

MUSIC AND ITS RELEVANCE IN CHILD DEVELOPMENT: THE PROSPECTS

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ABSTRACT

The study aimed to analyze music and its relevance in child development: the prospect. Music has been proven to have effects on child development that go far beyond simply entertaining. As a child grows up, further exposure to music can help stimulate their cognitive abilities. Music has been proven to help children develop better motor skills, both gross and fine. Learning how to play instruments can encourage hand-eye coordination and strengthen finger muscles. This Studies have indicated that children exposed to music tend to be more organized in their movements and have improved timing, balance, and coordination. The study concluded that music is far more than a form of entertainment; it is a powerful tool for cognitive, emotional, social, and physical growth. This study brings us to the profound realization that music is not just a pleasant pastime; it is a vital component of a child's holistic development. Through its ability to stimulate the brain, music enhances critical thinking, memory, and problem-solving skills. Learning to play an instrument or sing nurtures discipline and perseverance, qualities that extend far beyond the realm of music. In the emotional sphere, music provides an outlet for self-expression and an avenue for understanding and articulating complex feelings. It cultivates empathy, emotional intelligence, and a lifelong appreciation for the arts. Music is a force that brings children together, fostering teamwork, cooperation, and cultural understanding. One of the recommendations made was those educational institutions particularly in early childhood education, should emphasize the integration of music into their curricula. This can be achieved through the inclusion of music classes, exposure to various instruments, and encouraging children to explore their musical interests. This can help lay a strong foundation for cognitive and emotional development. Schools and community organizations should receive

adequate funding and support for music programs. These programs should be accessible to all children, irrespective of their socio-economic backgrounds.

KEYWORDS: Music and Child Development

INTRODUCTION

Since ancient times, music has been a fundamental component of human society and is a language that cuts over all cultural barriers. Beyond just being beautiful and entertaining, music has a significant impact on how people develop, especially in the case of infants. By strengthening neuronal connections, music can encourage critical thinking, memory retention, and problem-solving abilities. Learning to sing or play an instrument, for example, can encourage endurance, patience, and discipline, all of which are crucial for a child's general development. Music is a form of auditory art that consists of meaningful arrangements of sounds in connection to pitch, rhythm, and tonality, according to the New World Encyclopedia of 2023. Another definition of music is "a natural and intuitive phenomenon operating in the spheres of time, pitch, and energy and under three distinct and interrelated organization structures of rhythm, harmony, and melody." Since music is natural, it can be produced in nature by various creatures, and since it is intuitive, humans can recognize their sounds as musical. Moreover, as music is intuitive, people can virtually perform and even hear music in their minds. Generally, music is known through the cognition of specific arrangements of sounds and the emotional reaction that it engenders. Whether the music is a complex and intellectually demanding orchestral composition or a plaintive folk song, the range of responses can encompass the full range of human emotions. This makes the musical arts a universal expression of human experience. Music is a vital aspect of culture. It has the ability to invoke age-old traditions or to incite people to social change. Music's ability to connect individuals to social and cultural experiences is one of its most important characteristics. Responses to music can often be visceral, and in the twentieth century, the global appeal of jazz, blues, folk music, and rock and roll advanced egalitarian values and contributed to loosening sexual mores. In the twenty-first century, the dissemination of emotionally charged music through new electronic media provides musicians and composers with unprecedented worldwide exposure and influence. According to the University of Nottingham (2023), child development can be defined as the process by which a child changes over time. It covers the whole period from conception to an individual becoming a fully functioning adult. It's a journey from total dependence to full independence.

Along with intellectual, cognitive, emotional, and social development, physical growth is a component of childhood development. While each of these factors influences the others, they are frequently thought of separately. As the brain grows physically, for instance, intellectual capacity



rises. A kid is then able to investigate their social world more thoroughly, grow in their ability to express their emotions about it, and develop the language necessary to do so. However, this exploration has a direct impact on continued physical brain development. Music can elicit strong feelings and provide a platform for personal expression. Children frequently express their emotions and experiences through music, which aids in the development of their emotional intelligence and empathy. Music can be a way for people to explore and comprehend their feelings, whether they do it by singing along to their favourite tunes or by making their own melodies. A unifying factor is music. It can assemble kids, encouraging cooperation and teamwork. Children learn the virtue of cooperating peacefully with others through group activities like performing in an ensemble or singing in a choir. Additionally, music can help close cultural gaps by introducing kids to a variety of customs and viewpoints. It promotes coordination and mobility. Numerous genres, usually referred to as their sorts, exist in music. For instance, dancing to music can improve a child's physical development and motor skills. In this sense, music encourages a wholistic method of growth that is advantageous to the mind and body. Music can shape the lives of children and is not only academically enriching but also holds significant practical implications for parents, educators, and caregivers. The prospect of child development is a multidimensional and intricate process that encompasses various aspects of growth and change in children from infancy through adolescence. It involves physical, cognitive, emotional, and social transformations, all of which shape a child's development and future well-being. Understanding child development is essential for parents, educators, caregivers, and policymakers, as it influences how we nurture and support the next generation. It is a journey into the world of melody, rhythm, and harmony, offering invaluable insights into the profound impact of music on the budding minds of our future generations. This introduction delves into the concept of music, the concept of child development, types of music, and the prospect of child development, highlighting the effects of music on the child development it offers young minds and setting the stage for a more comprehensive exploration.

CONCEPT OF MUSIC

Music is an art form that combines rhythm and sound to form a functional melodic line. Music itself transcends time, space, and cultures. Music can carry a mood without speaking any specific words. It can also be captured and recorded in a written universal language unique to any other art form. The history of music is a lengthy topic that requires much depth and time. Music is an ancient art form that began in prehistoric times. It carries with it a history of each human culture throughout time. Although there are many varied definitions of music, it is a cultural universal because every culture throughout time and history has made music a primary component of life. For ages, music was passed down through oral tradition on a fundamental level, but for formal purposes, recorded music began with the written tradition by medieval monks during 500 AD to 1400 AD (Study.com, 2023). Music is a form of art that uses sound organized in time. Music is also a form of entertainment that puts sounds together in a way that people like, find interesting, or dance to. Most music includes people singing with their voices or playing musical instruments such as the piano, guitar, drums, or violin. The word music comes from the Greek word (mousike, which means "of the Muses". In ancient Greece, the Muses included the goddesses of music, poetry, art, and dance. Someone who makes music is known as a musician (simple wikipedia.org, 2023). According to Epperson, (2023), music is an art concerned with combining vocal or instrumental sounds for beauty of form or emotional expression, usually according to cultural standards of rhythm, melody, and, in most Western music, harmony. Both the simple folk song and the complex electronic composition belong to the same activity, music. Both are humanly engineered; both are conceptual and auditory, and these factors have been present in music of all styles and in all periods of history throughout the world. Music is an art that, in one guise or another, permeates every human society. Modern music is heard in a bewildering profusion of styles, many of them contemporary, others engendered in past eras. Music is a protean art; it lends itself easily to alliances with words, as in song, and with physical movement, as in dance.

CONCEPT OF CHILD DEVELOPMENT

According to Wikipedia.org (2023), child development involves the biological, psychological, and emotional changes that occur in human beings between birth and the conclusion of adolescence. Child development refers to the sequence of physical, language, thought, and emotional changes that occur in a child from birth to the beginning of adulthood. During this process, a child progresses from dependency on their parents or guardians to increasing independence. Child development is strongly influenced by genetic factors (genes passed on from their parents) and events during prenatal life. It is also influenced by environmental facts and the child's learning capacity. Observing and monitoring child development is an important tool to ensure that children meet their 'developmental milestones'. Developmental milestones (a 'loose' list of developmental skills that are believed to be mastered at roughly the same time for all children but that are far from exact) act as a useful guideline for ideal development (Childdevelopment.com, 2023). Child development refers to the growth and development, that is, to the physical, cognitive, emotional, and social changes an individual experiences from infancy through adolescence (Elizabeth 2011). According to the University of Nottingham (2023), child development can be defined as the process by which a child changes over time. It covers the whole period from conception to an individual becoming a fully functioning adult. It's a journey from total dependence to full independence. Child development incorporates physical growth as well as intellectual, language, emotional, and social development. While these aspects are often considered separately, in reality, each influence all of the others. For example, as the brain develops physically, intellectual abilities increase. This in turn allows a child to explore their social world more fully and develop their emotional responses to it and the language needed to describe it, but in turn, this exploration directly impacts further physical brain development.

Child development, the growth of perceptual, emotional, intellectual, and behavioral capabilities and functioning during childhood. The term childhood denotes that period in the human lifespan from the acquisition of language at one or two years to the onset of adolescence at 12 or 13 years (The Editors of Encyclopedia Britannica, 2023). Child development involves the biological, psychological, and emotional changes that occur in human beings between birth and the conclusion of adolescence (Wikipedia, the free encyclopedia 2023). According to Kid Sense Child Development Corporation Pty Ltd (2023), child development refers to the sequence of physical, language, thought, and emotional changes that occur in a child from birth to the beginning of adulthood. During this process, a child progresses from dependency on their parents or guardians to increasing independence. Child development is strongly influenced by genetic factors (genes passed on from their parents) and events during prenatal life. It is also influenced by environmental facts and the child's learning capacity. Child development

focuses on the changes that occur during childhood; some consider this to include the prenatal period because of the implications of this time on later development and adolescence. Growth is both continuous, reflecting more stable characteristics such as temperament, and discontinuous, reflecting discrete changes such as the acquisition of speech (Levin 2023).

TYPES OF MUSIC

- **Pop Music Genre:** Pop music (from the English pop music, a contraction of popular music), also known simply as pop, is a genre of popular music that originated in the late 1950s as a derivation of traditional pop, in combination with other musical genres that were fashionable at that time.
- **Hip Hop Music Genre:** Dance music style born in the United States of America in the 1970s as a derivative of funk and characterized by its electronic base and for being associated with alternative manifestations such as break dance or graffiti. It uses a technique named "Rapping" which is poetry spoken rhythmically.
- **Rock Music Genre:** Rock music is a style born in the 1960s as a derivative of rock and roll and characterized by the use of complex melodies and rhythms, with fairly fixed instrumentation (basically electric guitar, electric bass, keyboard and drums) and with an energetic rhythm underlined by the power of the bass and the drums, all of which is often linked to an anti-authoritarian and provocative attitude; it has developed a multitude of variants and has given way to new styles, such as pop, punk or heavy.
- **Rhythm and Blues Music Genre:** Musical style born in the 1940s as a derivative of blues and related to jazz, soul and gospel; It is characterized by being a mainly vocal genre, typical of solo singers or grouped in quartets or quintets that accompany their voice with the interventions of a choir.
- **Soul Music Genre:** Soul is a term adopted to describe African-American music in the United States as it evolved between the 1950s and 1970s.)
- **Reggae Music Genre:** Musical style of Jamaican origin derived from rock whose songs are characterized by a happy, repetitive and marked rhythm, soft melodies and committed lyrics in favor of peace, aid to the Third World, etc.

- **Country Music Genre:** Country (also called country & western, country music or country music) is a musical genre that emerged in the 1920s in the rural regions of the South of the United States and in the Maritimes of Canada and Australia. In its origins, it combined the folk music of some European immigrant countries, mainly Ireland, with other musical forms, such as blues, bluegrass and spiritual and religious music, such as gospel.
- **Jazz Music Genre:** Jazz is an artistic-musical manifestation originating from communities in New Orleans, in the United States. This manifestation would have appeared around the end of the 19th century in the region of New Orleans, having its origins in the popular culture and creativity of the black communities that lived there, one of its most important development spaces.
- **Disco Music Genre:** Disco music (also known in English disco music or, in French, discothèque) is a dance music genre whose popularity peaked in the mid-1970s. Latin Americans and psychedelic music connoisseurs, as well as other communities in New York City and Philadelphia during the 1970s.
- **Classical Music Genre:** Classical music is an erudite musical genre, characterized by the complexity of instrumentation and by being represented in the form of symphony, opera or other types of musical developments. Also known as "erudite music", the beginnings of classical music can be traced back to the 9th century, based on Western Christian sacred music traditions. Its growth became more accentuated mainly during the Middle Ages (between the 16th and 18th centuries).
- **Electronic Music Genre:** Electronic music is music production made with various types of electronic devices. For example, synthesizers, digital recorders, software, and computers.
- **Blues Music Genre:** We can define blues as a style or musical form that is based on the use of low (bass) notes for expressive purposes and that maintains a repetitive musical structure.
- **New Age Music Genre:** New Age music, also known as New Age music, is a musical genre that is characterized by a soft melody, using instrumental sounds (harp, keyboards, flute, guitar, organ), ethereal voices and sounds of nature.

- **Christian Music Genre:** Gospel music (from English gospel; in Portuguese, "gospel") is a type of music composed to express belief, individual or community, predominantly Christian.
- **Traditional Music Genre:** Traditional music belongs to each of the countries with an important tradition of original music from that region.
- **Ska Music Genre:** Ska is a musical genre that originated in Jamaica in the late 1950s, combining Caribbean elements such as mento and calypso and American elements such as jazz, jump blues and rhythm and blues.
- **Indian Classical Music Genre:** Classical music in India belongs to the region of India. It's a complex song that uses special metrics and scales. It is said that other songs are derived from here such as el flamenco.
- **Metal Music Genre:** Heavy metal (or simply metal) is a rock genre that developed in the late 1960s and early 1970s, largely in the United Kingdom and the United States.
- **Brazilian Music Genre:** The music of Brazil encompasses several regional musical styles influenced by European, American, African and Amerindian forms. Brazilian music developed some unique and original styles such as forró, repente, coco de roda, axé, sertanejo, samba, bossa nova, MPB, nativist music, pagode, tropicália, choro, maracatu, embolada (sudden coconut), frevo, brega, Brazilian funk, modinha and Brazilian versions of foreign musical styles, such as rock, pop music, soul, hip-hop, disco music, country music, ambient, industrial and psychedelic music, rap, classical music, fado and gospel.
- **Flamenco Music Genre:** Flamenco is a typically Spanish style of music and dance. This cultural manifestation is mainly related to the autonomous community of Andalusia, in the south of Spain, as well as to the city of Murcia and the region of Extremadura.
- **Salsa Music Genre:** Salsa is a mix of musical rhythms such as son montuno, mambo, cha-cha-chá and Cuban rumba. It also received influences from merengue (from the Dominican Republic), from Calypso (from Trinidad and Tobago), from Colombian cumbia, from North American rock and from Jamaican reggae.

