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Availability and Utilization of Music Instructional Materials: A Prerequisite for Students' Academic Performance in Music in Secondary Schools in Uyo Local Gaovernment Area, Akwa Ibom State

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Abstract: *This study sought to investigate the availability and utilization of instructional materials as prerequisites for students' academic performance in music in selected secondary schools in Uyo Local Government Area, Akwa Ibom State, Nigeria. Effective teaching and learning of music require adequate instructional materials, yet their scarcity persists in schools. This study critically investigated availability and utilization of music instructional materials. in secondary schools, identified their relationship with students' academic performance. It also identified challenges and anticipated solutions. A structured questionnaire titled "Availability and Utilization of Music Instructional Materials Questionnaire (AUMIMQ)" was designed and administered to music students selected from the study area. The population for the study comprised 5024 music students and a sample size of 100 respondents, selected through ratified random sampling. Data gathered were analyzed using simple percentages. Findings reveal that limited instructional materials, inadequate teacher training, instructional constraints and inadequate utilization of available materials hinder students' academic achievement in music. The study concludes that, although the challenges are enormous, they can be lessened or conquered if stakeholders in education business rise to expectation. Recommendations include increased funding, teacher professional development and technology integration to enhance teaching and learning.*

Keywords: *Availability, Utilization, Instructional Materials, Music, Secondary Schools.*

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Introduction

Music education is a vital component of Nigerian secondary school curriculum, contributing to students' cognitive, emotional and social development. Music being a practice-based course, its concept cannot be imparted through the conventional "talk-and-chalk" or "parrot" method where the teacher talks while the students merely listen. Music teaching requires more than the teacher being the sole controller of the process while the students sit quietly, with legs crossed, hands tight, eyes on the teacher and the ears listening to what seems unimaginable. The situation where the teacher is at the giving end while the students are at the receiving end does not suggest any effort in improving education. Better-quality music teaching and learning are the foundation for improved music scholarship. It therefore requires adequate instructional materials including musical instruments and equipment, textbooks, technology and infrastructure.

Teaching and learning are the major issues in any educational system. Effective teaching and learning cannot take place in an unorganized or unstructured environment. Every school therefore needs to be properly organized. The teacher must be able to plan his lessons properly, know a lot about classroom management and apply same appropriately. He must realize that the organization and management of any classroom involve everything including material and human resources, instructional techniques and the entire school environment. It is noteworthy that availability and utilization of instructional materials make the tasks of teaching and learning easier and more enjoyable. As observed by Ekpo (2011), teaching and learning with things that can be seen, felt, heard, touched and manipulated make the process more simplified, comprehensive and real than mere verbalization. Instructional materials are, however, not the teachers' aids but those of the students, provided to assist them to understand better what is taught.

In the music classroom, three interrelated elements stand out: the **music teacher** (decoder), **learner** (encoder) and **instructional media** (means). The teacher's role for effective interaction of these elements is very crucial. Among other attributes, the teacher is a leader, manager, administrator, interpreter and the influencer of the teaching-learning process. Students are the recipients of the interaction and the central figures in the classroom; it is through them that the level of effectiveness of the interaction will be measured. This explains why education should be learner centered. It is not mere availability and quantity of instructional materials that matter, instead, the emphasis is on the extent to which the teacher can create and recreate these materials. Obanya (2004) believes that the ability to produce, create and recreate materials for music instruction and the extent to which a music teacher can utilize them into a pedagogical resource is a function of the teacher's level and type of education, training, experience and opportunities for continued self-improvement. Here, Ekwueme (2010) opines that music teachers should be able to amass sound producing objects, musical equipment, assorted local musical instruments, recorded music, audio cassette players, phonographs, pictures, charts and discography in their teaching laboratories known as music rooms. Ekwueme adds that music rooms should be large and spacious, well ventilated, conducive and well-equipped for effective teaching and learning.

