly contested term as different people conceptualize it in different ways. Sjørup (2004) was of the view that globalization is applied and used extensively in all aspects of human activity as world-wide information system, pattern of consumption, cosmopolitan lifestyle, global sports, global military systems and global epidemics, music inclusive. Globalization is not an easy concept to understand although new edition of various standard dictionaries have entities on it. The Dictionary of Education defines global education as one that prepares students to be global, independent citizens by developing a global consciousness which embraces "Universal" values and pantheistic, earth-centred beliefs that supposedly will save the planet and unify its people.

Idolor (2009:152) gave a comprehensive definition of globalization as interconnectivity of the activities of people irrespective of distance, race and regional boundaries brought about by dramatic shifts in the movement of people, culture, technology, trade in goods and services, facilitate by improved Information and Communication Technology, transportation, political and socio-cultural co-operation and applied technological developments, turning the world into a 'global village'. Scholars (Agabi and Onyeike 2008) supported the above idea by defining globalization as the high level of interconnectivity that now exists between the various parts of the world. It includes the alarming speed at which all kinds of information are

passed from one part of the world to the other and from one individual to another, irrespective of distance between people and places.

The concept of youths is defined differently in various nations. In some context, the youths are referred to as a youth and energetic population of a community or nation or important sub-group of any nation or the future of the entire population. In support of this statement, Adewuni (2006) opined that the youths are the backbone of the nation, they are crucial in the growth and development of the nation. Galadima (2008) in his contribution pointed out that the youths dominate the workforce and so they are the captains of the nation's development. In effect, the youths make up the future of the entire population. They are the leaders of tomorrow, the hope for better future, the life wire and high tension of any nation and the creative force of the future. They form the reproductive age group of its citizens, thus the place of the youths in the national development cannot be ignored.

The youths are individuals within 15-24 years of age and sometimes when the term "young people" is employed, it refers to individuals between 10-24 years of age (United Nation Population Fund). The National Youth policy cited in Adewumi (2006) noted that the youths are between the ages of 18 to 35. At the age, the youth are interested in learning, engaging themselves in activities like music.

Many scholars have written variously on the subject of interest and its effects on youths learning. Interest could be viewed as an activity one enjoys and devotes free time in doing or studying. It could be seen as the feeling one has in the cause of wanting to know or learn more about somebody or something. Interest in any activity or object can be sustained depending on what the individual whose interest is engaged stand to gain or lose by so doing (Ifeakor 2005).

The point that interest promotes learning is an indisputable fact. Research literatures are consistent in emphasizing the need to consider the learner's interest in the learning process. Erring this view on the need to arouse and sustain student's interest for effective teaching and learning, Leonard and House (1972) opined that general music tends itself especially well to student-centred instruction. They maintained that the success of the general music program at all levels depends to a great extent upon the amount of consideration given to youths interests and the amount of youths participation in determining objectives, selecting subject matter, planning experiences, structuring assignments and evaluating outcomes. For instances, if you want

to help the youths to learn, to listen to music, it is necessary first, to make them performers. The youths who learn to play or sing in a group at the same time learning to listen. With reference to engendering musical interest in youths, Leonard and House (1997) cited in Modeme (2009) implied that many youths get disgusted with music learning because “too often the aims, methods and means of instruction do not sufficiently excite and engender/develop youths’ interest in music learning. This is because they do not measure up to this task of enhancing the musical responsiveness of every youth.

Since interest increases learning, it is important that any music teaching method or material should be selected on the basis of its ability to arouse learners’ or youth’s interest in the target music concept. It is assumed by most educationists that the potentials of Information and Communication Technology (ICT) is a technology that can arouse the youths’ interest in music. This assumption is based on the ICTs ability to provide the youths with interactive flexibility immediate and individualization in learning among others.

One of the most significant innovation in the 21<sup>st</sup> century that have rapidly transform social at the interpersonal, international, national regional and local levels is information technology. Today, information technology is seen as one of the benefits of globalization. In fact, the diversity of Information Communication Technology provides a strong basis for globalization.