THE PROSPECTS OF CHILD DEVELOPMENT

Child development is a multidimensional and intricate process that encompasses various aspects of growth and change in children from infancy through adolescence. It involves physical, cognitive, emotional, and social transformations, all of which shape a child's development and future well-being. Understanding child development is essential for parents, educators, carers, and policymakers, as it influences how we nurture and support the next generation. The prospects of child development are a crucial and multifaceted topic that involves not only the present well-being of children but also their future success and contribution to society. It encompasses a range of factors, including physical health, cognitive development, emotional well-being, and social skills (Robinson 2012). The prospects of child development have significant implications for society, and researchers and experts in the field have contributed to our understanding of this critical topic. The prospects of a child's physical development are closely tied to their health and well-being. Ensuring proper nutrition, access to healthcare, and a safe environment are essential for a child's physical growth. Research by organizations like the World Health Organization (WHO) and UNICEF highlights the importance of early childhood health for long-term prospects. Cognitive development is a key aspect of a child's prospects, as it affects their ability to learn, problem-solve, and adapt to a changing world. Jean Piaget's work on cognitive development, as outlined in "The Psychology of Intelligence," underscores the long-term impact of early cognitive growth on a child's future potential. Emotional development plays a vital role in a child's prospects. Secure attachments, emotional regulation, and resilience are important factors that influence a child's emotional health. John Bowlby's attachment theory, discussed in "Attachment and Loss," emphasizes the enduring impact of early emotional experiences (Alegre 2012). Social development in childhood shapes a child's ability to form relationships and interact with others. Erik Erikson's psychosocial theory, detailed in "Childhood and Society," highlights the significance of social development in the context of trust, autonomy, and industry, all of which affect a child's prospects in adulthood.

The prospects for child development are closely tied to access to quality education. Lev Vygotsky's sociocultural theory, explored in "Mind in Society," emphasizes the role of education in fostering cognitive growth. Quality early childhood education is a significant factor that influences a child's long-term prospects. Urie Bronfenbrenner's ecological systems theory, presented in "The Ecology of Human Development," highlights the importance of family and community support in shaping a child's development. These support systems have a profound impact on a child's prospects for the future. The prospects of child development are also influenced by cultural and environmental factors. Cultural practices, traditions, and socioeconomic conditions can either enhance or limit a child's opportunities. Understanding these influences, as discussed by

researchers like Annette Lareau in "Unequal Childhoods," is essential for addressing disparities in child development prospects. Early intervention programmes and support services are critical for children facing developmental challenges. These services, such as speech therapy, special education, and counselling, can significantly improve a child's prospects for a successful future. Parenting styles and caregiving practices have a profound influence on child development prospects (Woolfolk 2012). Research on parenting, such as Diana Baumrind's work on parenting styles, helps us understand how different approaches affect children's development. Longitudinal studies, such as the Dunedin Multidisciplinary Health and Development Study, offer insights into the long-term outcomes of child development, including the effects of early experiences on adult health, education, and socioeconomic status.

THE EFFECT OF MUSIC ON CHILD DEVELOPMENT

Music has been proven to have effects on child development that go far beyond simply entertaining. Babies are soothed by melodies in the early stages of life and will display increased attentiveness when exposed to music. As a child grows up, further exposure to music can help stimulate their cognitive abilities. These include language skills, reading comprehension, and organization all while having a tremendous amount of fun! Furthermore, studying music has also been linked to improved academic performance in other subjects. In today's world, it's increasingly important for children to be exposed to music to remain competitive. Music has been proven to help children develop better motor skills, both gross and fine. Learning how to play instruments can encourage hand-eye coordination and strengthen finger muscles. Studies have indicated that children exposed to music tend to be more organized in their movements and have improved timing, balance, and coordination. From playing instruments like the piano or guitar to having a regular drum circle session with family members, there are plenty of ways you can use music to introduce your child to the world of movement while having fun! Motor skill development among children is an important milestone, and it doesn't hurt to give it a helping hand with the effects of music (Childrecentral.net, 2023). Exposing children to music can help develop their ability to understand and grasp spoken language more quickly. Music can also help strengthen the understanding of word meaning, pronunciation, and communication between individuals. It can also help with improved reading comprehension skills, allowing children to better absorb information from books and articles. Music has a powerful effect on emotions. This is why it can have great effects on developing a child's emotional intelligence. Studies have found that musical exposure helps children learn how to express themselves better. It taps into different feelings or experiences through sound. Parents should not leave their child playing alone with music in the background and assume that this will automatically stimulate development. Interaction is crucial. Engagement with music can improve a child's self-perception only if it provides a positive, rewarding learning experience. (Alex 2023).

This skill is invaluable throughout life, whether your child wants to become an artist or actor or simply wants to equip themselves with the tools they need to build successful relationships. Music has a profound effect on children. Recent studies have demonstrated that exposure to music can bring about tremendous improvements in many areas of academic performance. They have revealed that children can grasp material faster and more quickly when they receive instruction through melody, rhythm, and song. It has also been proven that music helps improve verbal memory skills, enhances problem-solving abilities, and encourages creative thinking. Just like when students listen to classically composed pieces of music while studying for assessments or completing



homework, their levels of concentration increase significantly. Music has been linked to improved imagination, a better understanding of abstract concepts, and broader levels of comprehension. Music encourages children to explore different avenues when expressing themselves, whether it's through writing stories or drawing pictures. Not only does music provide an enjoyable activity that keeps kids engaged, it can also help them become more organized and improve their academic performance. Listening to happy music promotes more unconventional thinking, a key to the foundation of creativity. Since music has been shown to improve cognition and enhance learning, it makes sense that it impacts creative thinking, too. Creativity is a major component of music-making as well and is helpful in the conception and creation of songs during the songwriting process (Elcacenters.com 2023).

CONCLUSION

The study concludes that music is far more than a form of entertainment; it is a powerful tool for cognitive, emotional, social, and physical growth. This study brings us to the profound realization that music is not just a pleasant pastime; it is a vital component of a child's holistic development. Through its ability to stimulate the brain, music enhances critical thinking, memory, and problem-solving skills. Learning to play an instrument or sing nurtures discipline and perseverance, qualities that extend far beyond the realm of music. In the emotional sphere, music provides an outlet for self-expression and an avenue for understanding and articulating complex feelings. It cultivates empathy, emotional intelligence, and a lifelong appreciation for the arts. Music is a force that brings children together, fostering teamwork, cooperation, and cultural understanding. It transcends boundaries, connecting children of diverse backgrounds and nurturing a sense of community. As children engage in group activities and experience the joy of making music together, they learn valuable lessons in collaboration and communication. Music encourages movement and improves motor skills and physical fitness.

RECOMMENDATION

- Educational institutions, particularly in early childhood education, should emphasize the integration of music into their curricula. This can be achieved through the inclusion of music classes, exposure to various instruments, and encouraging children to explore their musical interests. This can help lay a strong foundation for cognitive and emotional development. Schools and community organizations should receive adequate funding and support for music programs. These programs should be accessible to all children, irrespective of their socio-economic backgrounds.
- Ensuring access to music education can help bridge the gap in opportunities for child development. Parents and caregivers play a critical role in a child's development. They should actively engage with their children's musical interests by encouraging them to explore music, learn to play instruments, and listen to a diverse range of musical genres.
- Family involvement in music not only enriches the child's life but also strengthens parent-child relationships. Encourage exposure to a wide range of musical genres and cultural traditions. This will help children develop an appreciation for diversity and foster cultural understanding. Support local and global music initiatives that promote cross-cultural collaboration and learning.

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**COMMUNICATION FUNCTIONS OF TRADITIONAL MUSICAL
INSTRUMENTS OF SELECT CULTURAL FESTIVALS IN IKOT EKPENE
SENATORIAL DISTRICT: THE MUSICAL AND EXTRA-MUSICAL
FUNCTIONS**

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ABSTRACT

The study sought to find out the musical and extra-musical functions of traditional musical instruments of select cultural festivals in Ikot Ekpene senatorial district. Two specific objective and two research questions were created to guide the study. The technique used for the study is the public opinion survey method. The population size is 21 respondents which covers the selected adults from the various traditional institutions covering the select seven clans of Ikot Ekpene Senatorial District. The research instrument used for this study was personal interview. Reliability was achieved by testing the instrument on subjects who were not part of the sample of the study. The study was able to ascertain the musical and extra-musical functions of traditional musical instruments of select cultural festivals in Ikot ekpene senatorial district. It was concluded from the study that traditional musical instruments are seen as the vehicle the common people employ for the delivery of their messages. One of the recommendations made in the study include that Local craftsmen, scientist and technologists should show enough creativity and inventiveness to develop better ways of utilizing traditional musical instruments that could be indigenous to Africa.

KEYWORD: Traditional Musical Instrument, Cultural Festival.

INTRODUCTION

From the foregoing, it could be said that communication is life. One needs it to find his way through an uncertain society replete with chaos. Hence, the role of communication in any society cannot be overemphasized. It is the most important single feature of the environment within the individual conducts his life.

Monaghan and Saul, (1987), confirms this when he says: "if we had no communication of information to us, our lives will be static, there would be no growth, no transformation. We would not be enlightened; we would live in total ignorance..." The social functions of communication in the society include; information, socialization, education, entertainment, integration, cultural promotion, debate and discussion, mobilization and motivation. However, communication is as old as man. There exists no culture without its own traditional and cultural means of communication. Okunna (2002) says: "Before the introduction of mass media in Africa, there existed other channels of communication that enabled our forefathers to interact and maintain a stable system of living. Information from traditional leaders were passed freely to the members of the community".

In support to Okunna's view, Udo (2012), in an unpublished seminar paper that:

Even before the advent of modern media, there existed modes of sharing meanings traditionally by our ancestors, which put the society on a stable and orderly form with checks against bad doings. However, today, in most of our rural societies, information and ideas are still shared traditionally even with the presence of the modern media.

In consideration of the above assertions, one could certainly opine that, traditional musical instruments are culturally selective depending on which instruments are pleasing to a culture. With salient exchange of meanings derivable from the different instrumental modes of communication.

It is recognition of the musical and extra-musical (special) communication functions of traditional musical instruments of select cultural festivals in Ikot Ekpene Senatorial District that our forbearers developed various cultural musical instruments to serve different functions and for meaningful development and progress in the society. These communication functions could as well take forms of abstraction and applied. By abstraction, the functions are abridged and calls for concentration and note-taking since dancers during cultural festivals usually make rhythmic movements as a form of social interaction as these instruments are struck, beaten, shaken, pricked, or plucked by hands or by the use of sticks. While in applied, the functions are specific, based on the mood of sound of these instruments since the sound or messages committed could be understood simultaneously by the performers and dancers.

STATEMENT OF PROBLEM

Traditional musical instruments used in various cultural festival abound in Ikot Ekpene Senatorial District. These instruments which serve as the bond for involvement and link for interaction among the rural dwellers have various functions and are commonly displayed or used at such cultural festivals with relish. However, the functions they perform during such cultural festivals have been hardly investigated. Thus, the question motivating this study is: which musical and extra-musical (special) functions have these instruments perform in the various cultural festivals which abound in Ikot Ekpene Senatorial District.

OBJECTIVES OF THE STUDY

- To ascertain the traditional musical instruments used in select cultural festivals in Ikot Ekpene Senatorial District.
- To ascertain the musical and extra-musical (special) functions derived from the use of these instrument in select cultural festivals in Ikot Ekpene Senatorial District.

RESEARCH QUESTIONS

- What are the traditional musical instruments used in select cultural festivals in Ikot Ekpene Senatorial District?
- What are the musical and extra-musical (special) functions derived from the use of these instrument in select cultural festivals in Ikot Ekpene senatorial district?

CONCEPT OF TRADITIONAL MUSICAL INSTRUMENTS

Traditional musical instruments as traditional media are endogenous multi-channel communication developed, employed or used by traditional societies for interaction with one another or used by local people for information, education, mobilization and entertainment (Anaeto 2010). These instruments are made from local raw materials such as wood of local trees, hides and skins, gut, gourds, bamboo, bush ropes, animal's horns, clay and stone, iron, etc. they comprise a wide range of wind, string and percussion instruments played by performers and dancers during cultural festivals (Okafor 2005).

Traditional musical instruments are seen as the vehicle the common people employ for the delivery of their messages. They serve as credible and reliable channels of news and information gathering, processing and disseminating in many rural communities. They often address local interest and concern through music, signals, song and dance, and use cultural contexts which the community members can easily understand and identify with.

Traditional music according to Okafor (2005), has it that, "Traditional music is the most widely used medium of expression of all manners and occasions and at all times and periods of life". Therefore, traditional societies manipulate it to give voice and sounds to the collective thoughts, actions and even spiritually. In this way, while the people make use of the music, the music makes use of them for it places on them that imprint on character, mien, thoughts and carriage, which are commonly summarized as identity.

Although performers may not be consciously aware of it, traditional music is a medium for the carriage of many aspects of the local environment-social pilgrimage, mystic wandering, works worship and recreation, daily movement habits and patterns of cultural expressions. These instruments are in daily use for rituals, chances, recreate and ceremonial dances and for social and vocational accompaniment.

In traditional societies, with its emphasis on community experience and involvement, music has remained an essential media for sharing and communicating social norms, goals, values, aspirations and behavior.

CLASSIFICATION OF TRADITIONAL MUSICAL INSTRUMENTS

The meaning intended in a musical performance constitutes one of the bases for understanding the concept of music in traditional societies. It also underscores the communication functions of traditional musical instruments. Thus, the organization and selection of traditional musical instruments to convey or communicate the intended messages and meaning becomes very essential of select cultural festivals in Ikot Ekpene Senatorial District as not all these instruments available communicate messages during cultural festivals in the area.

Select and Horbostel (1933) as cited by Okafor (2005), classified African musical instruments into four depending mainly on the cause of sound generation. Those, which generate sound because of the agitation or vibration of a column of air in them, are known as aerophones. Some musical instruments do not generate through compression or rarefaction of air but themselves vibrate to produce sound of activation, these are known as idiophones. A third classification produces sound from the vibration of agitated chords or strings and is referred to as chordophones, while musical instruments which produce sounds because of vibration or agitation of skin or membranes fall into the fourth group called membranophones. These four classifications are presented severally or in combination, but some other important considerations like context or manner of execution play in giving meaningful, local classification.

- **Idiophones:** These are instrument whose bodies vibrate in order to produce sound. They depend on the agitation of their bodies to sound when beaten, pricked, struck, shaken or plucked by hand or by the use of sticks. They produce sound without the use of an intermediary medium and the sound emanates from their surface. They include instruments such as large metal gong (nkwong), twin gong (akangang), log xylophone (ikon eto), basket rattle (ekpoud), bead rattle (nsak), small woodblock (nkrok), clay pot (abang), wooden slit drum (abodom), big wooden drum (aworong), small wooden drum (akporok), ankle rattle (nsak itong ukod), waist let (mbaji), and bell (nkanika).
- **Aerophones:** These are instruments which produce sound as a result of the vibration of a column of air in them to sound. The sounds produced may be messages as well as signals. These include instruments of the flute family, made from materials with a natural bore, such as bamboo or the tip of a horn or gourd. Alternatively, they may be carved out of wood. Flutes may be open-ended or stopped, and may be designed for playing in vertical or transverse position. There are horns and trumpets, which are made of animal horns and elephant tusks. Some trumpets are also made of gourd or bamboo. Therefore, acrophonies instruments are elephant tusk or ivory horn Cultural festivals are common to all human societies and

culture. They are the only means apart from worship therein man has sought from time immemorial to express his awareness of transcendent being himself. Traditional communities with reference to the instrumental modes of communication formed, and still form a significant part of existence of the people of Ikot Ekpene Senatorial District, and they are proud and appreciative of the various traditional musical instruments used in select cultural festivals in the area. Any person from Ikot Ekpene Senatorial District who could not produce or at least participate in traditional music during select cultural festivals is seen and described as a social misfit.