Academic achievement is the goal expected by parents, teachers, students, the government, and the stakeholders in education business. Every teacher has the potential to teach, and every student has the potential to learn. Students may hope for the best but sometimes get the worst because of certain conditions such as non-availability of instructional resources to boost teaching and learning for better performance (Ekpo, 2022). Secondary schools in Nigerian face challenges in providing instructional materials, thus hindering the quality of music education. This study examines the availability and utilization of music instructional materials as prerequisite for students' academic achievement in music in secondary schools in Uyo Local Government, Akwa Ibom State, identifying challenges and proposing solutions to enhance effective teaching and learning. Specifically, the study focuses on the types of resources available, their utilization and the challenges faced by teachers and students, with a view to providing recommendations for improvement.

Theoretical Framework

Jean Piaget's Cognitive Development Theory (1972)

This work on availability and utilization of music instructional materials as prerequisites for students' academic performance in music can be hinged on Jean Piaget's (1972) theory of cognitive development. The theory provides a strong foundation for understanding the importance of availability and utilization of instructional materials in education. Piaget posits that learners actively construct knowledge through interaction with their environment, progressing through four (4) stages of cognitive development – sensorimotor, preoperational, concrete operational and formal

operational. Within this framework, learning is not a passive absorption of information but an active process that requires meaningful engagement with concrete and symbolic experiences.

Applying the theory in music education, instructional materials like musical instruments, audio recordings, visual aids, notation charts and digital tools serve as essential components of the learners' environment. The availability ensures that students have access to the concrete experiences necessary for cognitive construction. For instance, at the concrete operational stage, learners benefit significantly from hands-on interaction with real instruments and rhythmic tools, which help them internalize abstract musical concepts such as pitch, tempo, melody and harmony. Without instructional materials, the learning process becomes overly abstract, limiting the learners' ability to assimilate and accommodate new knowledge effectively. Also, utilization of instructional materials is equally critical. Piaget emphasizes that cognitive development occurs through active manipulation and exploration. Piaget adds that simply providing instructional materials is inadequate; students must be encouraged to engage with them in ways that promote discovery, experimentation and problem-solving. This might involve composing simple melodies, experimenting with different sounds or interpreting musical notations through practice. Such activities enable learners to bridge the gap between theoretical understanding and practical application, thereby enhancing retention and performance.

From a Piagetian perspective, the availability and effective utilization of music instructional materials are fundamental prerequisites for students' academic performance. They provide the necessary practical foundation for active learning, support cognitive development across different stages and facilitate the construction of meaningful musical knowledge. Without these materials and their purposeful use, students' ability to fully engage with and excel in music education is significantly constrained.

Empirical Framework

Academic performance in music is often assessed through various metrics, including students' grades, participation in performances and overall engagement with the subject. Recent research findings indicate that students who have access to and effectively utilize instructional materials tend to perform better academically. Both the availability of instructional materials and their utilization are central to the teaching-learning process. In his studies on use of instructional materials in music teaching and learning, Okwapkam & Eniang (2021) submit that teachers who integrate diverse instructional materials into their lessons can cater to different learning styles, thereby enhancing student engagement and motivation. A study by Ekanem & Ibe (2022) emphasizes that merely having resources is insufficient; educators must also be trained to effectively integrate these materials into their teaching practices. This integration will enable students to engage more fully with the curriculum, thereby improving their academic outcomes. Okon & Ekanem (2022) explained that effective utilization of instructional materials can foster active learning and deeper understanding of musical concepts and Akanbi (2023) posits that the relationship between the utilization of instructional materials and academic performance in music is supported by the notion that hands-on experience with instruments and interactive learning tools can lead to better retention and application of musical knowledge.

The integration of technology in music education, such as music software and online resources, has been described by Afolabi (2023) as a good means to understanding music theory and practice and that the interplay between the availability and utilization of instructional materials is critical for fostering academic achievement. The researcher emphasizes that without instructional materials and their purposeful use, the purpose of education, at any level, will be defeated.

Statement of Problem

The availability and utilization of instructional resources for music education in secondary schools is a significant concern. Indeed, providing instructional materials in schools is one of the most important projects which the stakeholders in education business are expected to give serious attention to. Because of one challenge or the other, many schools lack adequate instructional materials including instruments, textbooks, and technology, hindering effective teaching and learning. Education Boards, Ministries of Education and even the governments who own the schools seem not to give priority to the education of other Nigerian children because theirs are schooling outside the country.

