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IMPACT OF TEACHING METHODOLOGY ON SKILL ACQUISITION IN MUSIC EDUCATION AMONG STUDENTS EMMANUEL ALAYANDE UNIVERSITY OF EDUCATION, OYO

Abstract

Skill acquisition in professional fields has been prioritised and considered essential to demonstrate mastery of subject matter and present oneself as an expert in such a profession. However, the ability to acquire skills in different fields calls for other methods from the instructor or teacher during training. Music is not an exception to such a profession, as it also requires skills acquisition through practical performance. This paper focused on the impact and effects of various methods on the acquisition of practical knowledge in the handling of four musical instruments among the students of Emmanuel Alayande University of Education, Oyo. In this study, 30 students were selected and divided into two groups based on the chosen area of learning; further divisions were made on each of the two major groups to consist of five students each, trained using different methodologies for two months and three hours per week. A comparison of skills acquired was made using standard research instruments at a reliable level of significance. Tests were carried out on the thirty students considered for the study based on the area of skill acquisition. Students trained on the keyboard and saxophone using the playway method, followed by those taught using the demonstration method, and those who received teaching instruction through the lecture method performed below average. In conclusion, the study reveals that the playway method enhances the ability to acquire professional skills in handling musical instruments such as saxophone and keyboard among other musical instruments.

Keywords: Skill acquisition, saxophone, music education, keyboard

Introduction

Acquiring musical skills is based on different methods. Music teaching methodologies are approaches or strategies teachers use to facilitate student learning. It shows that specific techniques, skills and patterns must be adopted and followed to acquire musical skills. These may include lectures, discussions, group work, hands-on activities, playgrounds, demonstrations, multimedia presentations and experiential learning. Furthermore, in music education, distinctive teaching methods have been developed for teaching/learning activities in schools, which include the African Music Teaching Method, the Kodaly Method, the Orff Method, the Carabo Cone Method, and the Suzuki Method (Idolor, 2020).

The methods of teaching music vary according to the primary factors previously mentioned, and no single method answers the different aspects of music, which consist of practical, mini-practical, theoretical, and applied theoretical subunits (Idolor, 2020). The method used to acquire musical skills can significantly indicate how students learn and retain information. Engaging methods such as interactive activities can improve comprehension and long-term retention. The flexibility of the methodology can adapt to different learning styles and result in a more inclusive learning environment. Musical skills can be learned better if the teacher or teacher uses various techniques or methods to teach the students.

Methodology in musical practices encompasses a variety of approaches, including chronological, geographical and thematic analyses. Scholars often study the development of musical styles, instruments, techniques, and cultural influences over time to understand the evolution of music. They use historical documents, recordings, works of art and oral traditions. In addition, multidisciplinary methods such as musicology, ethnomusicology and cultural studies contribute to a comprehensive understanding of the role of music in human history.

What is Teaching Methodology?

Teaching methodology refers to teachers' strategies, techniques and approaches to facilitate learning. This includes everything from lesson planning and classroom management to teaching and assessment methods. Effective teaching methodologies often involve various approaches adapted to the needs of learners and the subject matter being taught. The teaching methodology is the method and procedure of natural science processes' planned and organised design, thus methods of organising and implementing teaching and learning (Ahmed, 2005). The teaching methodology is the set of performances the teacher uses to achieve expected behaviour among learners. Aguokogbuo (2005), therefore, opines that, teaching method is a general process of presentation the teacher adopts in presenting a lesson (or imparting the content of the curriculum) to the students. This general behaviour associated with the teacher makes learners and lessons effective.

Impact and Effects of Different Methods on Acquisition of Practical Knowledge in the Handling of Some Musical Instrument

Teaching methodology dramatically influences how well students grasp practical skills in music. Teaching methodology has a few impacts on acquiring practical skills in music.

- (i) **Motivation and Engagement:** Dynamic teaching methods is use to spark students' interest in learning instruments by allowing students to choose the instrument they want to learn and to exposing learners to inspiring performances or setting achievable goals can motivate them. Engaging lesson such as group rehearsals, or live demonstrations that will make students to participate and improve.
- (ii) **Individual Learning Styles:** Adapting teaching methods to cater to different learning styles, such as auditory, visual or kinesthetic learning styles, optimises the learning process of each student and improve learner's ability to effectively practical skills.
- (iii) **Repetition and Practice:** Mastery of musical instruments requires constant practice. Incorporating structured practice routines and opportunities for repetition into the

- teaching methodology enhances learning by given learners daily drills, scale exercises, or repeated playing of simple tunes to build their muscle memory and practical skills.
- (v) **Creativity and Expression:** Encouraging creativity and self-expression through improvisation, composition, or performance exercises deepens students' understanding of practical musical skills but also enhances students' ability to interpret and communicate musical ideas. These creative methods allow learners to explore sound, rhythm, and melody in a personal and meaningful way, which leads to greater artistic confidence and a more holistic development of their musical identity.
 - (v) **Cultural and Contextual Relevance:** Integrating cultural and contextual elements into the teaching methodology provides a richer learning connection to the practical skills they acquire at a deeper level. It makes learning more meaningful, preserves cultural identity, and helps students see the value of musical traditions in their own context.