In other words, all spheres of human endeavours be they political, social, economic, religious, moral, private and public aspects of human life and traditional music is used for pleasure, direction, stimulation, instruction, confirmation, approval and rejection of purpose (Ammor and Udoh 2008). Wilson (1997) states thus:

Traditional forms of communication have some practical Problems, which may require time to overcome, some of these Problems include their technological deficiencies, some of these hard wares are transient and are not easily preserved. Secondly, the fast pace of modern communication development makes it imperative that the system move faster than before.

Perhaps, it is because of the foregoing that most people believe that the traditional media should be replaced totally by modern media, which include the press, radio, television, cinema and others. Yet, the belief cannot be maintained. For Escarp-it (1968) in an unpublished research work contend; no newly introduced mode of communication or combination of new modes can wholly replace or supplant the traditional ones. The fact remains that they supplement the old ones or replace them or some of their functions, but never all of their functions.

In the light of this understanding therefore, one can however believe that the traditional system or mode of communication has lofty and very viable prospect irrespective of the threatening and irresistible challenges or encouragement of modern media in attempting to devalue the indigenous treasure of these traditions and culture.

Even though the traditional communication system sometimes come into relative conflicts with intruding or perhaps Western socio-economic, cultural and political system, which in most cases require the use of Western oriented media, the traditional communicative systems still service the communication requirements and needs of the people especially during select cultural festivals in Ikot Ekpene senatorial District. Despite the influence of Western culture, traditional musical instrument had, has and will still have its positive influence on the people of Ikot Ekpene Senatorial District during select cultural festivals for the betterment of their lives and significant part of their existence.

CULTURAL FESTIVALS IN IKOT EKPENE SENATORIAL DISTRICT

Cultural festivals are event or communal of unique aspects of a community and traditional transition. Cultural festival helps to determine the well-being of African traditional societies socially and morally because of the people's strong adherence to the lives of other people.

The people of ikot Ekpene Senatorial District are very ceremonial in their way of life. Cultural festivals in this area include; new yam festival (usoro usuuk edia) new water yam festival (usoro ussuk abi-de), new melon festival (usoro ukpeke ikom), new corn festival (ekoon ndad akpakpa) abi-de dance, ekpo masquerades.

At these festivals, many sons and daughters of Ikot Ekpene Senatorial District are dressed in traditional outfit and gather at various market squares with different types of cultural musical instruments, cultural dances and songs.

According to a traditionalist, Atuekong (Akuku) Michael Willie Essien of Uruk Uso Village in Ikot Ekpene L.G.A., the Akada II of Ikpaisong Annang; he said that these festivals are celebrated first in Annang land by the people of Essien Udim LGA with Ikpe Annang clan leading in the new melon festival and new corn festival and Ukana clan leading in the new yam festival and Afaha Obong Clan in Abak Local Government Area leading in new wateryam festival.

These food crops cultural festivals commence between the months of July to November with the chief priest putting everything in proper place before the festival starts. The Chief Priest of Annang land who monitors and organizes everything to be done during these festivals is Akuku Ekarika, Obong Ikpaisong Annang and hails from Ukana Clan, Essien Udim Local Government Area.

These cultural festivals begin with what is call "efud ndobo" in Annang land. By this, Akuku Ekarika tours round the entire village squares pouring libation "edouk ibodo", uttering some prayers to the gods of harvest for the bountiful harvest of that year. A woman who is a member of "iban ikpaisong" carries on her head a carved wooden idol constructed having the resemblance of a baby with a large head. People who are not members of "ekong ikpa isong" and akuku's do not see "ndobo", only their members see it because they know its significance.

The main location for these festivals is "Obo Annang market". The ceremony normally kicks off at noon and it is Akuku Akpan Ekarika that presides over the occasion. The highlights of rituals of these festivals are the roasting of yam and killing of local breed hens like "nsidisa unen" and "ata afia unen" at the market square. Then the eating of the roasted "eteme" yam, roasted hens by all the Akuku and Abieowo present at the festival after pouring of libation "edouk ibodo".

All the Akuku and Abie owo do not eat the newly harvested yams, wateryam, corn and melon. After the pouring of libation by the presiding Akuku, chanting of incantation before consulting the spirit gods in shrines during sacrifice and prayers offered by him with other Akuku's

and Abie owo to the departed fathers (ancestors) for them, their successor to be in best state of health to witness the coming year of these festivals. A week later, the newly harvested yam, wateryam, corn and melon are brought to the market for buying and selling.

➤ **MUSICAL AND EXTRA-MUSICAL (SPECIAL) FUNCTIONS OF TRADITIONAL MUSICAL INSTRUMENTS**

- **Musical Functions of Traditional Musical Instruments:** Traditional musical instruments feature in dances, instruments ensembles and in spirit manifest displays. They also play accompaniments to some vocal music. Some instruments play a double role depending on the social context. However, the four major functions of traditional musical instruments according to Okafor (2005) are:
 - ❖ **Melodic instruments:** slit drums, flutes, horns, log, xylophones and musical bow. The flautist praises people and excites spirit-manifests and dancers.
 - ❖ **Timing instruments:** some instruments keep time and play ostinato during performances. Examples clay pot (Abang).
 - ❖ **Melo-rhythmic instruments:** there are also instruments that are melody-borne and play rhythms. Examples are log xylophones; sit drums, horns and flutes as well as talking drums. They play melodic and improvisatory roles. The clapper less bell play rhythm of dances gives cues and warns dancers to stop. The vertical flute gives directives to dancers. The drummers also dictate the rhythm of dance. Skin drums enhance balance in sound during performances.
 - ❖ **Rhythm instruments:** A great variety of traditional musical instruments are rhythmic, that is, they play accompaniments. Examples are wooden clappers, clapper less bell, beaded, gourd (uta), and tortoise shell (mkpok ikud).

➤ **EXTRA-MUSICAL (SPECIAL) FUNCTIONS OF TRADITIONAL MUSICAL INSTRUMENTS**

It is not always that traditional musical instruments produce it sounds as music. As material objects, they perform extra-musical (special) communication functions.

Okarfor (2005) and Udoh (2009) wrote on the extra-musical (special) functions of some traditional musical instrument according to their classification as follows:

• **Idiophones**

- ❖ **Metal gong:** The metals are of three types, namely: large metal gong (Nkwong) and twin gong (Akangkang) and ritual gong (Ekere). They have original magical powers or divine properties. They are supposed to aid seers communicate with the spirit world.
- ❖ **Woodblock (Nkrok):** it is used to pass on message to people. The sound does not necessary serve as the message itself, but it alerts the people of the information to be passed on to them. This is basically done by special personnel called "Akpoko Nkrok" (town crier) who goes round the entire community especially very early in morning and also by evenings.
- ❖ **Giant Wooden Slit Drum (Eka Obodom):** It is basically used by village authority to give the people first-hand information when used as a communication instrument. Its tones also depend on the note which goes with significance. It is a symbol of the community. It is mainly used for tonal telegraphy and imitations of local speech patterns, which encode and transmit information across forests, hills, waters and vast distances, and sometimes termed. "Talking drums". It is half musical instrument and half a religious object. It equally has some designs and carvings on it which tell some history.
- ❖ **Bell and Rattles (Nkanika Nde Ekpoud):** They serve as warning instruments especially when used by the ekpo cult and in appeasing the fods of their forefathers (ancestors). In community gathering, it serves purposes like controlling of noise. Rattles (ekpuod) is used by "abieowo", "ekong ikpaisong" group members to communicate with both the living and the dead in their remembrance. It communicates certain ideas to their newly initiates. Some types of rattles (nsak) hung on maize are blown by the wind" to scare bird



that eat maize. Some are hung on the necks of hunting dogs to scare animals out or flush them from cover during hunts. Some other rattles are used to stimulate babies and encourage them to walk and used their right hand by tying the rattles on their right hands.

- ❖ **Small Wooden Slit Drum (Etok Abodom):** it is used in summoning people to a meeting, calling out villagers for communal work or announcing an emergency for impending danger, and for proclaiming various announcements. Drums are traditionally used for sending signals or messages in traditional societies. A "signal" is a pre-arranged code of drum beats, but a "message" is a complicated series of beats played on drums which imitate the tone of the local language.

- **Aerophones**

- ❖ **Flutes (Aduk):** it is always used in assemblies of men, especially when a big piece of work is in progress. The tones are shrill and piercing. It is supposed to instill energy into the laborers and help them forget the burden of their task and they therefore, work much better when inspired by its sound. Its sound is dependent upon the force which denotes messages known only by the members. It is used to alert the people of celebration especially new yam, new water-yam, new corn and new melon festivals in Ikot Ekpene Senatorial District.]
- ❖ **Tortoise shell (Mpok Ikud):** Due to the place of tortoise in African folklore, the tortoise shell has become part of the paraphernalia for divination and music of diviners and healers. It is regarded as having magical powers or divine properties. It is supposed to aid seers communicate with the spirit world.
- ❖ **Horns (aduk) or Elephant tusk (aduk-enin):** It is regarded affectionately as the royal trumpet, and is a major feature at royal events. Examples, cultural festivals or end of the year feast. "Itai Afe Annang" Ekwede or "Akada" Annang in Annang land, "Oku Ibom Ibibio" in Ibibio, Emir, Oba or Igwe in the North, West and East respectively, also dictating the actions of masquerades during public ceremonies.

- **Membranophones**

- ❖ **Grand Talking Drum (anaam-ekpo or ntin-obon):** It is used by masquerade group (ekpo cult) and they understand the messages they represent. It is normally stationed at the compound of a reputable traditional ruler. At the sounding of "anaam-ekpo" or "ntin-obon" in the community means that everybody must converge instantly, knowing that there was a serious matter or an important event to be addressed by the traditional ruler himself. Nobody dared disobey or delay to respond to the clarion call. Traditional musical instruments are also kept in museums and homes ahistorical records and as part of house furniture respectively. From the foregoing, it could be seen that during select cultural festivals in Ikot Ekpene Senatorial District, traditional musical instruments perform musical and extra-musical (special) communication functions without them, the entire exercise becomes a sham.

METHODOLOGY

The technique used for the study is the public opinion survey method. The population size is 21 respondents which covers the selected adults from the various traditional institutions covering the select seven clans of Ikot Ekpene Senatorial District. The research instrument used for this study was personal interview. Reliability was achieved by testing the instrument on subjects who were not part of the sample of the study.

RESEARCH QUESTION 1

What are the traditional musical instruments used in the select cultural festivals in Ikot Ekpene Senatorial District?

Traditional musical instruments used in communicating messages in select cultural festivals in Ikot Ekpene Senatorial District include: small woodblock(nkrok), wooden slit drum (abodom), clay pot (abang), large metal gong (nkwong), twin gong (akangkang), talking drum (anaam-ekpo or ntin-abon), elephant tusk or ivory horn (aduk-enin), log xylophone (ikon eto),ritual gong (ekere), basket rattle (ekpuod), bead rattle (nsak), big wooden drum(aworong), small wooden drum (akporok), waistlet (mbajo), bell (nkanika), and whistles (ufiom), flute (aduk), and gourd (uta). This was revealed in the interview with (Akuku) Michael Willie Essien of Uruk Uso villiage, Atai Essien Clan and Adede Uko Akpan Ekpo who are custodian of customs and traditions of the people's culture and ine of the cultural groups that perform during these cultural festivals in Ikot Ekpene Senatorial Districts.

RESEARCH QUESTION 2

What are the musical and extra-musical (special) functions derived from the use of these instruments?

The various musical functions of these traditional musical instruments vary thus; they are melodic instrument. The flautist praises people and excites spirit-manifests and dancers, they are timing instruments and keep time and play ostinato during performance. They are melo-rhythmic instruments, that is, they are melody borne and play rhythms, melodic and improvisatory roles, they play the rhythm of dances, give cues and warn dancers to stop, they equally enhance balance in sound during performances.

The extra-musical (special) functions of these traditional musical instruments are: Each sound of the drums used by the villages authority may either give the people first-hand information and to alert them on information to be passed on, or an emergency meeting or report danger. Gong of different types and rattles have magical powers and divine property. They aid seer communicate between the living and the dead or between the living and the Supernatural or Supreme being in the spirit world though incantation, chant, ritual, prayer, sacrifice, libation, vision, and contemplation. Tuck and flute are used by traditional rulers to communicate important event like culture festivals, heralding chieftaincy trains, dictating the actions of masquerades during public ceremonies as confirmed in the interview segment with the Clan Head of Ikpe (Akuku) Pius Effiong Eside, the "Ita Afe Annang".

These findings corroborate with a study by Akuku, (2008) that traditional system is credible and authoritative and also disseminate development messages to the rural dwellers.

CONCLUSION

The study was able to ascertain the musical and extra-musical functions of traditional musical instruments of select cultural festivals in Ikot Ekpene senatorial district. It was concluded from the study that traditional musical instruments are seen as the vehicle the common people employ for the delivery of their messages. They serve as credible and reliable channels of news and information gathering, processing and disseminating in many rural communities. Also noted in the study that traditional musical instruments feature in dances, instruments ensembles and in spirit manifest displays. They also play accompaniments to some vocal music. Some instruments play a double role depending on the social context which is seen as the musical functions of the traditional instrument. Some extra musical (special) function from the study includes the rattle which is a musical instrument used to motivated babies to walk, the metal gong with have a special function of communicating with the spirit world and another which is the giant wooden slit drum (eka Obodom) which has many carvings on it used to tell historical facts of the community.

RECOMMENDATIONS

- Local craftsmen, scientist and technologists should show enough creativity and inventiveness to develop better ways of utilizing traditional musical instruments that could be indigenous to Africa.
- As the people people's culture and traditional, the skills and knowledge of these instruments should be transmitted from one generation to another as a natural legacy.

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MUSIC AND MENTAL HEALTH ENRICHMENT: A DISCUSS ON THEIR RELATIONSHIP

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ABSTRACT

Engaging in music activities, whether through group singing, playing instruments, or attending concerts, can foster a sense of community and social connection. This can combat feelings of loneliness and isolation, contributing to improved mental health. The study assessed music and mental health enrichment: a discuss on their relationship. Music has been found to have a calming effect on the mind, reducing stress and anxiety. Listening to soothing music can lower cortisol levels, the hormone associated with stress. The study concluded that make listening to music a regular part of your daily routine. Whether it's during your morning commute, while exercising, or as you wind down for the day, music can provide emotional support and relaxation. One of the recommendations made in the study was that make listening to music a regular part of your daily routine. Whether it's during your morning commute, while exercising, or as you wind down for the day, music can provide emotional support and relaxation.

KEYWORD: Music, Mental Health Enrichment and Relationship



INTRODUCTION

Human civilization has been enthralled by the complex connection between music and mental wellness for ages. This discourse sets out on a quest to investigate this fundamental relationship, grounded in both scientific research and personal accounts that emphasize the crucial part that music plays in promoting mental health enrichment. Since music is a global language, it can transmit the depths of human emotions beyond linguistic and cultural boundaries. It transcends the limitations of linguistic investigation and connects with our spirits. Numerous individual, societal, and structural factors may interact over the course of our life to either enhance or impair our mental health and cause a change in where we fall on the mental health continuum. People may be more susceptible to mental health issues due to personal psychological and biological characteristics including emotional intelligence, substance use, and heredity. People are more likely to develop mental health problems when they are exposed to adverse social, economic, geopolitical, and environmental conditions including poverty, violence, inequality, and environmental deterioration. Risks can appear at any stage of life, but those that happen during developmentally vulnerable times, notably early infancy, are most harmful.