The proper terminological term of information communication technology means processed data/fact or idea ready for use and communicatively sharing that information, message, ideas or attitude that produce a degree of understanding between the sender and receiver (Lewis 1975) cited in Okonkwo (2008). In a similar vein, Anekwe and Ifeaker (2011) asserted that Information and Communication Technology refers to technology employed in the form of tools, equipment and application support which help in the collection, storage, retrieval, use transmission, manipulation and dissemination of information accurately and efficiently as possible for the purpose of enriching the knowledge and develop communication, decision-making as well as problem solving ability of the users. In his contribution, Bodley (2006) observed information and communication technology as “the processing and distribution of data (information) using computer hardware and software, telecommunications, and digital electronics.

At this point, ICT consequently can be called the use of electronic mean to collect data, process, store, retrieve and make available any type of information subject to any professional seeking to get or use it anytime, anywhere in the world. Supporting this assertion, Bellanet (2000) opined that ICTs have established themselves as important tools for communication and information exchange between people working for development. It is worthy of mention here that the inflow of information could be through various communication channels such as the television, radio, newspaper and the internet among others. However, Niashitt (1982) noted that the tools used for ICTs include the internet, e-mail, World Wide Web (www), visual, fax machine, GSM programmable telephones, global media, personal computer (PC).

In consideration of the fact that music education needs to be in line with the global trends, Mangal and Mangal (2009) have highlighted some modern ICTs which could provide reliable sources of interest in music learning. Some of these ICTs sources are: (1) Digital video camera (2) Multimedia computer (PC), Laptop and notebook, (3) Application software such as word-processing, spreadsheets and PowerPoint simulation. (4) Local Area Network (LAN), and Wide Area Network (WAN), (5) Multimedia PC with video card and web Camera, (6) Digital Libraries (7) E-mail, internet and World Wide Web (www), (8) computer-mediated conferencing and audio conferencing, video text, tele-text, interactive video disk (IVD), (9) virtual classroom and virtual reality.

The above Information and Communication Technologies (ICTs) could be employed in the form of tools, equipment and application support which help in the collection, storage, retrieval, use, transmission, manipulation and dissemination of information and accurately and efficiently as possible for the purpose of enriching the knowledge and develop communication, decision-making as well as problem solving ability of the users. ICTs enabled environment promote the documentation of knowledge and support the arousing of youths interest in music education in the same way as it does with information in an academic environment. Supporting this assertion, Ballanet (2006) opined that ICTs have established themselves as important tools for communication and information exchange between people working for development.

The numerous roles of ICTs discussed so far notwithstanding, the extent to which they are adequately provided, and the extent of their utilization by the

youths in learning music for their development are still in doubt. This underscores the need to verify the potentials of ICTs in arousing youth's interest in Music education.

For effective teaching of Music education, there is need to incorporate the ICT-based tools to arouse the youth's interest and sharing for development need to favour flexible networks over hierarchical portals: holistic knowledge systems over exclusive expert systems; and the diversity of knowledge over the monoculture of the best practice. More specifically, ICTs in arousing youths interest in music education should offer tools; to compare date, information, and knowledge; to develop alternative scenarios: that support online communities of practice: that help make information and knowledge accessible based on people's social, cultural and educational background (incorporating language translation, social translation and formatting tools: and that help people to present their information and knowledge in appropriate and effective ways.

In all, the following have been identified by researchers as functional roles of ICTs in arousing the youth's interest in music education:

- Increased motivation
- Positive effects on attainment
- Links to personalization and innovation
- The ability for students to compose in styles
- Relevant to their musical lives outside school
- Improvements in the quality of presentation and recording
- A focus on creativity not inhibited by lack of playing skills
- Improved teaching and learning
- The opening up of new possibilities, such as writing music for the moving image
- Allows access to composition for those without formal theoretical or practical music skills.
- Allows the means to perform music that would otherwise lie beyond students' capabilities
- Allows students to mix 'real' audio (such as singing, or electric guitar) with MIDI sequenced music.
- Import MIDI files, often prepared by a score-writing package.

Nevertheless, our discussion so far in praise of ICTs potentials for arousing the youths interest in music education notwithstanding, there are some

challenges to their usage as pointed in Ivowi (2005) who noted that ICTs facilities were seriously inadequate in Nigerian institution, Commenting on the perceived hindrances, Byrne and MacDonald (2002) affirmed that these gains have been constrained by some issues, principally the lack of equipment and staff training and about the problems of implementing and maintaining equipment in the classroom environment (savage, 2007; Odam 2000).

