

**MUSIC TEACHER'S COMPETENCY AND STUDENTS' ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN UYO LOCAL
GOVERNMENT AREA**

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ABSTRACT

This study examined music teachers' competency variables and students' academic performance in public secondary schools in uyo local government area. The study adopted on ex-post facto research design. The population of the study consisted of all the 2235 Music students across the 14 public secondary schools in uyo local government area of Akwa Ibom state as 2021/2022 academic year. The study sample comprised 150 JS3 Music students selected using simple random sampling technique from randomly selected seven secondary schools. Research-made instrument titled: Music Teachers' competency variables questionnaire (MTCV) was used for data collection. The instrument was subjected to face and content validity by three experts. One expert was from the department of psychological foundations and the other two experts from the department of music education, university of uyo. The reliability coefficients were 0.83 respectively. The data obtained from all the tests were analyzed using cronbach alpha reliability statistics and the coefficient was 0.83 respectively. The data obtained from all the tests were analyzed using mean, standard deviation and pearson product moment correlation (PPMC) and ANOVA statistics. The result showed that there is a significant influence of music teachers' qualification on students' academic performance. It was also revealed that there is a significant relationship between teachers' method of teaching and students' academic performance. Finally it was revealed that there was no significant influence of the years of experience of music teachers on students' academic performance. Based on the findings of this study, it is therefore concluded that teacher's competency teaching qualification, teaching methods and years of experience is a major determinant of success in the teaching of music in schools. Recommendations were made among others that only competent teachers on both the subject matter and pedagogy should be employed to teach music, since education requires competent teachers.

KEYWORDS: Music Teachers' Competency Variables, Teachers' Qualification, Teaching Methods and Students' Academic Performance

Chapter One

Background of the study

The relevance of a teacher's competency cannot be over flogged, especially in developing countries like Nigeria. This is adequately buttressed by the response to public pressure from stakeholders upon schools to better and more effectively educate students. Teacher competency enhances a teacher's ability to create an environment that is fair, understanding, and accepting of diverse students, ideas, experiences, and backgrounds

(Westera, 2001) stressed that teachers' competency is a highly valued quality that accounts for the effective use of knowledge and skills in specific and concrete contexts.

From the role that the teacher plays in the lives of the students and the society as a whole, it is rightly believed that if the teacher imparts wrong information or knowledge to the students, it could adversely affect generations yet unborn. The competency of the music teacher has a lot of influence on the learner because the teacher's competence in the subject matter is a prerequisite for effective teaching.

Music as a subject in schools is designed to enable students to learn and develop basic skills in playing musical instruments, creating and appreciating good sound, and being able to translate all those into a meaningful venture that could be of personal and societal use. In recent times, music curriculum has been merged with visual art to become Cultural Creative Art (CCA) in junior secondary school but a separate subject in senior secondary school. This shows that the competency of the music teacher is of rare importance in the raising of the standard of students' academic performance in schools and in the society at large.

Chronologically, the secondary school is that stage that postdates the primary education under the educational system. It is systematically designed towards preparing students for higher education and useful living in the society. Solomon (2018) opined that the future of any nation depends quite considerably on the quality of secondary education provided for its citizenry. This is hinged upon certain factors, such as the quality of teaching given by teachers, among others.

It has been emphatically stressed that education cannot be an instrument par excellence for achieving national development if the education curriculum is not effectively implemented. Ahmad and Khan (2016) perceived the imperative role of teachers in the development and moulding of a child's character for the future, averring that no country can go beyond the level of her teachers. The obvious implication of this is that teachers were regarded as next to God in ancient India. The important role of teachers in the life of a child through teaching therefore may not be underemphasized. Nye and Nye (2015) maintained that a serious music student should have, in addition to a good teacher, a strong background in theory and harmony, for music is such a difficult subject that if not well prepared, it does not lend itself very much to self-teaching. Following their argument, it becomes evident that it is very necessary to employ qualified and competent music teachers.

Ogundare (2021) stated that music teachers that are fully qualified in the music subject area exhibit a significant relationship to an increase in academic achievement of music students in public secondary schools in Ekiti. According to Taiwo and James (2015), teaching as a scientific process involves the systematic planning and programming of instruction and experience and the use of technological tools that will lead students to acquire specific novel and worthwhile knowledge, skills, attitudes, and competence for building the total man (mental, physical, emotional, and spiritual). Hence the researcher's interest to carry out the study on music teachers' competency variables and students' academic performance in public secondary schools in Uyo Local Government of Akwa Ibom State.

Statement of the Problem

From observation it has been seen that there is a high rate of students' decreased enrollment in senior secondary sections in the schools, and even when we have many students that wrote music exams under Cultural and Creative Arts (CCA) in junior secondary school, they do not deem it necessary to enroll for music in senior secondary school or also core music in higher institutions of learning. Hence, this research decided to look at the reasons behind this poor enrollment in public secondary schools in Uyo. Thus, the researcher was triggered to examine the influence of music teachers' competency variables on students' performance in music in public secondary schools in Uyo Local Government of Akwa Ibom State.