In order to lower risks, foster resilience, and create settings that are supportive of mental health, mental health enrichment and promotion preventative interventions first identify the individual, societal, and structural determinants of mental health. Interventions may be created for single people, certain groups, or whole communities. Promotion and preventive initiatives should encompass the education, labor, justice, transportation, environment, housing, and welfare sectors as changing the determinants of mental health frequently involves action beyond the health sector. In addition to inspiring and amusing, music has strong psychological impacts that can enhance your health and wellbeing. Consider some of the primary mental advantages of incorporating music into your daily life rather than viewing it as only amusing. You might find that you feel more motivated, happy, and relaxed as a result. It is a testament to the resonating power of music to uplift, heal, and connect. This discourse serves as an invitation to immerse ourselves in the melodies, rhythms, and harmonies that have been companions to human emotion for millennia, offering an understanding of how music, in its myriad forms and applications, can serve as a profound catalyst for mental health enrichment.



CONCEPT OF MENTAL HEALTH

According to the World Health Organization (2022), mental health encompasses emotional, psychological, and social well-being, influencing cognition, perception, and behavior. According to the World Health Organization (WHO), it is a "state of well-being in which the individual realizes his or her abilities, can cope with the normal stresses of life, can work productively and fruitfully, and can contribute to his or her community" It likewise determines how an individual handles stress, interpersonal relationships, and decision-making. Mental health includes subjective well-being, perceived self-efficacy, autonomy, competence, intergenerational dependence, and self-actualization of one's intellectual and emotional potential, among others. From the perspective of positive psychology or holism, mental health may include an individual's ability to enjoy life and to create a balance between life activities and efforts to achieve psychological resilience. Cultural differences, subjective assessments, and competing professional theories all affect how one defines "mental health" Some early signs related to mental health difficulties are sleep irritation, lack of energy, lack of appetite, thinking of harming one or others, self-isolating, and frequently zoning out. Throughout our lives, multiple individual, social, and structural determinants may combine to protect or undermine our mental health and shift our position on the mental health continuum. Individual psychological and biological factors such as emotional skills, substance use, and genetics can make people more vulnerable to mental health problems. Exposure to unfavorable social, economic, geopolitical, and environmental circumstances, including poverty, violence, inequality, and environmental deprivation, also increases people's risk of experiencing mental health conditions. Risks can manifest themselves at all stages of life, but those that occur during developmentally sensitive periods, especially early childhood, are particularly detrimental. For example, harsh parenting and physical punishment are known to undermine child health, and bullying is a leading risk factor for mental health conditions. Protective factors similarly occur throughout our lives and serve to strengthen resilience. They include our individual social and emotional skills and attributes, as well as positive social interactions, quality education, decent work, safe neighborhoods, and community cohesion, among others. Mental health risks and protective factors can be found in society at different scales. Local threats heighten the risk for individuals, families, and communities. Global threats heighten risk for whole populations and include economic downturns, disease outbreaks, humanitarian emergencies, forced displacement, and the growing climate crisis. Each single risk and protective factor have only limited predictive strength. Most people do not develop a mental health condition despite exposure to a risk factor, and many people with no known risk factor still develop a mental health

condition. Nonetheless, the interacting determinants of mental health serve to enhance or undermine mental health.

CONCEPT OF MENTAL HEALTH ENRICHMENT

Mental health enrichment and promotion prevention interventions work by identifying the individual, social, and structural determinants of mental health and then intervening to reduce risks, build resilience, and establish supportive environments for mental health. Interventions can be designed for individuals, specific groups, or whole populations. Reshaping the determinants of mental health often requires action beyond the health sector, and so promotion and prevention programs should involve the education, labor, justice, transport, environment, housing, and welfare sectors. The health sector can contribute significantly by embedding promotion and prevention efforts within health services and by advocating, initiating, and, where appropriate, facilitating multispectral collaboration and coordination. Suicide prevention is a global priority and is included in the Sustainable Development Goals. Much progress can be achieved by limiting access to means, responsible media reporting, social and emotional learning for adolescents, and early intervention. Banning highly hazardous pesticides is a particularly inexpensive and cost-effective intervention for reducing suicide rates. Promoting child and adolescent mental health is another priority and can be achieved by policies and laws that promote and protect mental health, supporting caregivers to provide nurturing care, implementing school-based programs, and improving the quality of community and online environments. School-based social and emotional learning programs are among the most effective promotion strategies for countries at all income levels. Promoting and protecting mental health at work is a growing area of interest and can be supported through legislation and regulation, organizational strategies, manager training, and interventions for workers. Throughout our lives, multiple individual, social, and structural determinants may combine to protect or undermine our mental health and shift our position on the mental health continuum. Individual psychological and biological factors such as emotional skills, substance use, and genetics can make people more vulnerable to mental health problems. Exposure to unfavorable social, economic, geopolitical, and environmental circumstances, including poverty, violence, inequality, and environmental deprivation, also increases people's risk of experiencing mental health conditions. Risks can manifest themselves at all stages of life, but those that occur during developmentally sensitive periods, especially early childhood, are particularly detrimental. For example, harsh parenting and physical punishment are known to undermine child health, and bullying is a leading risk factor for mental health conditions. Protective factors similarly occur throughout our lives and serve to strengthen resilience. They include our individual social and emotional skills and

attributes as well as positive social interactions, quality education, decent work, safe neighborhoods, and community cohesion, among others. Mental health risks and protective factors can be found in society at different scales. Local threats heighten the risk for individuals, families, and communities. Global threats heighten risk for whole populations and include economic downturns, disease outbreaks, humanitarian emergencies, forced displacement, and the growing climate crisis. Each single risk and protective factor have only limited predictive strength.

TYPES OF MENTAL ILLNESS

- **Anxiety disorders:** People with anxiety disorders respond to certain objects or situations with fear and dread, as well as with physical signs of anxiety or panic, such as a rapid heartbeat and sweating. An anxiety disorder is diagnosed if the person's response is not appropriate for the situation, if the person cannot control the response, or if the anxiety interferes with normal functioning. Anxiety disorders include generalized anxiety disorder, panic disorder, social anxiety disorder, and specific phobias.
- **Mood disorders:** These disorders, also called affective disorders, involve persistent feelings of sadness or periods of feeling overly happy, or fluctuations from extreme happiness to extreme sadness. The most common mood disorders are depression, bipolar disorder, and cyclothymia's disorder.
- **Psychotic disorders:** Psychotic disorders involve distorted awareness and thinking. Two of the most common symptoms of psychotic disorders are hallucinations -- the experience of images or sounds that are not real, such as hearing voices -- and delusions, which are false fixed beliefs that the ill person accepts as true, despite evidence to the contrary. Schizophrenia is an example of a psychotic disorder.
- **Eating disorders:** eating disorders involve extreme emotions, attitudes, and behaviors involving weight and food. Anorexia nervosa, bulimia nervosa, and binge eating disorder are the most common eating disorders.
- **Impulse control and addiction disorders:** People with impulse control disorders are unable to resist urges, or impulses, to perform acts that could be harmful to themselves or others. Pyromania (starting fires), kleptomania (stealing), and compulsive gambling are examples of impulse control disorders. Alcohol and drugs are common objects of addictions. Often, people with these disorders become so involved with

the objects of their addiction that they begin to ignore responsibilities and relationships.

- **Personality disorders:** People with personality disorders have extreme and inflexible personality traits that are distressing to the person and/or cause problems in work, school, or social relationships. In addition, the person's patterns of thinking and behavior significantly differ from the expectations of society and are so rigid that they interfere with the person's normal functioning. Examples include antisocial personality disorder, obsessive-compulsive personality disorder, histrionic personality disorder, schizoid personality disorder, and paranoid personality disorder.
- **Post-traumatic stress disorder (PTSD):** PTSD is a condition that can develop following a traumatic and/or terrifying event, such as a sexual or physical assault, the unexpected death of a loved one, or a natural disaster. People with PTSD often have lasting and frightening thoughts and memories of the event, and tend to be emotionally numb.

CAUSES OF MENTAL RETARDATION

- **Down syndrome:** This is a genetic disorder wherein a person has an extra chromosome 21. Physical characteristic of a person with Down syndrome is flat face and short neck.
- **Fragile X syndrome:** This is another genetic disorder where people have an X chromosome in which one of the arms of the patient is constricted or broken off, it usually affects men. Physical characteristic of a person with fragile X syndrome is a variable face with large ears, long face and high arched palate.
- **Fetal alcohol syndrome:** A condition caused by the effects of alcohol on the fetus.
- **PKU (phenylketonuria):** Is an inborn disorder of metabolism that can damage a baby's brain and cause mental retardation. In PKU the child is unable metabolize certain proteins completely.
- **Tay-Sachs disease:** A child is unable to metabolize lipids (lipids are substances that the body uses to store energy and to make cells), which then accumulate in the brain causing mental retardation.
- **Galactosemia:** The infant cannot metabolize galactose (galactose is a simple sugar that along with glucose makes up lactose, a complex sugar found primarily in milk), which accumulates in the brain, causing mental retardation. Retardation can usually be prevented if galactosemia is detected early and the baby is given galactose-free diet.
- **Hydrocephalus:** A condition marked by an abnormal collection of cerebrospinal fluid within the cavities of the brain can also result in mental retardation. In most cases, however, the fluid can be removed by surgery and kept from accumulating by inserting a tube to drain excess fluid from the brain cavities to another part of the body.
- **Macrocephaly:** A congenital disorder wherein there is an abnormal largeness of the head and brain, this condition can cause retardation.
- **Microcephaly:** A congenital disorder wherein there is an abnormal smallness of the head and brain, this condition can cause retardation. Head injuries and such diseases as meningitis and encephalitis during childhood can also cause mental retardation.

IMPACT OF MUSIC ON THE IMPROVEMENT OF MENTAL HEALTH

According to Cherry (2022), listening to music can be entertaining, and some research suggests that it might even make you healthier. Music can be a source of pleasure and contentment, but there are many other psychological benefits as well. Music can relax the mind, energize the body, and even help people better manage pain. The notion that music can influence your thoughts, feelings, and behaviors probably does not come as much of a surprise. If you've ever felt pumped up while listening to your favorite fast-paced rock anthem or been moved to tears by a tender live performance, then you easily understand the power of music to impact moods and even inspire action. The psychological effects of music can be powerful and wide-ranging. Music therapy is an intervention sometimes used to promote emotional health, help patients cope with stress, and boost psychological well-being. Some research even suggests that your taste in music can provide insight into different aspects of your personality.

- **Music Can Improve Cognitive Performance:** Research suggests that background music, or music that is played while the listener is primarily focused on another activity, can improve performance on cognitive tasks in older adults. One study found that playing more upbeat music led to improvements in processing speed, while both upbeat and downbeat music led to benefits in memory. So, the next time you are working on a task, consider turning on a little music in the background if you are looking for a boost in your mental performance. Consider choosing instrumental tracks rather than those with complex lyrics, which might end up being more distracting.
- **Music Can Reduce Stress:** It has long been suggested that music can help reduce or manage stress. Consider the trend centered on meditative music created to soothe the mind and inducing relaxation. In one 2013 study, participants took part in one of three conditions before being exposed to a stressor and then taking a psychosocial stress test. Some participants listened to relaxing music, others listened to the sound of rippling water, and the rest received no auditory stimulation. The results suggested that listening to music had an impact on the human stress response, particularly the autonomic nervous system. Those who had listened to music tended to recover more quickly following a stressor.
- **Music Can Help You Eat Less:** One of the most surprising psychological benefits of music is that it might be a helpful weight loss tool. If you are trying to lose weight, listening to mellow music and dimming the lights might help you achieve your goals. The researchers suggest that music and lighting help create a more relaxed setting. Since the participants were more relaxed and comfortable, they may have consumed their food more slowly and

have been more aware of when they began to feel full. You might try putting this into practice by playing soft music at home while you eat dinner. By creating a relaxing setting, you may be more likely to eat slowly and, therefore, feel fuller sooner.

- **Music Can Improve Your Memory:** Lots of students enjoy listening to music while they study, but is that such a great idea? Some feel like listening to their favorite music as they study improves memory, while others contend that it simply serves as a pleasant distraction. Research suggests that it may help. But it depends upon a variety of factors, including the type of music, the listener's enjoyment of that music, and even how musically well-trained the listener may be. In one study, musically naive students learned better when listening to positive music, possibly because these songs elicited more positive emotions without interfering with memory formation. However, musically trained students tended to perform better on learning tests when they listened to neutral music, possibly because this type of music was less distracting and easier to ignore. If you tend to find yourself distracted by music, you may be better off learning in silence or with neutral tracks playing in the background.
- **Music Can Help Manage Pain:** Research has shown that music can be very helpful in the management of pain. One study of fibromyalgia patients found that those who listened to music for just one hour a day experienced a significant reduction in pain compared to those in a control group. At the end of the four-week study period, participants who had listened to music each day experienced significant reductions in feelings of pain and depression. Such results suggest that music therapy could be an important tool in the treatment of chronic pain. While listening to music at any point in time was effective, the researchers noted that listening to music pre-surgery resulted in better outcomes. The review looked at data from more than 7,000 patients and found that music listeners also required less medication to manage their pain. There was also a slightly greater, though not statistically significant, improvement in pain management results when patients were allowed to select their own music.
- **Music May Help You Sleep Better:** Insomnia is a serious problem that affects people of all age groups. While there are many approaches to treating this problem, research has demonstrated that listening to relaxing classical music can be a safe, effective, and affordable remedy. In a study looking at college students, participants listened to classical music, an audiobook, or nothing at all at bedtime for three weeks. Researchers assessed sleep quality both before and after the intervention.