Teaching Methodology that Can Aid Skills Acquisition in Music Education

Skill acquisition in music education can be effectively supported through various teaching methodologies. Some approaches that can aid in developing musical skills are briefly described in this paper.

- (1) **Mastery learning:** Breaks down musical skills into small, manageable units. Ensuring that students achieve a high level of mastery in each unit before moving on to the next provides frequent assessment and corrective feedback.
- (2) **Deliberate practice** involves focused, goal-directed exercises, emphasises on quality over quantity, and must have specific goals for improvement. It also includes instructor feedback to improve technique and performance.
- (3) **Kinesthetic learning:** This uses physical movement to reinforce musical concepts. It includes tapping rhythms, dancing, or using body percussion to instill timing and coordination. This helps students develop a more profound physical connection to music.
- (4) **Modeling and imitation:** Teachers demonstrate skills and techniques that allow students to observe and replicate the demonstration. They encourage students to learn by watching and listening to experienced musicians and provide visual and audio cues to follow.
- (5) **Scaffolding:** This involves providing scaffolding to help students gradually develop skills. Starting with simple tasks and gradually move to more complex tasks. The scaffolding provides guidance and assistance when needed, reducing students' inability to perform the set tasks.
- (6) **Peer Learning:** This encourages students to work together and learn from each other. It facilitates group practice sessions, ensemble playing, and peer feedback, further promoting collaborative learning and mutual support.
- (7) **Problem-Based Learning:** This involves students in solving real-world musical problems or challenges. It develops critical thinking and problem-solving skills and encourages creativity and innovation in finding solutions.
- (8) **Use of Technology:** It incorporates digital tools such as metronomes, tuners, music notation software, and recording devices. It provides interactive learning platforms and apps for skills development, enhancing practice with visual and auditory aids.
- (9) **Demonstration Method:** This method involves a visual teaching style that permits learners to see and practice simultaneously to acquire skills in performing music. Maduewesi (1999) states that 'demonstration is the teacher's greatest asset in achieving basic skills and

practices in a very short time; it is also good for developing understanding and introducing students to new skills'. Overtly, it is a good way to achieve teaching and learning music goals. This is an effective way to teach music. It is widely used in teacher/student-centred methods. This can be applied to teaching quite a few performance skills. Odogbor (2008) states that the starting point should be to arouse students' interest through teacher's practical presentation.

Hypotheses

HO1. There is a significant difference between school and the usage of teaching methodology.

HO2. There is a significant correlation between the students and the methodology used in skills acquisition in music

HO3. There is a significant difference between teachers and students when adopting music methodology.

Research Methodology

The research used descriptive statistical methods, such as frequency and percentage, to examine the impact of teaching methodology on skills acquisition in music education among students at Emmanuel Alayande University of Education, Oyo.

Sample and Sampling Technique

30 Students were selected randomly from students in Alayande College of Education, Oyo. These students were strictly selected from the music department.

Research Instrument

The instrument used in this research was a structured questionnaire that was used to measure the students' minds.

Result

Table: Responses from the students

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
1.	Adopting teaching methodology makes music more interesting	51(57.3)	20(22.5)	13(14.6)	5(5.6)	0.12	.927
2.	Music skills can be acquired mere through different methods	54(60.7)	34(38.2)	1(1.1)	0(0.0)	3.58	.560
3.	Using teaching methodology has a lot of impact on music students	46(51.7)	42(47.2)	1(1.1)	0(0.0)	3.51	.525
4.	Different methods in teaching music attract the	51(57.3)	37(41.6)	1(1.1)	0(0.0)	3.55	.564

	students						
5.	More music skills can be learnt when different styles and methods are adopted	35(39.3)	29(32.6)	15(16.9)	10(11.2)	2.55	.905
6.	Do you frequently incorporate technology in your teaching methods	45(50.6)	33(37.1)	7(7.9)	4(4.5)	1.80	.771
7.	Do you find teaching methods more comfortable	47(59.6)	36(40.4)	0(0.0)	0(0.0)	3.60	.494
8.	Are students fully engaged during lessons when using different teaching methodologies	17(19.1)	44(49.4)	19(21.4)	9(10.1)	2.78	.876
9.	Do students respond well when using different teaching methodologies	43(48.3)	45(50.6)	1(1.1)	0(0.0)	3.48	.566
10.	Is teaching methodologies good for students assessment	37(41.6)	50(56.2)	1(1.1)	1(1.1)	3.38	.574

This table presents the outcome of students' acquisition in music education among Emmanuel Alayande University of Education students. The table shows their perspective both in frequency and percentage in brackets under the heading:

Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). It also shows each statement's mean value and Standard Deviation (St.D). Among the students, 51(57.3%) agree that adopting teaching methodologies makes teaching interesting, but a small number indicate otherwise, with 5(5.6%). Statements 2, 3,4,5,6,7,8,9 and 10 all indicated Strongly Agree(SA) and Agree (A). This shows that teaching methodology greatly impacted students' acquisition in music education among students in Emmanuel Alayande University of Education Oyo.

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