In addition to a consideration of gains and constraints, however, it should be realized that ICTs can have far-reaching effects, in particular upon teacher pedagogy. Although the incorporation of new technologies seem to imply reconsiderations of pedagogy, there are wider imperatives that have effects upon music education, as Cain (2006) noted that curriculum change is necessary if the wall of the classroom is to keep pace with the world outside.

Akubuilu (2005) observed that the major challenges include the lack of availability, acceptability and accessibility of using ICTs by teachers, students and administrators. Corroborating, Anekwe and Ofoefunna (2009) opined that lack of knowledge about the current best practices, lack of motivation to make changes involved in their adoption, and lack of knowledge and skills required to do so are serious barriers. Some other barriers might include lack of technology training and investment, lack of technical support, lack of time to share knowledge and lack of trust.

However, the obstacles listed above could be improved if certain strategies would be adopted. To this end, provision of adequate modern ICTs facilities should be provided and free access to them should be made possible for the youths. The government should design and develop an in-service training programme for music educators so as to enhance professional skills of music teachers and develop their abilities to design didactic plans according to the needs of the youths and the available technology. In addition, ways of effective integration of ICT in music education should be through the creation of a pool of tools and applications for music education have to be demonstrated. No doubt, this ensures education that can compete favourably in the international global market.

This paper would therefore ascertain how globalization through the potentials of ICTs would sensitize and arouse youth's interest in music education, determine the extent of ICTs utilization in teaching music, identify the challenges for the usage of ICTs and the strategies for improvement in using modern technologies in aiding youths to develop interest in music education.



Having the above laudable objectives in mind, yet, the researchers are doubtful whether the ICTs have the needed capacities to motivate the youths in learning music education. The researchers are also worried on whether the needed ICTs are utilized for teaching and learning and how the challenges to the use of those ICTs would be tackled and also the strategies to be adopted to achieving the needed objectives. It might be that the youths are not fully aware of the potentials of ICTs in moving them towards developing interest in Music Education? This uncertainty has triggered the interest of the researchers in conducting this research work. Therefore, the problem of this study put as a question is: Would the potentials of ICTs when utilized for teaching be able to arouse the youths' interest in studying Music Education? Providing answers to this problem is the main thrust of this paper.

### **Purpose of the study**

The general purpose of this study was to ascertain the potentials of globalization through the use of ICTs in developing the youths' interest in studying Music Education.

Specifically, the paper sought to:

- (1) Ascertain the extent to which the potentials of ICTs would motive the youths to study Music education.
- (2) Determine the extent of utilization of ICTs in teaching Music education as perceived by students.
- (3) Identify the challenges to the use of ICTs in developing youths' interest in Music education.
- (4) Determine the strategies for improvement in using ICTs in arousing the youths' interest in the study of Music education.

### **Research questions**

- (1) To what extent would the potentials of ICTs motivate the youths in studying music education?
- (2) To what extent are ICTs used in teaching music education in secondary schools as perceived by students.
- (3) What are the challenges to the use of ICTs in developing youths' interest in music education?
- (4) What are the strategies to be adopted for improvement in using ICTs in arousing youth's interest in studying music education?

### **Null Hypotheses**

Two null hypotheses were tested at 0.05 level of significance as stated below:

- (1) The mean ratings of male and female youths on the extent to which the potentials of ICTs would develop youths' interest in music education will not differ significantly
- (2) There is no significant difference in the mean ratings of male and female youths study music on the extent of utilization of ICTs in teaching music education.

## **Methodology**

### **Design of the study**

The design of this study is a descriptive survey which sought to collect information from the respondents without the manipulation of any variable. A descriptive survey research is one which attempts to collect data from members of a population in order to determine the current status of that population.

### **Area of the study**

The study was carried out in the three education zones (Onitsha, Awka and Ogidi) out of the six (Awka, Aguata, Onitsha, Ogidi, Nnewi and Otuocha) education zones under the State Education Commission, Awka in Anambra State.

### **Population of the study**

The target population consisted of all the male (5,939) and female (11,514) totaling 17, 453 J.S. II students who study Music in the three education zones (Onitsha, Awka and Ogidi). In Onitsha, there are 32 secondary schools with 2591 male students and 4989 female students. The Awka education zone has 1547 males and 3528 female students while Ogidi zone has 1801 males and 2997 female students. There are 32 secondary schools in Onitsha, Awka 49 and Ogidi has 69.