- **Music Can Improve Motivation:** There is a good reason why you find it easier to exercise while you listen to music. Researchers have found that listening to fast-paced music motivates people to work out harder. One experiment designed to investigate this effect tasked 12 healthy male students with cycling on a stationary bike at self-paced speeds. On three different trials, the participants biked for 25 minutes at a time while listening to a playlist of six different popular songs of various tempos. Unknown to the listeners, the researchers made subtle differences to the music and then measured performance. The music was left at a normal speed, increased by 10%, or decreased by 10%. Speeding up the tracks resulted in increased performance in terms of distance covered, the speed of pedaling, and power exerted. Conversely, slowing down the music's tempo led to decreases in all of these variables.
- **Music Can Improve Mood:** Another of the science-backed benefits of music is that it just might make you happier. In one examination of the reasons why people listen to music, researchers discovered that music played an important role in relating arousal and mood. Participants rated music's ability to help them achieve a better mood and become more self-aware as two of the most important functions of music. Another study found that intentionally trying to boost moods by listening to positive music could have an impact within two weeks. Participants were instructed to purposefully attempt to improve their mood by listening to positive music each day for two weeks. Other participants listened to music but were not directed to become happier intentionally. When participants were later asked to describe their own levels of happiness, those who had intentionally tried to improve their moods reported feeling happier after just two weeks.
- **Music May Reduce Symptoms of Depression:** Researchers have also found that music therapy can be a safe and effective treatment for a variety of disorders, including depression. One study found that music therapy was a safe, low-risk way to reduce depression and anxiety in patients suffering from neurological conditions such as dementia, stroke, and Parkinson's disease. While music can certainly have an impact on mood, the type of music is also important. Classical and meditation music offer the greatest mood-boosting benefits, while heavy metal and techno music are ineffective and even detrimental.
- **Music Can Improve Endurance and Performance:** Another important psychological benefit of music lies in its ability to boost performance. While people have a preferred step frequency when walking and running, scientists have discovered that the addition of

a strong, rhythmic beat, such as fast-paced musical track, could inspire people to pick up the pace. Runners are not only able to run faster while listening to music; they also feel more motivated to stick with it and display greater endurance. The ideal tempo for workout music is somewhere between 125 and 140 beats per minute. Listening to music while working out lowers a person's perception of exertion. You're working harder, but it doesn't seem like you're putting forth more effort. Because your attention is diverted by the music, you are less likely to notice the obvious signs of exertion such as increased respiration, sweating, and muscle soreness. Music can inspire and entertain, but it also has powerful psychological effects that can improve your health and well-being. Instead of thinking of music as pure entertainment, consider some of the major mental benefits of incorporating music into your everyday life. You might find that you feel more motivated, happy, and relaxed as a result. Music has long been recognized as a powerful and transformative tool for improving mental health. Countless individuals have experienced significant improvements in their mental well-being through various musical interventions and therapies. Sarah, a 28-year-old woman, had been struggling with severe anxiety and chronic stress for years. Her therapist recommended music therapy as a complementary treatment. Sarah began attending regular music therapy sessions, during which she learned to play the piano. The process of creating music and expressing her emotions through this medium helped Sarah reduce her anxiety and stress levels significantly. According to the research conducted by Thoma et al. (2017), music-making activities can reduce cortisol levels, which are associated with stress. David, a 45-year-old man, had been battling depression for most of his adult life. He began attending group music therapy sessions, where he learned to play the guitar and participate in music improvisation. Over time, he found a sense of community and emotional release through music, which allowed him to express his feelings in a safe and non-verbal manner. Gold et al. (2013) suggested that music therapy can be an effective treatment for individuals with depression, improving mood and reducing symptoms. James, a 10-year-old boy with autism spectrum disorder, struggled with social interactions and communication. His parents enrolled him in a music therapy program, where he engaged in structured activities involving rhythm and singing. Over time, James began to show improvement in his social and communication skills. According to the meta-analysis by Geretsegger et al. (2015), music therapy is beneficial for individuals with autism as it can enhance social interaction and communication. Eleanor, an 85-year-old woman with Alzheimer's disease, had experienced a decline in cognitive function and memory loss. She was introduced to personalized music playlists that contained songs from her youth.

Listening to these familiar tunes brought back memories and emotions, temporarily improving her mood and cognitive function. Simmons-Stern et al. (2010) showed that personalized music can have a positive impact on people with Alzheimer's disease, reducing agitation and enhancing memory recall. Mark, a military veteran, had been struggling with post-traumatic stress disorder (PTSD) for years. He joined a drumming therapy group specifically designed for veterans dealing with trauma. The rhythmic and expressive nature of drumming allowed Mark to release pent-up emotions and connect with others who had similar experiences. Bensimon et al. (2008) found that drumming therapy can help reduce symptoms of PTSD and improve overall psychological well-being.

EFFECTS OF MUSIC ON MENTAL HEALTH ENRICHMENT

Music for mental health enrichment is a topic that has garnered significant attention from researchers and healthcare professionals in recent years. Music, a universal form of expression, has the potential to influence emotions, reduce stress, improve mood, and enhance overall mental well-being. In this narrative, we will explore the profound impact of music on mental health and reference relevant studies that support these findings. Music has been found to have a calming effect on the mind, reducing stress and anxiety. Listening to soothing music can lower cortisol levels, the hormone associated with stress. Listening to music can modulate stress-related responses and improve overall emotional well-being. Music has the power to evoke a wide range of emotions. Upbeat and joyful music can improve moods and provide a sense of happiness. On the other hand, listening to melancholic music can help individuals process and release sadness (Jespersen et al., 2015). Music has the ability to regulate emotions and promote emotional self-regulation, contributing to better mental health. Music therapy has been used as a complementary approach to managing pain, particularly in clinical settings. Music can enhance cognitive function and memory. For individuals with neurodegenerative diseases like Alzheimer's, personalized music playlists can evoke memories and improve cognitive function.

The discovery of music-based interventions can have a positive impact on memory and cognitive abilities in people with dementia. Engaging in music activities, whether through group singing, playing instruments, or attending concerts, can foster a sense of community and social connection. This can combat feelings of loneliness and isolation, contributing to improved mental health. The research by Dingle et al. (2012) emphasized the role of group music-making in building social bonds. Music therapy is used as an effective intervention for individuals with anxiety and depression. The rhythmic and expressive elements of music can help individuals release pent-up emotions and find relief from these conditions. The effect of music on mental health enrichment is a well-documented and multifaceted phenomenon. Whether through passive listening or active engagement in music-making, music can reduce stress, enhance mood, improve cognitive function, and strengthen social bonds. Music's ability to touch the soul and bring comfort to the mind makes it a powerful tool for enriching mental health and enhancing the overall quality of life.

CONCLUSION

The study concludes that the intricate and harmonious relationship between music and mental health has been illuminated in the course of this discourse, underscoring the enduring and profound impact that music has on our emotional and psychological well-being. Music emerges as a potent tool for emotional well-being and psychological health. We have observed how music's therapeutic vibrations can alleviate depression, boost cognitive functions, enhance creativity, and foster a sense of community. As we bring this discourse to a close, it is important to recognize that the impact of music on mental health is not confined to scientific research and clinical settings. It permeates our daily lives, offering moments of solace, empowerment, and joy. Music becomes a trusted companion during times of hardship, a source of inspiration during times of creativity, and a bridge connecting individuals across time and space.

RECOMMENDATION

- Make listening to music a regular part of your daily routine. Whether it's during your morning commute, while exercising, or as you wind down for the day, music can provide emotional support and relaxation.
- If you're dealing with specific mental health challenges, consider engaging with a certified music therapist. They can tailor music-based interventions to your unique needs, such as anxiety reduction, stress management, or mood enhancement.
- Craft playlists that resonate with your emotional needs whether you need motivation, relaxation, or catharsis, having curated playlists can be a powerful tool.
- Learning to play a musical instrument can be a rewarding way to engage with music on a deeper level. It not only enhances your appreciation for music but also offers a creative outlet for emotional expression.

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**MELODY IN ASIAN UBAIKPA MUSIC OF THE ANNANG
FOR AFRICAN ART MUSIC COMPOSITION**

BY

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ABSTRACT

There are various cultures in Africa. These cultures are unique. The uniqueness of the melodies between and among the African communities did not exclude the similarities and differences between or among those melodies as located in the various communities as the case may be at any point. The melodies in Asian Ubaikpa music were found to consist these similarities and differences. The symbolism and the ideality in the artistic, sociological and psychological compartments in the African melodies displayed in the performances of the Asian Ubaikpa music genre are stipulated in the music excerpts in this work. Adapting these unique features as utilized in Asian Ubaikpa music in the art music composition will project the African communal essences beyond Africa.

KEYWORDS: Melody, Asian Ubaikpa music, Annang and African art music composition.



INTRODUCTION

Annang is one of the culture areas in Akwa Ibom State, Nigeria. The people of Annang are referred to as the Annang or simply put 'Annang people'. The people speak Annang as their native language. Annang is situated in the northern part of Akwa Ibom State, Nigeria. The local government constituting the Annang at the time of this writing are: Abak, Essien Udim, Etim Ekpo, Ika, Ikot Ekpene, Obot Akara, Oruk Anam, and Ukanafun. Epistomologically, Annang is derived from the Annang word 'anan' meaning 'open place'. The name of the place is deemed suitable as the people are popularly egalitarian, hospitable, and open minded. The occupation of the people include farming, fishing, hunting, and raffia works.

Realizing African melodies apparently demands tact. The patterns of African melodies are reflected in static sounds, repetitions, everything remains the same in terms of syllables, speech, lyric (static sounds) However, where repetition occurs the melody is regarded as such. It is interesting to know that the music may be constant whereby the lyrics continue to change in the cause of performance in such repetitions referred to in this work as textual repetition There is also notational repetition whereby the lyrics will remain the same allowing the notes used or derived from the melody to keep changing. It is notable that the swaps of the two types of repetitions are hypnotic form. Shapes, patterns, and contours are known to have characterized African melodies. The melodies as utilized in African music vary.



SHAPE OF MELODIES

The shapes in African melodies are found to have length identified as short, moderate length and long melodies. However, short melodies appear more prevalent in African music. The *Asian Ubaikpa* is not with exemption. This was so, because *Asian Ubaikpa* music is an African genre.

PATTERNS OF MELODIES

There are fifteen categories of patterns. The patterns are short melodies, short melodies with repetition, short melodies with repetitions, short melodies with fragments of melodies, short melodies with repetition cum fragments of melodies, moderate melodies, moderate melodies with repetition, moderate melodies with repetitions, moderate melodies with fragments of melodies, moderate melodies with repetition cum fragments of melodies, long melodies, long melodies with repetition, long melodies with repetitions, long melodies with fragments of melodies, long melodies with repetition cum fragments of melodies,

CONTOURS OF MELODIES

The melodic contours (leaps) in African music vary. The leap can be defined as the distance in pitch between two notes while the contour can be described as the spirals of the shapes of those notes assembled for a melody. There are short (close) leaps, and there are wide (distance) leaps. The melodic contour with close leaps is called conjunct movement while the melody contour with wide leaps is called disjunct movement. It was observed that social music types make use of close leaps more than wide leaps. This is likely to be the fact that music with close leaps is more lyrical easier to sing and less stressful to the singer. So, using close melodies with close leaps are more prevalent social musical genres. The wide leaps are often used at points where the music is reaching climaxes. This is not to say that wide leaps are not found utilized in the social musical genre of the African peoples at points where there are no climaxes, but perhaps for decoration, variations. However, melodies with wide leaps are more prevalent in ritual music. It was discovered that at the points of appealing in ritual music performances the close leaps are utilized. The soothing feelings imbibed in the melodic contours with close melodic leaps are often desired by listeners. The significance of this study of the melodic contours is that the graphic presentations of the melodies derived from the melodic contours vary. It was discovered that the contour of a particular melody may be in scale form representation while another may be like pyramid.



RIGID MELODY

It is noted that what is said in a particular language may make a different meaning in another with the same pronunciation. It is also noted that a displacement of accent in the particular word or a particular syllable of the word may also make a different meaning within the same language. So, performances are to at-held to the accurate tonal inflection at any time. Rigid melody therefore is an expression of non-egalitarianism.

SYLLABIC MELODIES

It is notably that some of the melodies are syllabic. Here, each syllable used has a musical note for it.

MELISMATIC MELODIES

Some melodies are found to be melismatic. Here, a particular syllable is sung against many notes. Wide leaps or elite or sparingly used in African melodies. However, it is necessary to note here that wide leaps are prevalent in ritualistic music than social music. More so, in social music wide leaps are easily found in exclamation. Notably melodic contour in African musical instrument is simple dominated by wide leaps or skips. Close leaps can also be located in African melodies, and appears to have dominated the musical performances among the African people.

LANGUAGE INFLUENCED LEAPS

It is pertinent to note that realizing melodies are typically influenced by the language used for the song. This is due to the fact that the tonal shifts of the syllable of the words will give different meaning to a particular word or may make no meaning to a word. Melodies in African music are based on the language of the people. It is among the African that a leap or the fall of tonal inflection will either give meaning to the word or not portray any meaning when wrongly utilize. This can be so because the misplacement of any of the syllables of the words will make a different meaning within the culture area where the language is spoken. It is not astound wishing to know that a word of the same pronunciation may make different meanings between or among cultures.



TONAL INFLECTIONAL MELODY

It is noticeable that the tonal inflections of the Annang language affect the melodic contours of the music of the Annang. The *Mbene Ne Nsuk Ujo* as usually termed by the performers, which is interpreted as tonal inflection is a technique of emphasizing the treatment of the lyrics of the songs in the Annang language as spoken. To derive the meaning from the words used in any melody or music, an ideal speech-melodic-leap must be utilised.

AKANA SAKA UKPA GWANGA

Annang Folk Song

Anonymous

Ujo Ikwo 1 (Voice 1)

A-ka - na sa - ka u - kpa gwa - nga u - kpa dat m - bi - re a - de

Ujo Ikwo 2 (Voice 2)

Ujo Ikwo 3 (Voice 3)

2

Ujo Ikwo 1 (Voice 1)

A-ka - na sa - ka u - kpa

Ujo Ikwo 2 (Voice 2)

A - ka - na sa - ka u - kpa gwa - nga u - kpa dat m - bi - re a - de

Ujo Ikwo 3 (Voice 3)

A - ka - na sa - ka u - kpa gwa - nga u - kpa dat m - bi - re a - de dio.

As found above, the tonal inflection of the word 'Akana' shows that the first consonant, which is 'A' is low while the second consonant 'ka' is high followed by the third consonant 'na' that is also low. With the low high-low of the three consonants for 'Akana', the meaning is *Pentacithra Macrophilla* (African oil bean) The specific presentation of the word in Ujo Ikwo 1 (voice 1) here is shown below:

Ujo Ikwo 1
(Voice 1)



A-ka - na

The specific presentation of the word in *Ujo Ikwo 3* (voice 3) here is shown below:

Ujo Ikwo 3
(Voice 3)



A-ka - na

According to the *Asian Ubaikpa* music performers, they are aware that if the low-high-low as in the case of the word is altered, the meaning will also be altered either to make sense or not to make sense. For example, if the word is presented as high-low-low like it is shown in *Ujo Ikwo 1* (voice 1) and *Ujo Ikwo 3* (voice 3) respectively below:

Ujo Ikwo 1
(Voice 1)



A-ka - na

Ujo Ikwo 3
(Voice 3)



A-ka - na

In the example, above, the tonal inflection of the word 'Akana' shows that the first consonant, which is 'A' is high while the second consonant 'ka' is low, followed by the third consonant 'na' that is also low, but in the same tonal centre. The meaning of the word in Annang language, according to the speakers of the Annang language changed to 'rotate'. There is still sense in the example realising high-low-low since it has meaning the Annang language. An attempt to alter the tonal inflection may result alter the meaning of the word. The improper utilisation of the leap may also alter the meaning of some of the words. Another example, which was located in another song entitled 'Akana Adaha De' showed the same tonal inflection of low-high-low for the three consonants for the word 'Akana'. The difference noticed is that the leap between the consonant 'A' to the consonant 'ka' is a distance of a major third while the leap between the consonant 'ka' to the consonant 'na' is a distance of a major third also. Whereas in the 'Akana



Saka Ukpa Gwanga' the leap between the consonant 'A' to the consonant 'ka' is a distance of a major second, while the leap between the consonant 'ka' to the consonant 'na' is a distance of a major second also. This example, above, the tonal inflection of the word 'Akana' shows that the first consonant, which is 'A' is high while the second consonant 'ka, is low, and the third consonant 'na' is low also.