Most schools' buildings are dilapidated, talk less of having adequate resources for teaching and learning. The problem persists due to inadequate funding, infrastructure constraints and limited teacher training. Some classes are overcrowded because of inadequate classroom space. The situation leaves the teachers with no other option than managing to teach verbally, concepts which would have been better taught using instructional resources. This affects music teachers' ability to deliver quality instruction, leading to poor student outcomes and diminished interest in some subjects, especially, music education, and potentially, a decline in Nigeria's rich musical heritage, thus necessitating an investigation into the availability and utilization of instructional materials for music education in secondary schools in Uyo Local Government Area, Akwa Ibom State, Nigeria. The study hopes to identify challenges and proffer solutions to enhance education in our secondary schools.

Objectives of the Study

1. To assess the availability of instructional materials for music in secondary schools in Uyo Local Government Area, Akwa Ibom State, Nigeria, by identifying the types and qualities of resources accessible to teachers and students.
2. To evaluate the utilization of instructional materials in the teaching of music in secondary schools in Uyo Local Government Area, Akwa Ibom State, Nigeria by examining how frequent and effectively these materials are integrated into music instruction and the impact on student engagement and learning outcomes.

Research Questions

1. What types and qualities of instructional materials are available for music teaching and learning in secondary schools in Uyo Local Government Area, Akwa Ibom State?
2. How frequently and effectively are instructional materials utilized in the teaching and learning of music secondary schools in Uyo Local Government Area, Akwa Ibom State and what impact does this utilization have on student engagement and learning outcomes?

Research Hypotheses

1. There is no significant relationship between types and qualities of music instructional materials available and academic performance of students in secondary schools in Uyo Local Government Area.
2. There is no significant relationship between how frequently and effectively music instructional materials are utilized and academic performance of students in Uyo Local Government Area.

Population of Study

The population consisted of one thousand five hundred and ninety (1590) students from ten (10) secondary schools offering music at the Junior Secondary School (JSS) level in Uyo Local

Government Area, Akwa Ibom State. The study involved Junior Secondary 1 (JS1) to Junior Secondary 2 (JS2) music students.

Table 1: List of Public Secondary Schools in Uyo Local Government Area, Akwa Ibom State

S/N	Name of Public Secondary Schools in Uyo Local Government Area	Location
1.	Cornelia Connelly College	Afaha Oku *
2.	Christian Secondary Commercial School	Uyo *
3.	Community Comprehensive Secondary School	Four Towns *
4.	Community Secondary Commercial School	Ikot Oku Ikono *
5.	Ikono Ibom Comprehensive Secondary School	Ikot Ayan Ikono
6.	Community Secondary School	Aka Offot
7.	Community Secondary Commercial School	Ikot Okubo Offot
8.	Community Secondary School	Mbak Etoi
9.	Offot Ukwa Secondary Commercial School	Obio Etoi
10.	Etoi Secondary School	Etoi
11.	Community Secondary Commercial School	Ikot Ekpeyak
12.	Northern Ikono Community Secondary School	Ikot Odung Ikono
13.	Uyo High School	Uyo *
14.	Community Secondary School	Ikot Nsung

*** Schools used in the Study**

Sample and Sampling Technique

From the targeted population, five (5) secondary schools offering music were selected through random sampling techniques. Twenty (20) students were randomly selected from each school as respondents, making a total of (100) respondents.

Instrumentation

Questionnaire tagged "Availability and Utilization of Music Instructional Materials questionnaire (AUMIMQ)*"* constructed for the purpose of accomplishment of the purpose of the study was used.

Students were expected to respond to each item with Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D).

Method of Data Analysis

Date derived from the students' responses formed the data for analysis using simple percentage here. The possible outcome of the one hundred (100) copies of the questionnaire administered to the five schools of 20 responses each was divided by the total outcome of the result and multiplied by 100. The SA and A options were put together, likewise the SD and D options. The result was the percentage outcome.