### **Sample and sampling techniques**

Purposive sampling due to nearness was used to select three education zones, viz; Onitsha, Awka and Ogidi while simple random sampling was used to select 6 schools from each of the three education zones making it 18 schools. Also, 35 students (12 males and 23 females) were selected from each of the 18 secondary schools making the total sample size of 630 (216 males and 414 females) J.S II music students based on the same simple random sampling technique.

## **Instrument**

The instrument for data collection was a 46 item modified Likert-type questionnaire developed by the researchers. The instrument was of four sections. Section A was designed to elicit information on the potentials of ICTs; Section B on the extent of utilization of ICTs in teaching Music education; Section C on the challenges to the use of ICTs and D on the strategies for improvement in using ICTs in arousing students' interest in Music education. The weightings of the responses for research question one and two were; Very High Extent (VHE) = 4 points; High Extent (HE) = 3 points; Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point. The weightings for research question 3 and 4 were Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. For ease of analysis, only High Extent (HE) and Low Extent (LE) were used while Agree (A) and Disagree (D) were used. The weightings were added to get the average for acceptable mean, viz:  $4+3+2+1 = \frac{10}{4} = 2.50$ . This or above becomes the acceptable mean while 2.49 or below is not acceptable.

## **Validation of the instrument**

Two experts in Music department in University of Benin and two in Educational Technology department in University of Port –Harcourt, Rivers State validated the instrument. The experts, after examining the instrument, made some corrections in precision of items and ambiguity of statements. These corrections were effected in the final draft of the instrument.

## **Reliability of the instrument**

The split half method for testing reliability was applied. The researchers trial tested the instrument to a sample of 15 males and 15 female students in three secondary schools which are not part of the study. Their mean ratings were separated into odd and even numbered items. The two halves were correlated using the Pearson Product Moment Correlation analysis. To obtain the reliability coefficient for the four sections of the questionnaire, Spearman Brown Prophecy Coefficient formula was used to get the reliability to be; Section A = 0.80; Section B = 0.78; Section C = 0.82 and Section D = 0.88, which were satisfactory for the study.

### Method of data collection

The data were collected with the help of three research assistants to each zone to distribute copies of the questionnaires. The respondents were seated in their various classrooms when the questionnaires were distributed. They took time to respond to the instrument and this resulted that all the copies were collected back (100%).

### Method of data analysis

Mean scores were used in answering the research questions while the t-test statistic was used to test the hypotheses at 0.05 level of significance. This is deemed appropriate because two independent groups were compared.

### Results

The results were presented in tables according to the research questions and hypotheses

**Table 1:** Mean and standard deviation of male and female youth on the Extent of ICTs Potentials for their Motivation in studying music education

S/ N	Items on the potentials of ICTs	Male			Female		
		$\bar{x}$	SD	Remarks	$\bar{x}$	SD	Remarks
1.	The following ICTs potentials would motivate you to study Music education: Use of CD taped song in teaching Music	3.82	1.32	HE	3.02	1.10	HE
2.	Use of computers in teaching	2.95	1.11	HE	2.95	1.02	HE
3.	Watching the performances of other musical from other countries on television	3.25	2.25	HE	3.00	1.12	HE
4.	Using video cameras to video your performances and replaying it for feedback	3.15	1.82	HE	3.85	1.90	HE
5.	Making online chatting with other music students abroad	3.18	1.38	HE	3.21	1.35	HE
6.	Using computers for sound production	2.85	1.22	HE	2.84	1.21	HE
7.	Use of Bluetooth to	2.58	1.20	HE	3.12	2.10	HE