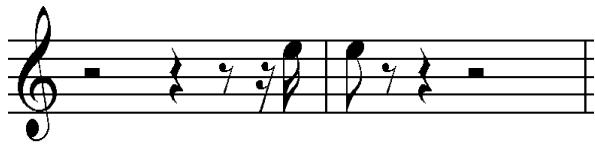
Annang Folk Song **AKANA ADAHA DE** Anonymous

The musical score is written for three voices in 6/8 time. The first voice (Ujo Ikwo 1) carries the melody and lyrics. The second and third voices (Ujo Ikwo 2 and 3) provide accompaniment with rests. The lyrics are: "A - ka - na a - da - ha de, I - de - he a - fo 'kpong a - de e - to n - sak i - kang."

The above excerpt is from the song 'Akana Adaha De' as performed by the *Asian Ubaikpa* musical groups studied. In order to realize the meaning of the word in any song in the *Asian Ubaikpa* music the performers assemble the melodic leaps properly. The respondents affirmed that the exact meanings of the words utilized in the *Asian Ubaikpa* music are expected to be projected in the songs and the speech surrogates with little or no conscious effort. The adherence of the melodies to the tonal inflection of the text appears very important as this also was found to have influenced the harmony. Apart from the tonal shift determining the meaning of the words in Annang language, the value of the tones was observed to also



give different meanings to the Annang words. For example, the word 'Mbot' with first consonant 'M' being shorter than the second consonant 'bot' and the second consonant being longer than the first makes the meaning of the word 'Mbot' to be 'mountain'. The musical illustration in which the meaning of the word 'Mbot' is mountain, is shown below:



M - bot

The word 'Mbot' with first consonant 'M' in another pronunciation has the 'M' still on the same tonal level, while the second consonant 'bot' being shorter than the first consonant makes the meaning of the word 'Mbot' to be 'boil'.

The musical illustration in which the meaning of the word 'Mbot' is 'boil', is shown below:



M - bot

This can be located in the excerpt of the song *Che Mbot Ako* as shown below:

CHE MBOT AKO

Traditional

Ujo Ikwo 1 (Voice 1)

Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti - mai-mai.

Ujo Ikwo 2 (Voice 2)

Ujo Ikwo 3 (Voice 3)

2

Ujo Ikwo 1 (Voice 1)

Che 'bot_ A - ko. 'bot A -

Ujo Ikwo 2 (Voice 2)

Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti-mai-mai.

Ujo Ikwo 3 (Voice 3)

Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti-mai-mai.

5

Ujo Ikwo 1 (Voice 1)

ko, 'bot_ A - ko, Ti-mai-mai.

Ujo Ikwo 2 (Voice 2)

Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti-mai-mai.

Ujo Ikwo 3 (Voice 3)

Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti-mai-mai.

8

Ujo Ikwo 1 (Voice 1)

Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti-mai-mai. Che 'bot_ A - ko. 'bot A -

Ujo Ikwo 2 (Voice 2)

Che 'bot_ A - ko. 'bot A -

Ujo Ikwo 3 (Voice 3)

Che 'bot_ A - ko. 'bot A -

11

Ujo Ikwo 1 (Voice 1)

ko, 'bot_ A - ko, Ti-mai-mai. Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti-mai-mai.

Ujo Ikwo 2 (Voice 2)

ko, 'bot_ A - ko, Ti-mai-mai.

Ujo Ikwo 3 (Voice 3)

ko, 'bot_ A - ko, Ti-mai-mai.

14

Ujo Ikwo 1
(Voice 1)

Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti-mai-mai. Che 'bot_ A - ko. 'bot A -

Ujo Ikwo 2
(Voice 2)

Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti-mai-mai.

Ujo Ikwo 3
(Voice 3)

Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti-mai-mai.

17

Ujo Ikwo 1
(Voice 1)

ko, 'bot_ A - ko, Ti-mai-mai.

Ujo Ikwo 2
(Voice 2)

Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti-mai-mai.

Ujo Ikwo 3
(Voice 3)

Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti-mai-mai.

20

Ujo Ikwo 1
(Voice 1)

Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti - mai-mai.

Ujo Ikwo 2
(Voice 2)

Ujo Ikwo 3
(Voice 3)

22

Ujo Ikwo 1
(Voice 1)

Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti - mai-mai.

Ujo Ikwo 2
(Voice 2)

Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti - mai-mai.

Ujo Ikwo 3
(Voice 3)

Che 'bot_ A - ko. 'bot A - ko, 'bot_ A - ko, Ti - mai-mai.



The presentation of the word *Mbot* from the excerpt in the song *Che Mbot Ako* is shown below:



'bot



CONCLUSION

The styles of melodic realization in *Asian Ubaikpa* music had been discussed in this paper. It disclosed that the African melodies are fascinating, and the fascinating essences were also located in the *Asian Ubaikpa* music. The fascinating essences composed of simple and complex. The simple melodies are more prevalent in social music while the complex melodies are more prevalent in ritual music.



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COMPUTER AIDED TEACHING AND PRIMARY SCHOOL PUPILS' MOTIVATION TO LEARN MUSIC: THE PROSPECTS AND CHALLENGES

BY

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ABSTRACT

The integration of computer-aided teaching presents a unique opportunity to inspire and motivate young learners in their musical journey. Interactive software, digital instruments, and online resources can make music education more engaging and accessible, enabling pupils to explore the wonders of melody and rhythm in innovative ways. The study assessed computer aided teaching and primary school pupil's motivation to learn music: the prospects and challenges. The study explored concept of music, the concept of computer aided teaching, learning motivation of computer aided teaching, the prospect of computer aided teaching, the effects of computer aided teaching on pupil motivation to learn, challenges of computer aided teaching, roles of music in learning, and the types of music. On this basis the study concluded that the prospect of employing computer-aided teaching to motivate primary school pupils in their music education journey is an exciting and promising avenue. The intersection of technology and music education holds the potential to inspire, engage, and enrich the musical experiences of young learners. One of the recommendations made was that professional programs should be developed for music educators to enhance their digital literacy and the effective use of technology in the classroom. This will empower teachers to leverage technology to motivate and engage students.

KEYWORDS: Computer Aided Teaching, Primary School Pupils, and Music Learning

INTRODUCTION

Primary school music education with computer-assisted instruction has the potential to transform how young students interact with and are inspired to learn music. Since ancient times, music has played a major role



&

in human society as a universal language. It provides primary school students with a platform for creative expression as well as a way to hone critical social, emotional, and cognitive abilities. Children's skills in areas like problem-solving, teamwork, and emotional intelligence have been demonstrated to improve as a result of music education (Hanna-Pladdy & Mackay, 2011). Young students can be inspired and motivated to pursue music through the incorporation of computer-aided teaching, which offers a special opportunity. Interactive software, digital instruments, and online resources can make music education more engaging and accessible, enabling pupils to explore the wonders of melody and rhythm in innovative ways (Dammers, 2005). According to Daniel (2018), computer-aided teaching is a self-descriptive term that literally means learning with computers. However, our understanding of what a computer is and can do has changed considerably over the past century, meaning that the definition has evolved considerably too. Now, computer-aided learning means learning on mobile phones, in virtual reality, and in augmented reality, in addition to desktop and laptop computer interaction.

The idea of incorporating technology into the teaching of music in primary schools is exciting, but it is not without difficulties. As the use of technology in the classroom increases, there are a number of difficulties that must be resolved, including the need for qualified teachers who can successfully integrate technology and the dangers of excessive screen time (Hewitt, 2013). Computers have also been useful to students in helping them visualize ideas that are otherwise highly challenging. Because they include media like formula-driven images, animations, and the selection of random occurrences, topics typically focus on features that are challenging or impossible to handle properly by conventional techniques (Orim & Igwe 2017). Gordon (2023) defines music as the art of blending vocal or instrumental sounds for aesthetic beauty or emotional expression, typically in accordance with cultural standards of rhythm, melody, and—in the case of the majority of Western music—harmony. The simple folk song and the intricate electronic composition both fall within the umbrella of music. Both have been conceptually and acoustically constructed by humans, and both may be found in music of all genres and across all eras of history. Every human community is infused with music in one way or another. Music is an auditory art that consists of meaningful arrangements of sounds in relation to pitch, rhythm, and tonality, according to the New World Encyclopedia (2023). Another definition of music is "a natural and intuitive phenomenon operating in the spheres of time, pitch, and energy and under three distinct and interrelated organization structures of rhythm, harmony, and melody." Since music is natural, it can be produced in nature by various creatures, and since it is intuitive, humans can recognize their sounds as musical. This embarks on a journey through the harmonious intersection of computer-aided teaching and primary school music education, drawing from scholarly research and practical experiences to shed light on the exciting possibilities that lie ahead. At the same time, it will explore the obstacles that must be

navigated to ensure that technology serves as a tool for motivation and empowerment while preserving the timeless beauty of musical traditions.

CONCEPT OF MUSIC

According to Gordon (2023), music is the art concerned with combining vocal or instrumental sounds for beauty of form or emotional expression, usually according to cultural standards of rhythm, melody, and, in most Western music, harmony. Both the simple folk song and the complex electronic composition belong to the same activity, music. Both are humanly engineered; both are conceptual and auditory, and these factors have been present in music of all styles and in all periods of history throughout the world. Music is an art that, in one guise or another, permeates every human society. There are so many different types of modern music that it is mind-boggling, some of them created in more recent times, some in earlier ones. Music is a versatile art form that lends itself well to symbiotic relationships with both verbal and physical movement, as in song and dance. Music has always been a significant complement to ritual and drama and has been recognized for its ability to both reflect and affect human emotion. Radio, film, television, musical theater, and the Internet are the mediums that popular culture has constantly used to take use of these opportunities. There is a belief in music's ability to influence human behavior, as evidenced by the implications of its usage in psychotherapy, geriatrics, and advertising. Publications and recordings have effectively internationalized music in its most significant, as well as its most trivial, manifestations. Beyond all this, the teaching of music in primary and secondary schools has now attained virtually worldwide acceptance. Music is generally defined as the art of arranging sound to create some combination of form, harmony, melody, rhythm, or otherwise expressive content (Wikipedia, the free encyclopedia 2023).

Music is an auditory art that consists of meaningful arrangements of sounds in relation to pitch, rhythm, and tonality, according to the New World Encyclopedia (2023). Another term for music is "a natural and intuitive phenomenon operating in the spheres of time, pitch, and energy and under three distinct and interrelated organization structures of rhythm, harmony, and melody." Since it is a natural phenomenon, music can be created by a variety of animals in the wild, and because music is intuitive, people can identify these sounds as musical. Additionally, due to the intuitive nature of music, individuals can practically perform and even hear music in their heads. In general, one learns about music by cognizing particular sound combinations and the emotional response they elicit. Whether the music is a complex and intellectually demanding orchestral composition or a plaintive folk song, the range of responses can encompass the full range of human emotions. This makes the musical arts a universal expression of human experience.

CONCEPT OF COMPUTER AIDED TEACHING

According to Daniel (2018), computer-aided teaching is a self-descriptive term that literally means learning with computers. However, our understanding of what a computer is and can do has changed considerably over the past century, meaning that the definition has evolved considerably too. Now, computer-aided learning means learning on mobile phones, in virtual reality, and in augmented reality, in addition to desktop and laptop computer interaction. Consequently, any differences between computer-aided learning and eLearning have all but vanished, and eLearning has become the more commonly used overarching term for learning with computers. Computer-aided teaching involves the use of computers and other electronic devices as an integral part of the learning environment, whether they are employed by teachers or students (Moran, 2023). Educators are the leaders in their schools by their job characteristics; they can be responsible for setting academic targets, constructing lessons, and optimizing the academic educational experience. The scenarios in which instructors hold positions as commanders in schools have been altered by the advent of computer-aided teaching and learning and its capability to stimulate learning. Computer-aided teaching, or computer-assisted instruction, is a pedagogical strategy that makes use of computers and other digital infrastructures to deliver content to an individual or group of learners. CAI provides a customized, engaging, flexible, and adaptive learning experience to students. CAI can be used to enhance students' motivation and academic performance. CAI is also a mixture of self-learning principles with computer technology that students can use according to their learning speed (Kaleli, 2020).

Computer-aided teaching enables personalized and differentiated learning experiences. Educational software and digital resources are designed to assess individual student progress, adapt content, and provide targeted instruction to meet the specific needs and abilities of each learner (Anderson & Hager 2010). Multimedia elements, including videos, animations, simulations, and interactive games, are integral to computer-aided teaching. These engaging resources cater to diverse learning styles and promote active participation and comprehension (Clark & Mayer 2016). Computer-aided teaching provides students and teachers with access to a wealth of information and resources, thanks to the internet and digital libraries. This access expands the horizons of learning and research (Cheung & Slavin, 2013). Teachers need ongoing training and support to effectively implement computer-aided teaching. Professional development programs are crucial to building educators' confidence and skills in using technology in the classroom (Inan & Lowther, 2010). Computer-aided teaching evolves as technology advances and new research emerges. It represents a dynamic and powerful approach to education that, when effectively employed, can enhance learning outcomes, engagement, and the overall educational experience.

LEARNING MOTIVATION OF COMPUTER AIDED TEACHING

Students are motivated when a teacher explains the lesson well and when homework is given appropriate feedback. Teachers' emotions impact teachers' and learners' cognition, motivation, and behaviors (Buric & Moe, 2020). Therefore, it is very important for teachers to undergo professional development activities to further enhance their technological pedagogical content knowledge. Computer-aided instruction (CAI) is defined as instruction in which computers play a central role as the means of information delivery and direct interaction with learners. Computer-aided instruction has become mainstream in medical school curricula. For example, a three-dimensional (3D) computer module of the larynx has been created to teach laryngeal anatomy. Although the novelty and educational potential of CAI have garnered much attention, these new technologies have been plagued with low utilization rates. Several experts attribute this problem to a lack of motivation in students. Motivation is defined as the desire and action toward goal-oriented behavior. Psychologist Dr. John Keller developed the ARCS theory of motivational learning, which proposes four components: attention (A), relevance (R), concentration (C), and satisfaction (S). Keller believed that motivation is not only an innate characteristic of the pupil; it can also be influenced by external factors, such as the instructional design of the curriculum. Thus, understanding motivation is an important step to designing CAI appropriately (Amanda et al. 2016). Learning motivation in the context of computer-aided teaching is a critical aspect of the educational process. When students are motivated, they are more likely to engage actively in their learning, persist through challenges, and achieve better academic outcomes. Several factors contribute to learning motivation within the framework of computer-aided teaching, as supported by research and educational literature.

Computer-aided teaching often includes interactive elements such as gamification, simulations, and multimedia content. These features capture students' attention and create a dynamic and engaging learning environment, which, in turn, boosts their motivation (Hamari et al., 2014). Educational software used in computer-aided teaching can provide personalized learning experiences. By assessing students' progress and tailoring content to their individual needs, this customization keeps students challenged and motivated (Kizilcec et al., 2017). Computer-aided teaching offers the advantage of immediate feedback on students' performance. This feedback helps students understand their strengths and weaknesses, supporting their motivation to improve and master the material (Hattie & Timperley, 2007). Online and digital resources in computer-aided teaching offer flexibility in learning. Students can access content at their own pace and convenience, making learning more adaptable to their schedules and preferences (Means et al., 2010). The use of technology allows students to access a wide array of resources, from

online databases to multimedia content. This variety can spark curiosity and motivation by offering different ways to explore a topic (Koszalka & Ntloedibe-Kuswani, 2010). Computer-aided teaching, when effectively designed and implemented, has the potential to significantly enhance learning motivation. By incorporating strategies such as interactivity, personalization, feedback, and flexibility, educators can create a learning environment that fosters student engagement and enthusiasm for learning. The interplay between technology and motivation is an essential consideration in modern education, contributing to improved learning outcomes and a deeper love for learning.