KEY:

R - Responses

TNR - Total Number of Responses

SA - Strongly Agree

A - Agree

SD - Strongly Disagree

D - Disagree

Hypothesis 1: There is no significant relationship between types and qualities of music instructional materials available and academic performance of students in secondary schools in Uyo Local Government Area, Akwa Ibom State.

Table 1: Availability of Music Instructional Materials and Students' Academic Achievement.

S/N	Availability of Music Instructional Materials	R	SA	A	SD	D
1.	Our school has a variety of musical instruments available for students' use in music classes.	100	5	10	70	15
2.	There are sufficient music textbooks available for all students enrolled in music courses.	100	10	5	80	5
3.	Our school provides access to digital resources (e.g., music software, online tutorials) for music education	100	0	2	90	8
4.	The condition and quality of the available of instructional materials for music education in our school is very good.	100	20	10	60	10
5.	There are sufficient copies of sheet music and scores available for us to use in our music classes.	100	0	0	90	10
6.	There are professional development materials (e.g., teaching guides, workshop resources) available to music teachers in our school.	100	2	2	80	16
7.	Our school has audio-visual equipment (e.g., speakers, projectors) available for use in music education.	100	2	0	90	8
8.	Our school administration provides adequate support for acquiring necessary instructional materials for music education	100	10	15	55	20
9.	There are appropriate storage facilities available for keeping musical instruments safe and in good condition.	100	5	12	70	13
10.	Music instructional materials are accessible for extracurricular music activities in our school (e.g., school band, choir).	100	10	15	70	5
	TNR	**1000**	**64**	**71**	**755**	**110**
	Percentage (%) Earned	**100 %**	**6.4 %**	**7.1 %**	**75.5%**	**11.0%**

Percentage Earned on SA and A options

SA = 64

A = 71

SA + A = 64 + 7 = 135

Percentage on Agree Options = 13.5%

Percentage Earned on SD and D Options

SD = 755

D = 110

SD + D = 755+110 = 865

% on Disagree Options = 86.5%

Table 1 shows that out of one 1000 (TNR), 135, representing 13.5%, **agreed** that music instructional materials are available in their schools while 865, representing 86.5%, **disagreed**.

Hypothesis 2: There is no significant relationship between how frequently and effectively music instructional materials are utilized and academic performance of students in secondary schools in Uyo Local Government Area, Akwa Ibom State.

Table 2: Utilization of Music Instructional Materials and Students' Academic Achievement.

S/N	Utilization of Music Instructional Materials	R	SA	A	SD	D
1.	Instructional materials (e.g., textbooks, instruments, digital resources) are often used in music classes.	100	10	10	60	20
2.	Our teachers often integrate various instructional materials into their music lessons.	100	8	10	50	32
3.	We actively engage in the available of instructional materials during music classes.	100	5	5	50	40
4.	We find the available instructional materials effective in enhancing students' learning outcomes in music.	100	10	10	50	30
5.	Our music teachers received adequate training on how to effectively utilize the instructional materials in music education.	100	10	15	65	10
6.	Students often collaborate in groups when using instructional materials during music classes.	100	5	10	70	15
7.	Teachers adapt instructional materials well to accommodate different learning styles among students	100	10	7	63	20
8.	The use of instructional materials greatly fosters creativity among students in our music class.	100	20	10	45	25
9.	We do not often encounter challenges in utilizing instructional materials during music lessons.	100	20	10	40	30
10.	Teachers always seek feedback from students regarding the effectiveness of the instructional materials used in music class.	100	10	5	50	35
	TNR	**1000**	**108**	**92**	**543**	**257**
	Percentage (%) Earned	**100%**	**10.8%**	**9.2%**	**53.3%**	**25.7%**

Percentage Earned on SA and A options

SA = 108

A = 92

SA + A = 108 + 92 = 200

% on Agree Options = 20%

Percentage Earned on SD and D Options

SD = 543

D = 257

SD + D = 543+257 = 800

% on Disagree Options = 80%

Table 2 shows that out of 1000 (TNR), 200, representing 20%, **agreed** that music instructional materials are utilized in their schools while 800, representing 80% **disagreed.**

Discussion of Findings

This study on availability of music instructional materials in secondary schools in Uyo Local Government Area reveals that 135 responses out of 1000, representing 13.5% of the total responses agreed that instructional materials are available in their schools while 865, representing 86.5% disagreed. Also, on utilization of music instructional materials in secondary schools in Uyo Local Government Area, the study reveals that 200 responses out of 1000, representing 20% of the total responses agreed that instructional materials are effectively utilized in their schools while 800, representing 80% disagreed.