	transfer music from one device to another	1					
8.	Provides video games	2.68	1.15	HE	2.75	1.18	HE
9.	Helps In Music Composition	3.88	2.00	HE	2.72	1.15	HE
10	The power of internet can allow users immediate access to and purchase of music from many styles and traditions	3.95	2.39	HE	3.28	1.55	HE
11	ICTs can help producers to artistically shape their output	2.85	1.00	HE	3.13	1.29	HE
12	Virtual DJ can be used to play various songs in a performance	3.20	1.82	HE	2.85	1.03	HE
13	Helps to improve the quality of presentation and recording	3.10	1.42	HE	3.11	1.58	HE
14	ICTs increase a focus on creativity not inhibited by lack of playing skills	2.59	1.19	HE	3.62	2.11	HE
15	Helps in opening up of new possibilities, such as writing music for moving images	3.80	1.55	HE	2.74	1.70	HE
16	Allowed students to compose music that would not be realizable by any other means	3.98	1.65	HE	3.45	1.85	HE
17	Do not allow access to composition for those without formal theoretical or practical music skills	1.88	1.2	LE	2.28	1.05	HE
	<b>Grand Mean</b>	<b>3.15</b>	<b>1.50</b>		<b>3.05</b>	<b>1.42</b>	

**Key:** High Extent (HE); Low Extent (LE)

The data in table 1 showed clearly that all the respondents' mean in items 1-16 scored up to 2.50 or above which is the acceptable mean with their corresponding standard deviations (SD). This is an indication that ICTs potential to a high extent would motivate the youths to studying music education. However, item 17 did not score up to the acceptable mean of 2.50 thus indicated that ICTs do not allow access to composition for those without

formal theoretical or practical music skills but the reverse is the case for the female youth.

**Table 2:** Mean and Standard Deviation (SD) of Male and Female Youths perception on the extent of Utilization of ICTs in teaching

S/N	Items on the Extent of	Male			Female		
		$\bar{x}$	SD	Rmks	$\bar{x}$	SD	Rmks
	<b>Utilization of ICTs in teaching as perceived by the youths</b> The following ICTs are used by your teachers in teaching:						
18	Computer tutorial instruction	2.13	1.10	LE	2.23	1.18	LE
19	Electronic piano	2.30	1.02	LE	2.23	1.19	LE
20	ICT website	1.20	1.11	LE	1.10	1.00	LE
21	Audio-virtual equipment which allows music to be seen in various representation	2.11	1.03	LE	2.31	1.06	LE
22	Online testing and examination portals	1.10	1.01	LE	2.18	1.08	LE
23	C.D. ROMS	2.22	1.25	LE	2.29	1.07	LE
24	Use of digital libraries	2.00	1.01	LE	2.22	1.15	LE
25	Use of standard Database management for data storage and retrieval	2.10	1.11	LE	2.14	1.04	LE
26	Use of online chatting for opening up of new possibilities e.g. writing music	2.22	1.08	LE	2.23	1.12	LE
27	World wide web (www)	1.28	1.28	LE	2.45	1.02	LE
28	Allows students access to use school internet for assignments	2.19	1.20	LE	2.30	1.18	LE
	<b>Grand Mean</b>	<b>1.89</b>	<b>1.11</b>		<b>2.16</b>	<b>1.09</b>	

**Key:** High Extent (HE); Low Extent (LE)

The data in table 2 showed vividly that all the items from numbers 18-28 scored below the acceptable mean of 2.50 with their corresponding SD. This is an indication that there was unanimous agreement by the respondents that the music teachers had utilized computer tutorial instruction, electronic piano, online testing and examination portals and digital libraries to a low extent for arousing the interest of students in studying music education.

**Table 3:** Mean and Standard Deviation (SD) of Male and Female Youths on the challenges to the use of ICTs

S/N	Items on the challenges of ICTs	Male			Female		
		<i>x</i>	SD	Remarks	<i>x</i>	SD	Remarks
29	The following ICTs are challenges to the use of ICTs for youths Motivation Lack of ICTs infrastructure and resources	3.82	1.09	A	3.11	1.82	A
30	Lack of ICTs skills in teaching music lesson	2.98	1.21	A	3.02	1.62	A
31	Lack of integration of ICT within music curriculum	3.22	1.09	A	2.89	1.25	A
32	Lack of competencies in ICTs operation by the Music teachers	2.85	1.03	A	2.78	1.05	A
33	Lack of internet connectivity in most secondary schools	3.48	1.95	A	3.02	1.02	A
34	High maintenance costs of ICTs equipment	2.75	1.65	A	2.79	2.01	A
35	Dearth of ICTs technicians in most Anambra state secondary schools	2.78	1.06	A	2.95	1.95	A
36	Lack of full steady power supply for ICTs operation	3.80	2.11	A	2.89	1.08	A
	<b>Grand Mean</b>	<b>2.85</b>	<b>1.24</b>		<b>2.60</b>	<b>1.31</b>	

The data in table 3 showed that all the respondents' mean in all the items scored up to 2.50 or above thus indicated that lack of ICTs infrastructure and resources, lack of competencies in ICTs operation by Music teachers and lack of internet connectivity among others were challenges to the use of ICTs for teaching music in Anambra State secondary schools.