PROSPECT OF COMPUTER AIDED TEACHING

Students have also found computers helpful in visualizing concepts that are quite difficult to visualize otherwise. Topics usually emphasize aspects that are difficult or impossible to deal with satisfactorily by conventional means because they encompass media such as formula-driven graphics, animations, and the choice of random events (Orim & Igwe 2017). On the part of the teacher, he can use the computer to evaluate, monitor, and report on students' progress. This can be made easier by recalling from hard disk memory a record of student's activity at the end of a computer session. If the student's responses and approach to problem solving could be used to diagnose his or her learning difficulties, this could be feedback for future software designs. A part of the benefit of developing programming skills is that the crisis crosses of algorithms involved in program coding and implementation would enhance the deductive/inductive process, thus yielding great cognitive development. Students stand to acquire some skills that improve transferrable cognition (Mezzacappa & Buckner, 2010); such skills, if transferred to other areas of learning, could improve the overall learning enterprise. Automation of routine tasks usually encountered in education is one of the prospects of CAI, readily increasing communication between the student and instructor (through the computer) and making more information available to the learners. It reduces the tedium, speeds up the solutions involved in problem solving, and allows the analysis of a wide range of very difficult problems. The prospect of computer-aided teaching is promising and transformative, offering numerous advantages and opportunities for education in the 21st century. This approach, which integrates technology into the teaching and learning process, has the potential to shape the future of education. The prospects of computer-aided teaching are indeed bright, but it's essential to use technology in education thoughtfully and effectively, considering factors like digital equity, data privacy, and the need for human interaction in the learning process. A balanced approach that combines technology with traditional teaching methods can harness the full potential of computer-aided teaching and lead to improved educational outcomes.

EFFECTS OF COMPUTER AIDED TEACHING ON PUPIL MOTIVATION TO LEARN

Computer-assisted teaching, or computer-assisted instruction, is a teaching method that uses computers and other interactive media to communicate learning materials and new knowledge, as well as assess learning outcomes in a systematic way to aid students' academic performance and retention. CAI refers to all types of computer applications in an instructional setting, comprising drill and practice, simulations, instructional and supplementary exercises, database development, programming, and composing using word processors for the advancement and retention of knowledge amongst students (Gana 2013). These types of learning activities are often associated with quality learning experiences, retention levels, and academic performance (Koksal, Yagisan, and Aksoy 2013). Studies have shown that CAI is an instructional approach for bolstering students' interest, skills, academic performance, and retention capacity (Osemwinyen, 2009; Suleman et al., 2017).

According to the National Center for Education Statistics, close to 5.8 million students are enrolled in online courses at degree-granting institutions, which represents an upward trend in higher education (Hussain F. 2012). George et al. conducted a systematic review of the knowledge, skills, attitudes, and satisfaction of dentistry, medicine, nursing, pharmacy, and physiotherapy students regarding the effectiveness of online learning and found that health professions students perceived online learning to be equivalent to traditional teaching styles. Computer-aided teaching has had a profound impact on pupils' motivation to learn. This narrative delves into the effect of computer-aided teaching on student motivation, drawing upon research and studies in the field of education. In the digital age, the integration of technology in education has redefined the way students engage with learning materials. Computer-aided teaching encompasses a wide range of tools and resources, including interactive software, multimedia content, online platforms, and educational apps, all of which have the potential to transform the learning experience. At the heart of this transformation lies a significant change in student motivation. Although the effects of computer-aided teaching on student motivation are predominantly positive, it's important to acknowledge that not all technology implementations yield the same results. The quality of educational software and the way it is integrated into the curriculum play a significant role. Additionally, some students may still require the guidance and encouragement of a skilled teacher to fully harness the benefits of technology. The effect of computer-aided teaching on pupils' motivation to learn is substantial and promising. The integration of technology has the power to engage, inspire, and personalize the learning experience, making education more accessible and enjoyable. However, it is essential that educators and policymakers continue to refine their approaches to ensure

that technology is effectively utilized to enhance motivation and learning outcomes.

CHALLENGES OF COMPUTER AIDED TEACHING

Aspiring Youths (2023) emphasis on the following as the challenges of computer aided teaching.

- **Technology issues:** Computer Aided Learning relies heavily on technology, which can sometimes fail or malfunction. This can lead to frustration and disruptions in the learning process, as well as potential data loss or security breaches.
- **Reduced social interaction:** Computer Aided Learning may also reduce social interaction between students and teachers, which can be an important aspect of the learning experience. Students may miss out on opportunities for in-person collaboration, discussion, and feedback.
- **Over-reliance on technology:** Computer Aided Learning may also lead to over-reliance on technology, which could be a problem if students don't have access to the necessary tools or if they become too dependent on the technology for their learning.
- **Limited feedback:** Computer Aided Learning can provide instant feedback to students; it may not always be as detailed or personalized as feedback provided by a human teacher. This could limit students' ability to understand their mistakes and improve their performance.
- **Lack of motivation:** Finally, Computer Aided Learning may not be as motivating for some students as traditional learning methods. Some students may find it difficult to stay focused or engaged without the structure and accountability provided by a physical classroom and teacher.



ROLES OF MUSIC IN LEARNING

It is very well known to everyone that, right from the mother's lullaby and the infant stages, humans are attracted to and get solace (relief) and peace from music, singing, and the verbal melody. In all cultures all over the world, music (vocal and instrumental) is considered an integral part of qualitative life. Song and dance are an indispensable part of all festivals and celebrations. This innate inclination in man towards harmonious sound and rhythmic movement sets him apart from other beings on earth. We have placed too much importance on developing the mental and intellectual aspects of children and neglected the emotional and creative aspects of their personalities. This serious imbalance in the educational outlook is taking a heavy toll on children's lives. It is high time that we gave serious thought to this and took steps to save the tragic situation by introducing and strengthening the study of music and other performing arts at all levels of our educational system. Benefits that children can derive by learning music in schools and colleges:

- Music can be a comforting activity to many students. It is a way to relieve stress. It is almost everybody's experience that, when angry or frustrated, playing or listening to music has a soothing effect.
- Music education opens doors that help children pass from school into the world around them a world of work, culture, intellectual activity and human evolution.
- Studies conducted all over the world have shown that music is directly connected to intellectual, emotional, and social evolution.
- Research found that learning music facilitates learning in other subjects and enhances skills that children necessarily use in other areas.

TYPES OF MUSIC

- **Art music:** Primarily includes classical traditions, including both contemporary and historical classical music forms. Art music exists in many parts of the world. It emphasizes formal styles that invite technical and detailed deconstruction and criticism, and demand focused attention from the listener. In Western practice, art music is considered primarily a written musical tradition, preserved in some form of music notation rather than being transmitted orally, by rote, or in recordings, as popular and traditional music usually are. Historically, most western art music has been written down using the standard forms of music notation that evolved in Europe, beginning well before the Renaissance and reaching its maturity in the Romantic period.
- **Reggae music:** Originating from the late 1960s Jamaica, is a genre of music that was originally used by Jamaicans to define themselves with their lifestyle and social aspects. The meaning behind reggae songs tends to be about love, faith or a higher power, and freedom. Reggae music is important to Jamaican culture as it has been used as inspiration for many third world liberation movements. Bob Marley, an artist primarily known for reggae music, was honored by Zimbabwe's 1980 Independence celebration due to his music giving inspirations to freedom fighters. The music genre of reggae is known to incorporate stylistic techniques from rhythm and blues, jazz, African, Caribbean, and other genres as well but what makes reggae unique are the vocals and lyrics. [citation needed] The vocals tend to be sung in Jamaican Patois, Jamaican English, and Iyaric dialects. The lyrics of reggae music usually tend to raise political awareness and on cultural perspectives.
- **Traditional and folk music:** These are very similar categories. Although the traditional music is a very broad category and can include several genres, it is widely accepted that traditional music encompasses folk music. According to the ICTM (International Council for Traditional Music), traditional music are songs and tunes that have been performed over a long period of time (usually several generations). The folk music genre is classified as the music that is orally passed from one generation to another. Usually, the artist is unknown, and there are several versions of the same song. The genre is transmitted by singing, listening and dancing to popular songs. This type of communication allows culture to transmit the styles (itches and cadences) as well as the context it was developed. Traditional folk music usually refers to songs composed in the twentieth century, which tend to be written as universal truths and big issues of the time they were composed. Artists including Bob Dylan; Peter, Paul and

Mary; James Taylor; and Leonard Cohen, transformed folk music to what it is known today. Newer composers such as Ed Sheeran (pop folk) and The Lumineers (American folk) are examples of contemporary folk music, which has been recorded and adapted to the new way of listening to music (online)—unlike the traditional way of orally transmitting music.

- **Pop music:** Pop is a genre of popular music that originated in its modern form during the mid-1950s in the United States and the United Kingdom. The terms popular music and pop music are often used interchangeably, although the former describes all music that is popular and includes many disparate styles.

CONCLUSION

The study concludes that the prospect of employing computer-aided teaching to motivate primary school pupils in their music education journey is an exciting and promising avenue. The intersection of technology and music education holds the potential to inspire, engage, and enrich the musical experiences of young learners. Nevertheless, the realization of these prospects is not without its fair share of challenges, which need to be addressed to ensure a balanced and effective integration. When done right, computer-aided teaching can enhance motivation, creativity, and musical development in primary school pupils.

RECOMMENDATIONS

- Professional programs should be developed for music educators to enhance their digital literacy and the effective use of technology in the classroom. This will empower teachers to leverage technology to motivate and engage students.
- Adaptive technology that tailors lessons to individual student needs and progress should be Implemented. This can enhance motivation by ensuring that pupils are appropriately challenged and supported.
- Promotes collaboration among students by incorporating technology that allows for group music-making activities. Encourage ensemble experiences and peer learning, which can motivate pupils through shared creativity.

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MUSIC AND DANCE: ASSESSING THEIR HEALTH BENEFITS TO THE HEALTH OF A CHILD

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ABSTRACT

Music and dance have long held a special place in the lives of children and adults alike. Beyond their artistic and cultural significance, these forms of expression offer a plethora of health benefits to children, contributing to their holistic development. The study analyzed music and dance: assessing their health benefits to the health of a child. The study revealed that a child's health encompasses their physical, mental, emotional, and social well-being, therefore the use of music and dance as therapeutic tools, educational mediums, and recreational activities holds the potential to address multiple dimensions of health simultaneously. The study concluded that music and dance are transformative forces that extend far beyond artistic expression. They are conduits through which children can enhance their physical vitality, mental strength, emotional balance, and social connectivity. Child health is evolving, recognizing that it encompasses not only the absence of disease but also the presence of holistic well-being. Parents, educators, and healthcare professionals have a unique opportunity to harness the power of music and dance to promote the health of children. One of the recommendations made was that schools should take proactive steps to integrate music and dance into their curricula. By doing so, children will have the opportunity to engage in these creative arts as part of their regular educational experience, promoting not only artistic expression but also physical activity, creativity, and teamwork.

KEYWORDS: Music, Dance, Health Benefits and Child

INTRODUCTION

Children and adults alike have traditionally valued music and dance in particular ways. Beyond their aesthetic and cultural significance, these modes of expression provide children with a wealth of health advantages that support their overall development. Understanding how participation in music and dance might benefit children's health and wellbeing has drawn more attention in recent years. According to Svalastog et al. (2017), "Human health is a state of complete physical, mental, and social well-being and not simply the absence of disease or infirmity." Epperson (2023) defines music as an art concerned with combining vocal or instrumental sounds for beauty of form or emotional expression, usually according to cultural standards of rhythm, melody, and, in most Western music, harmony. Music is the pleasing sound created by voices or instruments following some tonal structure. If you sing, whistle, or play an instrument, you are making music. You can also write music using the specific language of notes. Music is patterns of melody, rhythm, harmony, tempo/dynamics, and timbre combined to create repetition, variation, and contrast. The health benefits of music and dance for children are rooted in the recognition that health extends far beyond the absence of physical ailments. A child's health encompasses their physical, mental, emotional, and social well-being. The use of music and dance as therapeutic tools, educational mediums, and recreational activities holds the potential to address multiple dimensions of health simultaneously. Music and dance have always been an integral part of human culture, transcending boundaries and enriching our lives in countless ways. Dance is an art form, often classified as a sport, consisting of sequences of body movements with aesthetic and often symbolic value, either improvised or purposefully selected. Dance can be categorized and described by its choreography, by its repertoire of movements, or by its historical period or place of origin. Dance is typically performed with musical accompaniment, and sometimes with the dancer simultaneously using a musical instrument themselves (Foster, 2011). Beyond their artistic and recreational value, these expressive arts hold immense potential to enhance the health and well-being of children. The harmonious fusion of rhythm, melody, and movement can have a profound impact on various aspects of a child's health, including physical fitness, emotional well-being, cognitive development, and social integration.

CONCEPT OF MUSIC

According to New World Encyclopedia (2023) Music is an auditory art comprised of meaningful arrangements of sounds with a relation to pitch, rhythm, and tonality. Another definition of music is "a natural and intuitive phenomenon operating in the spheres of time, pitch, and energy, and under three distinct and interrelated organization structures of rhythm, harmony, and melody." Since music is natural, it can be produced in nature by various creatures; and since it is intuitive, humans can recognize their sounds as musical. Moreover, as music is intuitive, people can virtually perform and even hear music in their mind. Generally, music is known through the cognition of specific arrangements of sounds and the emotional reaction that it engenders. Whether the music is a complex and intellectually demanding orchestral composition or a plaintive folk song, the range of responses can encompass the full range of human emotions. This makes the musical arts a universal expression of human experience. Music is a vital aspect of culture. It has the ability to invoke age-old traditions or to incite people to social change. Music's ability to connect individuals to social and cultural experience is one of its most important characteristics. Responses to music can often be visceral, and in the twentieth century the global appeal of jazz, blues, folk music, and rock and roll advanced egalitarian values and contributed to loosening sexual mores.

In the twenty-first century the dissemination of emotionally charged music through new electronic media provides musicians and composer's unprecedented worldwide exposure and influence. Music is often defined by contrast with noise or speech. Music is generally defined as the art of arranging sound to create some combination of form, harmony, melody, rhythm, or otherwise expressive content. Epperson, (2023) define music as an art concerned with combining vocal or instrumental sounds for beauty of form or emotional expression, usually according to cultural standards of rhythm, melody, and, in most Western music, harmony. Music is the pleasing sound created by voices or instruments following some tonal structure. If you sing, whistle, or play an instrument, you are making music. You can also write music using the specific language of notes. Music is patterns of melody, rhythm, harmony, tempo/dynamics, and timbre combined to create repetition, variation and contrast. We use these patterns to create music and we respond emotionally and intellectually to our perceptions and interpretations of these patterns of music. Music varies depending on culture, though it is an aspect of all human societies and a cultural universal (Wikipedia, the free encyclopedia 2023).