Purpose of the study

The purpose of this study is to examine the music teachers' competency variables and students' academic performance in public secondary schools in the Uyo Local Government Area. Specifically, the study seeks to:

1. Examine how a teacher's academic qualification influences the academic performance of music students in public secondary schools in the Uyo Local Government Area.
2. Examine how a teacher's method of teaching relates to the academic performance of music students in public secondary schools in the Uyo Local Government Area.
3. Determine how years of experience of music teachers influence the academic performance of music students in public secondary Schools in Uyo Local Government Area.

Research Question

1. How does the teacher's academic qualification influence the academic performance of music students in public secondary schools in Uyo Local Government Area?
2. How the teacher's method of teaching does relates with the academic performance of music students in public secondary schools in Uyo Local Government Area?
3. How does the years of experience of music teachers influence the academic performance of music students in public secondary schools in Uyo Local Government Area?

Research Hypothesis

The following hypothesis was formulated to guide the study:

1. There is no significant influence of music teachers' qualification on students' academic performance
2. There is no significant relationship between teachers' method of teaching and students' academic performance

Research Method

This study was conducted in the Uyo Local Government Area (LGA) of Akwa Ibom State. The population comprised all 2235 Junior Secondary Three (JS3) music students across the 14 public secondary schools in the Uyo Local Government Area of Akwa Ibom State for the

2022/2023 academic year. There are 14 public senior secondary schools. (Source: Akwa Ibom State Secondary Education Board, Uyo, 2022). The sample for the study comprised 150 JS3 music students in the three randomly selected schools. The simple random sampling technique was employed to sample three schools. The simple random sampling technique was adopted because it gives all individuals an equal chance of selection. The population comprised all 2235 Junior Secondary Three (JS3) music students across the 14 public secondary schools in the Uyo Local Government Area of Akwa Ibom State in the 2022/2023 academic year. There are 14 public senior secondary schools. (Source: Akwa Ibom State Secondary Education Board, Uyo, 2022). The sample for the study comprised 150 JS3 music students in the three randomly selected schools. The simple random sampling technique was employed to sample three schools. The simple random sampling technique was adopted because it gives all individuals an equal chance of selection.

The researcher developed instrument titled "Music Teachers' Competency Variables Questionnaire (MTCVQ)" was used for data collection. The instrument had two sections, with section A is devoted to demographic characteristics of the respondents. Section B contained ten items on teachers' teaching method. The MTCVQ was designed with a 4-point rating scale with options ranging from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD). The researcher collected scores of JS3 students on second term music examination.

The instrument developed by the researcher was face validated by three experts in the Faculty of Education, University of Uyo, Akwa Ibom State. One expert was from the Department of Psychological Foundations and the other two experts from the Department of Music Education, University of Uyo, Akwa Ibom State. They assessed the instrument in terms of its appropriateness of material to the constructs under study. All corrections and inputs were built in to the final version of the instrument.

The instrument was subjected to a test-retest method to determine the reliability. The instrument was trial tested on 30 respondents. The scores obtained from the trial-test were subjected to Cronbach alpha reliability method. The result showed reliability coefficient of 0.83. On the basis of the high reliability index, the instrument was deemed suitable to be used in conducting the study. The researcher with the aid of research assistants administered the questionnaires to the respondents after obtaining permission from the Schools' principals. The data generated were analyzed using Mean, Standard Deviation and Pearson Product Moment Correlation (PPMC) statistics to answer the research questions while PPMC, Analysis of Variance (ANOVA) statistics were used to test the null hypotheses at 05 level of significance.

Results

Research Question 1: How does the teacher's academic qualification influence the academic performance of music students in public secondary schools in Uyo Local Government Area?

Table 1: Mean (X) and Standard Deviation of academic performance of music students in public secondary schools in Uyo Local Government Area Based on teacher's academic

Qualification	n	Mean	SD	Remark
HND/BSC	41	36.71	.98	High Influence
BED/PGDE	64	76.74	3.63	
Other	45	76.34	2.73	

The result as indicated on Table 1 revealed that the academic performance of students taught by teachers with the qualification of HND/BSC had the mean score and standard deviation ($X= 36.71$, $SD=.96$), those with the qualification of BED/PGDE had the mean score and standard deviation ($X= 76.74$, $SD=3.63$) and those with the qualification of others had the mean score and standard deviation ($X= 76.34$, $SD=2.73$). This implies that there is a high influence of teacher's academic qualification on academic performance of music students.

Research Question 2: How does the teacher's method of teaching relates with the academic performance of music students in public secondary schools in Uyo Local Government Area?

Table 2: Pearson product moment Correlation between teacher's method of teaching relates with the academic performance of music students in public secondary schools in Uyo Local Government Area

Variable	n	r	Remark
Teacher's method of teaching	150	.823	Very high positive Relationship
Academic performance	150		

From the result in Table 4.2, it is revealed that r-value is 823. This implied that there is a very high positive relationship between teacher's method of teaching and the academic performance of music students in public secondary schools in Uyo Local Government Area. This means that as teacher's method of teaching increase, the academic performance of music students also increase very highly. Thus, teacher's method of teaching could affects academic performance of music students.