The data in table 4 revealed clearly that the respondents unanimously agreed that all the listed items were strategies for improvement in the use of ICTs in teaching Music education. This is because all the listed items scored up to 2.50 or above. This implies that internet connectivity and granting access to all students, training of music teachers in ICTs and adequate provision of musical equipment were strategies to be adopted in ICTs usage for teaching music education.

**Table 4:** Mean and Standard Deviation (SD) of Male and female youths on the strategies for improvement

S/N	Items on strategies for improvement	Male			Female		
		$\bar{x}$	SD	Remarks	$\bar{x}$	SD	Remarks
37	The following strategies would be adopted for ICTs usage: Internet should be connected in all the secondary schools	2.95	1.32	A	3.00	1.38	A
38	Students should always be allowed for access to internet so as to be viewing contemporary popular styles and also to be viewing students own musical worlds	3.19	1.45	A	2.79	1.18	A
39	Adequate technological musical equipment should be provided in all secondary schools to motivate students' interest in music	3.45	1.48	A	3.55	2.05	A
40	Music teachers should be trained in the use of those technological equipment for teaching	3.18	1.15	A	3.11	2.11	A
41	ICTs should be fully integrated into the music curriculum	2.82	1.12	A	3.15	1.50	A
42	ICT s technicians should be trained and posted to secondary schools to be helping teachers in computer laboratories	3.25	1.25	A	2.85	1.25	A
43	Incentives should be given always to both music teachers and students	2.68	1.16	A	3.48	2.12	A
44	Epileptic power supply should be done away with for effective music activities	3.92	1.52	A	2.69	1.41	A
45	More infrastructural facilities should be provided in all secondary schools	2.56	1.15	A	3.12	1.26	A
46	More music teachers should be trained in ICTs skills and posted in all the secondary schools	3.75	1.25	A	3.25	1.25	A
	<b>Grand Mean</b>	<b>2.88</b>	<b>1.16</b>		<b>2.81</b>	<b>1.41</b>	



**Table 5:** t- test Summary for the Mean Ratings of Male and Female Youths on the Potentials of ICTS

Sources of variation	N	$\bar{x}$	SD	DF	t-cal	t-crit	Decision
Males	216	3.15	1.50				
							H <sub>0</sub> not Rejected
Females	414	3.05	1.42	628	0.8077	1.645	

In the tables, t-calculated was 0.8077 at 628 df and 0.05 level of significance. Since t-calculated (0.8077) is less than t-critical (1.645), hence, we fail to reject the null hypothesis of no significant difference between the mean ratings of male and female youths on the extent to which the potentials of ICTS would develop youths' interest in music education.

**Table 6:** t-test summary for the mean ratings of male and female youths on the extent of music teachers' utilization of ICTs

Sources of variation	N	$\bar{x}$	SD	DF	t-cal	t-crit	Decision
Males	216	1.89	1.11				
							H <sub>0</sub> not Rejected
Females	414	2.16	1.09	628	0.310	1.645	

In table 6, t-calculated was 0.310, while t-critical was 1.645 at 628 df and 0.05 level of significance. t calculated (0.310) is less than t-critical (1.645), hence, we fail to reject the null hypothesis of no significant difference between the mean ratings of male and female youths on the extent of utilization of ICTs in developing youths' interest in music education.

### **Discussion of the findings**

The findings in table 1 showed clearly that all the respondents (Male and Female youths) agreed unanimously that the potentials of ICTs would help in Music composition, production of sounds in music, improve the quality of presentation and recording, and increase a focus on creativity not inhibited by lack of playing skills. The null hypothesis in table 5 showed no significant difference in the mean ratings of the respondents. This fact was expressed in

Breeze (2008) who noted that evidence of the rapid arrival and dissemination of digital technologies is perhaps most visible when one looks at how new technologies have revolutionized the ways in which people perform, compose, share and purchase music. Oraifo (2005) cited in Anekwe (2012) asserted that ICTs in all their forms; C.D. ROM, data files have created opportunities for storing, organizing, assessing and disseminating knowledge exploiting modern techniques of learning hitherto unknown to mankind. Unfortunately, the Music teachers had not exploited these potentials of ICTs to high extent in teaching music in order to arouse and sustain the students interest in learning.