CONCEPT OF DANCE

Dance is an art form, often classified as a sport, consisting of sequences of body movements with aesthetic and often symbolic value, either improvised or purposefully selected. Dance can be categorized and described by its choreography, by its repertoire of movements or by its historical period or place of origin. Dance is typically performed with musical accompaniment, and sometimes with the dancer simultaneously using a musical instrument themselves (Foster, 2011). An important distinction is to be drawn between theatrical and participatory dance, although these two categories are not always completely separate; both may have special functions, whether social, ceremonial, competitive, erotic, martial, sacred or liturgical. Other forms of human movement are sometimes said to have a dance-like quality, including martial arts, gymnastics, cheerleading, figure skating, synchronized swimming, marching bands, and many other forms of athletics. Dance is not solely restricted to performance, as dance is used as a form of exercise and occasionally training for other sports and activities. Dance has become a sport for some, with dancing competitions found across the world exhibiting various different styles and standards. Dance has an aesthetic appeal to many people (Carey, Moran & Rooney, 2019).

Dance has a rich and diverse history that dates back thousands of years. It is believed to have originated as a form of ritualistic expression and storytelling in various ancient civilizations. For example, in ancient Egypt, dance was used in religious ceremonies and to honor the gods. In India, classical dance forms like Bharatanatyam have been practiced for over 2,000 years, intertwining spirituality and storytelling. In Europe, traditional folk dances like the waltz, polka, and jig emerged as a way to celebrate and connect communities. African and African-American dance forms, such as the rhythmic and energetic African dance and the jazz and hip-hop styles born in the United States, have greatly impacted modern dance worldwide. Dance is incredibly diverse, with numerous styles reflecting the unique cultural, regional, and individual preferences of practitioners. Some well-known dance forms include: Ballet, Hip-Hop Flamenco, Kathak, and Salsa. Dance serves as a universal language that connects people across cultures and backgrounds. It transcends linguistic barriers by conveying emotions, stories, and ideas through movement and music. For example, ballet performances can tell complex narratives without a single word, relying solely on the language of movement. In this way, dance has the power to communicate and unite people globally. Global events such as the Olympics and World Dance Day celebrate and promote the diversity of dance forms from around the world, emphasizing their importance as a means of cross-cultural understanding and appreciation. Dance is a universal language that has evolved and flourished throughout history, showcasing the richness of human culture and expression.

CONCEPT OF HUMAN HEALTH

According to the World Health Organization (2023) human health refers to the state of well-being and optimal functioning of an individual's physical, mental, and social aspects. It encompasses a person's ability to maintain balance and adapt to various environmental, social, and psychological challenges. The World Health Organization (WHO) defines health as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity". "Human health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity" (Svalastog et al., 2017). Human health is defined not only by the physical state of individuals; rather, it is a state of complete physical, psychological, and social wellbeing. A state of complete physical, mental, and social well-being is not merely the absence of disease or infirmity. The health of a whole community or population is reflected in measurements of disease incidence and prevalence, age-specific death rates, and life expectancy (GreenFacts 2023).

Human health, as defined by the World Health Organization (WHO), goes beyond the mere absence of disease. It emphasizes a state of complete well-being, encompassing physical, mental, and social dimensions. This holistic perspective recognizes that good health is not solely about being free from illness but also includes an individual's capacity to lead a fulfilling and productive life. The WHO's broader conceptualization of health in its 1948 definition highlighted the interconnection of physical, mental, and social well-being. This definition underscores the importance of a balanced, harmonious existence and acknowledges that health is not a static state but a dynamic and ever-changing condition influenced by various factors. Throughout history, different cultures and civilizations have had their own interpretations of health and wellness. This illustrates the cultural and contextual nature of health and the fact that its understanding can vary from one society to another. Contemporary health research, healthcare practices, and public health initiatives aim to promote and enhance the multidimensional aspects of health, recognizing the importance of preventive measures, early intervention, and the provision of healthcare services to address physical, mental, and social well-being. Health promotion and disease prevention strategies are aligned with this comprehensive view of health, emphasizing not only medical treatments but also lifestyle, nutrition, mental health support, and social inclusion. Human health is a complex and multifaceted concept that extends beyond the absence of illness. It is an all-encompassing state of physical, mental, and social well-being, reflecting an individual's capacity to thrive in various aspects of life. This perspective on health is central to modern healthcare and public health initiatives aimed at improving the quality of life for individuals and communities worldwide.

TYPES OF HEALTH BENEFITS OF MUSIC

Music has been recognized for its therapeutic and health-promoting benefits for centuries. It can have a profound impact on our physical, mental, and emotional well-being. Here are various types of health benefits associated with music (Jespersen et al 2015):

- **Stress Reduction:** Music has the ability to reduce stress by lowering cortisol levels in the body. Slow, calming music can trigger a relaxation response and reduce the perception of stress.
- **Pain Management:** Music therapy can alleviate pain in clinical settings. It helps distract patients from pain, reducing the need for pain medication.
- **Emotional Regulation:** Music has a powerful influence on emotions. It can help regulate mood, reduce symptoms of depression, and enhance emotional well-being.
- **Cognitive Enhancement:** Music can improve cognitive functions, including memory, attention, and problem-solving skills.
- **Aid in Sleep:** Relaxing music can improve sleep quality by reducing anxiety and promoting a peaceful environment.
- **Enhanced Physical Performance:** Upbeat music can boost physical performance by increasing motivation and endurance.
- **Social Connection:** Participating in group music-making, such as singing in a choir or playing in a band, promotes social bonding and reduces feelings of loneliness.
- **Speech and Language Development:** Music exposure and early music education can support the development of speech and language skills in children.
- **Mental Health Therapy:** Music therapy is used in the treatment of mental health issues, such as anxiety, depression, and post-traumatic stress disorder.
- **Dementia and Alzheimer's Care:** Music can enhance the quality of life for individuals with dementia and Alzheimer's disease, improving memory and reducing behavioral

TYPES OF HEALTH BENEFIT TO DANCE

Dance is a physically demanding and expressive art form that offers a wide range of health benefits. It not only provides an enjoyable way to stay active but also contributes to overall well-being. Here are some of the key health benefits of dance

- **Improved Cardiovascular Health:** Dance is an aerobic activity that can help improve cardiovascular health by increasing heart rate and promoting better circulation. Studies have shown that regular dance participation can lead to decreased risk of cardiovascular diseases.
- **Enhanced Flexibility:** Dancing involves a wide range of movements that can improve flexibility and joint mobility. This can help reduce the risk of injuries and improve overall physical function.
- **Increased Strength and Endurance:** Many forms of dance require participants to build and maintain muscular strength and endurance. Ballet, for example, focuses on core strength and leg muscles.
- **Stress Reduction:** Dance can serve as a form of stress relief. The physical activity releases endorphins, which are known as "feel-good" hormones, reducing stress and promoting a positive mood.
- **Social Engagement:** Participating in group dance classes or attending social dance events can enhance social interactions, reduce feelings of loneliness, and promote a sense of belonging and community.
- **Enhanced Cognitive Function:** Learning and remembering dance choreography can stimulate cognitive function, improve memory, and boost mental agility.
- **Improved Posture and Balance:** Dance requires participants to maintain good posture and balance, which can lead to better body alignment and a reduced risk of falls, especially in older adults.
- **Weight Management:** Regular dance sessions can help with weight management and contribute to a healthy body composition by burning calories and promoting lean muscle development.
- **Emotional Expression:** Dance provides an outlet for emotional expression and creativity, which can help individuals better understand and manage their emotions.

- **Pain Management:** Some forms of dance, such as dance therapy, can be used to manage and reduce chronic pain, helping individuals cope with conditions like arthritis and fibromyalgia.
- **Bone Health:** Weight-bearing dance forms, such as hip-hop or tap, can improve bone density and reduce the risk of osteoporosis.
- **Improved Confidence and Self-Esteem:** Success in learning and performing dance moves can boost self-confidence and self-esteem, leading to a more positive self-image

EFFECT OF MUSIC OF HUMAN HEALTH

Music has a multifaceted influence on human health, affecting aspects of physical, emotional, and mental well-being. It can reduce stress, manage pain, enhance mood, improve cognitive function, and even foster social connections.

- **Stress Reduction and Relaxation:** Music has been shown to reduce stress and promote relaxation. Listening to soothing music can lead to a decrease in the stress hormone cortisol and a lowering of blood pressure.
- **Pain Management:** Music therapy is often used as a complementary treatment for pain management. Music therapy can effectively reduce pain intensity and opioid usage in various clinical settings, such as post-surgery and during labor.
- **Mood Enhancement and Emotional Regulation:** Music can have a profound impact on mood and emotional well-being. Listening to music with positive lyrics can lead to an improvement in mood and overall happiness.
- **Cognitive Benefits:** Music also has cognitive benefits, particularly in enhancing memory and learning. The "Mozart effect," which suggests that listening to classical music may temporarily boost spatial-temporal reasoning skills.
- **Sleep Quality:** Music is often used to improve sleep quality. Listening to soothing music before bedtime can improve sleep quality in individuals with sleep disturbances.
- **Social Connection:** Participating in group music-making activities, such as singing in a choir or playing in a band, can enhance social connection and feelings of belonging.
- **Rehabilitation and Motor Skills:** Music therapy is employed in physical rehabilitation to improve motor skills and coordination. The effectiveness of music therapy in motor rehabilitation after a stroke.
- **Emotional Expression and Coping:** Music can serve as a form of emotional expression and coping, helping individuals process and manage their emotions.
- **Psychological Well-being:** Music can have a positive impact on psychological well-being. The efficacy of music therapy for depression. Music has a multifaceted influence on human health, affecting aspects of physical, emotional, and mental well-being. It

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EFFECTS OF DANCE TO HUMAN HEALTH

- **Dance Boosts Cardiovascular Health:** Like other aerobic exercise, dancing is great for improving cardiovascular function. A study published in 2016 in the American Journal of Preventive Medicine found that people who engaged in moderate-intensity dancing (defined in the study as enough to make you out of breath or sweaty) were 46 percent less likely to develop heart disease or die from it than no dancers over 10 years of follow-up, according to population-based survey data of adults ages 40 and up. In comparison, moderate-intensity walkers were just 25 percent less likely to suffer heart health issues.
- **Dancing Builds Core Strength:** Dance requires balance and helps build core strength, which helps promote good posture and prevent muscle injuries and back pain, according to Mayo Clinic. Granger adds that this is particularly true for ballet. "In ballet, you train your body to stand still, often on one leg. This helps you train the deep muscles in your body, which you would not work otherwise," she says. You are also engaging your abs, "which are an essential part to balancing," she notes.
- **Dance Promotes Flexibility:** In addition to building strength, many forms of dance stretch the limbs of the body, which improves flexibility, says Elizabeth C Gardner, MD, an orthopedic sports medicine surgeon at Yale Medicine and associate professor at Yale School of Medicine in New Haven, Connecticut. "Both of these (improved strength and flexibility) contribute to improved balance, which can help to avoid falls and reduce the risk of injury in other aspects of life," she explains. This is especially true for ballet dancers. "Ballet training involves a great deal of flexibility training. Flexibility means improved mobility, which means that any type of daily activity will be more enjoyable, whether you take yoga or you are trying to reach for the top cabinet in your kitchen," says Granger.
- **Dance Can Help with Weight Loss:** Dancing is also a form of both aerobic and anaerobic exercise, which is a great calorie burner, Dr. Gardner says. "Jumping and twirling movements are great aerobic training, while holding positions of squatting and balance positions can turn on the anaerobic energy system," she explains. In general, the more up-tempo the dance style, the more calories and energy will be burned. Depending on the style of dance and your bodyweight, 30 minutes of dancing can burn between 90 and 252 calories, according to Harvard Medical School. This type of high-intensity calorie burning can help support weight loss if you're trying to shed pounds. If you want to maximize calorie burn, Granger suggests

taking a dance cardio class, designed to blast calories and improve physical fitness.

- **Dancing Is Good for Bone Health:** “As a form of weight-bearing activity, unlike a stationary bike or swimming, dancing can help to maintain bone density,” says Gardner. Per the National Osteoporosis Foundation, high-impact and weight-bearing exercises, including some forms of dance, help you effectively maintain and even build new bone mass. Some research suggests for older adults with osteoporosis, dancing can help reverse some of the damage of that chronic condition. Other research in children suggests that those who took ballet had better bone mineral content after a three-year period compared with children who didn’t do ballet.
- **Dancing May Help Prevent Memory Loss:** “There’s actually some very good evidence that social dancing can reduce the risk of cognitive decline as we get older,” says Carolyn Fredericks, MD, a neurologist at Yale Medicine, citing a study published in the New England Journal of Medicine involving 469 people over the age of 75. Out of all the physical activities, including walking, bicycling, stair climbing, swimming, and group exercise classes, dancing was the only activity associated with a lower risk of dementia. “We always recommend that older adults seek out cardiovascular exercise and social engagement, and cognitive challenge — social dancing gets all three of these,” Dr. Fredericks says.
- **Dance Is Good for Mental Health:** Research shows that dance can help decrease anxiety, increase self-esteem, and improve psychological well-being. And certain types of dances have even been used as treatment for depression. Research published in 2019 in *Frontiers in Psychology* found that dance movement therapy (DMT) — defined by the American Dance Therapy Association as the psychotherapeutic use of movement to promote emotional, social, cognitive, and physical integration of the individual, for the purpose of improving health and well-being — was effective in treating depression.
- **Dance Can Help Bust Stress:** If you’ve had a tough day, have you ever cranked up your favorite tunes and busted a move to blow off some steam? Any type of movement can help bust stress, according to Mayo Clinic. But dance may be particularly good for doing this.



- **Dance Can Help Us Feel More Socially Connected:** Social connectedness and interaction are a really important part of mental and physical health. Much research shows that feeling lonely or socially isolated can have myriad negative health effects.

CONCLUSION

The study concludes that music and dance are transformative forces that extend far beyond artistic expression. They are conduits through which children can enhance their physical vitality, mental strength, emotional balance, and social connectivity. Child health is evolving, recognizing that it encompasses not only the absence of disease but also the presence of holistic well-being. Parents, educators, and healthcare professionals have a unique opportunity to harness the power of music and dance to promote the health of children. These art forms serve as bridges connecting children to their inner selves, their peers, and the world around them. By embracing music and dance, children can experience joy, find a means of expression, nurture their bodies, and cultivate their minds in ways that are enriching, empowering, and health-enhancing.

RECOMMENDATIONS

- Schools should take proactive steps to integrate music and dance into their curricula. By doing so, children will have the opportunity to engage in these creative arts as part of their regular educational experience, promoting not only artistic expression but also physical activity, creativity, and teamwork.
- Schools and communities should strive to establish and maintain well-funded music and dance programs. These initiatives should cater to a diverse range of interests and abilities, allowing children to explore and develop their talents. Adequate funding and resources are essential to ensure that these programs can flourish and provide children with the space and guidance they need to thrive in the world of music and dance.
- Encouraging parents to participate in music and dance activities with their children not only fosters strong bonds but also cultivates a lifelong appreciation for the arts. Parents should be encouraged to explore their own creativity alongside their children, creating a shared journey of discovery and growth.
- Access to music and dance programs should be made available to all, irrespective of their economic circumstances or geographical location. Community-based initiatives that offer affordable music and dance classes and programs can play a pivotal role in achieving this goal. Such initiatives foster a sense of belonging and create opportunities for children to explore their artistic talents.

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