Based on the Piagetian perspective, the availability and effective utilization of music instructional materials are fundamental prerequisites for students' academic performance. They provide the necessary practical foundation for active learning, support cognitive development across different stages and facilitate the construction of meaningful musical knowledge. Without these materials and their effective use, students' ability to fully engage with and excel in music education is significantly constrained. In contrast, the absence of such materials makes learning more theoretical and less effective.

The near absence of music instructional materials as discovered in this study poses threat to better academic performance of students. In schools where resources are scarce, the potential for creativity and expression diminishes. Without access to quality instructional materials, students struggle to grasp fundamental concepts, limiting their understanding and appreciation of music. The lack of resources not only affects students' ability to learn techniques and theory but also stifles their motivation and engagement. When students are deprived of the tools necessary for exploration and practice, their academic performance in music, and in other subjects, suffers.

The underutilization of music instructional materials poses a serious barrier to students' academic performance. Even when resources are available, their impact is diminished if they are not actively engaged in the classroom. Students who do not have the opportunity to explore these materials miss out on essential learning experiences that foster both understanding and appreciation of music. Moreover, the failure to utilize available resources creates a disconnect between theoretical knowledge and practical application. This lack of engagement contributes significantly to poor performance in music examinations. This not only hinders progress in music but also negatively impacts their overall educational experience.

Conclusion

Despite music's relevance, the effective implementation of its curriculum remains a challenge in Nigerian secondary schools. One of the most critical issues is a widespread lack of essential facilities and instructional materials. For example, musical instruments, rehearsal spaces and audio-visual materials are often unavailable or inadequate, forcing teachers to rely heavily on theoretical instruction rather than practical experience, which is central to music learning. Teaching methods in most of the schools visited further compound these challenges. Lessons are frequently teacher-centered, with emphasis on rote learning and copying of notes rather than active participation and performance. As a result, students find music lessons uninteresting and abstract, leading to negative attitude toward the subject. This lack of engagement contributes significantly to poor performance

in music examinations and low enrollment observed in Senior Secondary School (SSS) music classes.

In recent years, new challenges have emerged, particularly in relation to technology. The integration of Information and Communication Technology (ICT) in music education remains limited and there is a noticeable digital divide between music teachers and students. While modern music education increasingly relies on digital tools for composition, recording and performance, secondary schools in Nigeria lack the infrastructure and expertise needed to adapt these innovations effectively. Music education in Nigerian secondary schools is therefore characterized by a gap between its intended goals and actual practice. Although the curriculum is well-structured and culturally relevant, its implementation is constrained by shortages of qualified teachers, unavailability of instructional materials, ineffective utilization of available instructional materials, where they are available, inappropriate teaching methods and poor students' interest. Although the challenges are enormous, they can be lessened or conquered if stakeholders in education business, including parents, teachers and even students, rise to expectations. This implies that all hands must be on deck to make what seems impossible to be possible.

Recommendations

1. Schools can conduct an inventory of existing instructional materials to identify gaps and areas for improvement. This assessment can guide target purchasing decisions, ensuring that essential materials are acquired.
2. Fostering partnership with local music organizations, businesses and community members can enhance resource availability. These may include donations of instruments, funding for materials or access to workshops led by community musicians.
3. To promote utilization, professional development opportunities should be offered to teachers, focusing on creative ways to integrate instructional materials into music curricular.
4. Creating a centralized digital storehouse of instructional materials can facilitate easy access for teachers and students. This hub can house lesson plans, teaching aids and multimedia resources, ensuring that everyone has the tools needed to succeed.
5. Encouraging collaboration among teachers can lead to innovative uses of materials. By sharing best practices and resources, educators can inspire each other to explore new methods and approaches, ultimately enriching the musical education experience for all students.

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