Null Hypothesis 1 (H₀l)

There is no significant influence of music teachers' qualification on students' academic performance.

Table 4: Result of ANOVA of students' academic performance based on music teachers' qualification

Source	Type Sum Square	iii of df	Mean Square	F	Sig.	Decision at .05 alpha level
Corrected Model	6906.027 ^a	2	3453.014	442.293	.000	S
Intercept	40982.964	1	40982.964	5249.462	.000	S
Teachers' Qualification	6906.027	2	3453.014	442.293	.000	S
Error	2318.703	147	7.807			
Total	59691.000	150				
Corrected Total	9224.730	149				

S = Significant at .05 alpha level

In Table 4, the calculated F-ratio for the influence of teachers' qualification on students' academic performance at 2, 149 is 442.93 while its corresponding calculated level of significance is .000. This level of significance is less than .05 alpha level of significance in which the decision is based. This indicates that there is a significant influence of music teachers' qualification on students' academic performance. With this observation, null hypothesis 1 was rejected. The direction of significance was determined using Scheffe post hoc test in Table 4.

Table 4: Scheffe Post Hoe tests for students' academic performance based on music teachers' qualification

	(I)Teachers' Qualification	(J)Teachers' Qualification	Mean Difference (I-J)	Std. Error	Sig.
Scheffe	HND/BSC	BED/PGDE	-10.0262*	.35239*	.000
		OTHERS	-9.6292	.49776*	.000
	BED/PGDE	HND/BSC	10.0262*	.35239*	.000
		OTHER	.3970	.48091	.711
	Other	HND/BSC	9.6292*	.49776*	.000
		BED/PGDE	-.3970	.48091	.711

*Significant at $p \leq .05$ alpha level

The results in Table 4 show that significant influence exist on students' academic performance between teachers with HND/BSC and BED/PGDE qualifications. It was also revealed that

significant influence exist on students' academic performance between teachers with HND/BSC and OTHERS qualifications. No significant difference exist on students' academic performance between teachers with BED/PGDE and OTHERS qualifications.

Null Hypothesis 2 (Ho2): There is no significant relationship between teachers' method of teaching and students' academic performance.

Table 5: Result of Pearson product moment correlation (ppme) for teachers' method of teaching and students' academic performance

Variable	n	p-cal.	p-crit	Decision	at.05 alpha level
Teachers' method of teaching	150				
Academic performance	150	.000	.5	to3	

df-148, Significant at .05 alpha level

From the result in Table 5, it is revealed that the p-value of .000 is less than the .05 alpha level of significance at the 148 degrees of freedom. This showed that the formulated null hypothesis three that there is no significant relationship between teachers' method of teaching and students' academic performance was rejected. Therefore, there is a significant relationship between teachers' method of teaching and students' academic performance.

Summary of Findings

The findings of the study are summarized as follows:

1. There is a high influence of teacher's academic qualification on academic performance of music students.
2. There is a very high positive relationship between teacher's method of teaching and the academic performance of music students in public secondary schools in Uyo Local Government Area.

Discussion of Findings

The findings based on Hypothesis one revealed that there is a significant influence of music teachers' qualification on students' academic performance. The result also shows that there is a high influence of teachers' academic qualifications on the academic performance of music students. This finding indicates that students' academic performance depends on music teachers' qualification.

The result could be attributed to the fact that a teacher's educational qualification determines their depth of understanding and expertise in the subject. Music is a complex field with various theoretical aspects, historical contexts, and technical skills. A qualified teacher possesses comprehensive knowledge, which they can effectively impart to students, leading to a more robust understanding of music concepts.

In addition, educators with higher educational qualifications often have a better grasp of pedagogical techniques and instructional strategies. They understand how to convey

complex musical ideas in ways that are accessible and engaging for students. The findings of this study agreed with the findings of Akpan, Akpan and Ukpong (2011) who reported that there is a significant influence of teachers' qualification on students' academic performance.

The findings based on Hypothesis two revealed that there is a significant relationship between teachers' method of teaching and students' academic performance. The result also shows that there is a very high positive relationship between teacher's method of teaching and the academic performance of music students in public secondary schools in Uyo Local Government Area. This finding indicates that students' academic performance depends on music teachers' teaching method.

The result could be attributed to the fact that effective teaching methods in music capture students' interest and engage them in the learning process. When students are actively involved and interested, they are more likely to stay motivated, practice regularly, and put in the effort required to excel. More so, students have diverse learning styles, such as visual, auditory, and kinesthetic. A teacher who employs a variety of teaching methods can cater to these different styles, ensuring that each student comprehends and retains musical concepts more effectively. The findings of this study agreed with the findings of Michael (2002) who reported that there is a significant relationship between teachers' teaching method and students' academic performance.

CONCLUSION

Based on the findings of this study, it is therefore concluded that a teacher's teaching qualification and teaching methods are major determinants of success in the teaching of music in schools..

RECOMMENDATIONS

Based on the result of the study the researcher made the following recommendations:

1. Only competent teachers on both the subject matter and pedagogy should be employed to teach music, since education requires competent teachers.
2. Teachers should also improve on their teaching skills and techniques to chance student's understanding of the concept of the subject.

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