The finding in table 2 revealed that all the respondents unanimously agreed that the extent to which the music teachers utilized ICTs in teaching was low. This fact indicated that computer tutorial instruction, electronic piano, use of digital libraries and ICT website were not being used in teaching music education. The null hypothesis in table 6 showed no significant difference in the mean ratings of the respondents. This finding is in consonant with the observation in Anekwe and Rita (2009) who asserted that if ICTs best practices are integrated into teaching in Nigeria secondary schools, they would have the potentials and promises to motivate students to learn, arouse and sustain their interests in learning. To this end, quality teaching in music education is ensured. Supporting the idea of using ICTs in teaching music education, Cain (2004) opined that their usage can open up new possibilities, such as writing music for the moving image and Savage (2007) affirmed that they bring a mode of learning that appeals more to students than more traditional modes.

The findings in table 3 showed that the respondents agreed that all the listed items like lack of ICTs infrastructure and resources, lack of ICTs skills in teaching music lesson, lack of internet connectivity and high maintenance costs of ICTs equipment among others were challenges to the use of ICTs in teaching and learning music education. This finding is in line with the observation made in Obijiofor, Inayallullah and Stevenson (2005) who reported that poor infrastructural support base, examples include inefficient electricity and telephone systems. Also, poor maintenance and repair culture in which spare parts and technical experts from the manufacturers are imported wherever the technologies break down. This leads to waste of resources, time and money.

The result in table 4 showed that if certain strategies would be adopted in teaching music education, the youths' would develop interest in learning. Such strategies would include: provision of adequate ICTs facilities, internet connectivity and free access to it for both teachers and students, adequate provision of technological musical equipment and incentives which should always be given to both teachers and students. All the respondents unanimously agreed to these facts. These findings are in line with the ideas of UNESCO (2005) that affirmed that successful integration of ICTs in teaching will enhance learning in the subject. Again, the provision of equipment, infrastructure and support and the integration of ICT within curriculum subjects are also among the strategies to arouse and sensitize students' interest in studying music education.

### **Conclusion**

New technologies are transforming approaches to teaching and learning in secondary schools in Nigeria especially in Anambra State. Their adoption as part of teaching and learning processes is part of a much larger social and cultural change driven by the arrival of digital technologies. Unfortunately, the potentials of these ICTs in order to arouse the interest of the youths in studying the subject were being used to a low extent in this study. Also, the findings of the study revealed that the music teachers did not utilize the ICTs in teaching and learning to a high extent. There were challenges to their usage in music classrooms. However, unless, the listed strategies like adequate provision of technological music equipment and music teachers development in their usage among others are adopted the use of ICTs potentials to motivate youths in studying music education will be a mirage.

### **Recommendations**

Based on the findings of this study, the following recommendations are put forward:

- The music teachers are to be utilizing ICTs potentials to motivating the youth's interest in studying music education. The evidence of the ICTs potentials is most visible when one looks at how new technologies have revolutionized the ways in which people perform, compose, share and purchase music.
- The music teachers are to be trained in the use of ICTs in order to have the wherewithal in their usage for classroom purposes. The teachers could be developed in areas like; use of computer tutorials

in teaching and learning, using digital cameras to video the performances of the youths and replaying them back for feedback and use of ICTs in music composition.

- There should be internet connectivity and free access in most secondary schools in Anambra State. Internet connectivity and free access to them will enable both the teachers and the youths to view modern approaches to teaching and learning of music education. No doubt, this will motivate the youths in studying music education.
- The federal and state governments should ensure steady power supply for ICTs operations. Steady power supply will enable effective use of internet and also the use of other ICTs in teaching and learning.
- More music teachers should be trained and sent to various secondary schools so as to have ease in teaching and learning of music education. This will also help in achieving the much needed functional music education that will be acceptable in the competitive international market in this globalised era.

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