

IMPACT OF IN-SERVICE TRAINING ON DEVELOPMENT OF MUSICAL ARTS EDUCATION AMONG MUSIC TEACHERS IN SECONDARY SCHOOLS IN NIGERIA

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ABSTRACT

Musical arts developments over the years have seen tremendous improvement especially at the tertiary level. Unfortunately, this is not the case in other lower educational institutions. Also, the development progress and improvement of any area is a function of training and self-development of the manpower resources. Hence, this study focused on the impact of in-service training on the development of musical arts education among teachers in secondary schools in Port Harcourt Metropolis, Nigeria. Descriptive survey design was adopted in the study. Three specific objectives, research questions and corresponding hypotheses guided the study. The population of the study consisted of 52 music teachers drawn across public secondary schools in Port Harcourt Metropolis. A sample of 41 respondents was drawn for the study using multi-stage sampling procedure. An instrument named "The Impact of In-service Training on Music Development Questionnaire (TIITMDQ) was used for the study. Validation of TIITMDQ was done by experts in measurement while Cronbach alpha method was used to determine a reliability index of 0.83. Item-by-item analysis and t test was used as method of data analysis. Findings of the study revealed that attending conferences ($P=0.003<0.05$), seminars, ($P=0.02<0.05$) and workshops ($P=0.000<0.05$) all have significant impact on the development of musical arts education. Based on this, it was recommended among others that government, school authorities and other stakeholders in education should make in-service training compulsory among music teachers in secondary schools in Port Harcourt Metropolis, Nigeria.

Keywords: Development, In-service Training, Music, Musical Arts.

1. Introduction

Okafor (2005) as cited in Modeme & Adeogun (2019) asserted that music is the most widely practiced art in the world, including in Nigeria, where it has been closely associated with other professions and disciplines. Music also has been established that it is a vital part of the environment in which man lives. Music vital roles in human life for instance, it awakens feelings, thought and emotions. It enhances communications, enforces conformity, facilitates cultural transformation and provides conducive atmosphere for solidarity. Erring his views on the above subject, Agu (2017) posited that music is a global human phenomenon which is peculiar to the culture where it is created and performed. Epperson (2022) mentioned that music normally is the art of setting up sound to produce some mix of creation, consistency, melody, rhythm with meaningful content. Modeme (2012) stated that music, which is generally defined as the arrangement of sounds in one or more voices

of instruments and made audible, is a universal form of expression which impacts the sociocultural norms of the society, as well as is impacted by the norms of the society. Mithen (2005) observed that the specific interpretations of music differ substantially worldwide, however it's a facet of all human cultures, a social global. Morley (2013), also noted that, while scholars concur that songs are specified by a couple of particular components, there's no agreement on their exact interpretations.

The production of music is typically split into music make-up, music improvisation, and music efficiency. Olusoji (2013) observed that with the introduction of western education and learning, which came via the Christian missionaries in cooperation with the British colonial federal government, in the very early component of the twentieth century, the curriculum of the missionaries was tailored in the direction of literary education and learning as they concentrated on the arts consisting of,

songs, dramatization, and verse to name a few, in their initiatives to evangelize to the "natives". This way the recognition for official songs, education and learning were elevated via the incorporation of music in the institution curriculum. Abiodun (2018) opined that the practical works of conventional music consist of the home enjoyment it offers at social events, its expressions of local sensations and ideas, its maintaining practices active, its event of society, its offering as a way of resources, and its promo of imaginative expression.

Among the highlights of Nigerian conventional songs is its shut organization with the social context. They are constantly associated with occasions out which they are birthed and developed. Music is essential to lots of people for several factors. Inning accordance with Schmidt-Jones (2007), while music is typically believed to be easy, actually, it is just one of one of the most meaningful types of art. Songs, along with revealing feelings, can have actually a substantial influence on both the musician and the community at large. Music is just one of the most effective types of art in regards to its capability to unify individuals and produce common experiences. Musical arts can consist of anything from conventional paints and sculptures to more contemporary types of expression such as installments and efficiency art. It actually depends upon the analysis of the musician and the customer. Musical arts describe the research and exercise of music concept and efficiency.

The musicals arts are a substantial and differed area, including every little thing from singing and songwriting to having fun, a tool to making up songs. Musical arts additionally include the research of songs concept, background, and objection. Musical arts also are seen as a reflection of arts ensemble which constitute multi thematic layers with each layer representing a differentiated thematic role in isolation, and yet as a component of unified are thematic protocol and structure. Nzewi (2003, p.13) stated that the term "musical arts" reminds us that in African cultures, the performance arts disciplines of music, dance, drama, poetry and costume are hardly

separated in the creative thinking and performance practice of the people, though each has distinctive feature with unique theoretical or descriptive terms in every culture. Contributing further to the meaning of musical arts, Nzewi (2003) cited in Modeme (2014, p.68) added that each branch resonates and reinforces the logic, structure, form, shape, mood, texture and character of the other, such that in the African musical arts, there are interrelationships that show how:

The music reflects the dance, language, drama and/or costume

The dance bodily translates the music, language drama and/or costume and scenery

The poetry and lyrics narrate the music, dance, drama and/or material objects

The drama enacts the music, dance, language, costume and/or material objects

The material objects, costume and scenery highlight music, dance, drama and/or language.

The implication is that, in the African indigenous musical arts milieu a competent musician is likely to be a capable dancer, visual-plastic artist, lyricist, poet and dramatic actor. The principles of recreation and entertainment are embedded to all the social and human objectives or contexts of an artistic display, while the central idea of recreating, acting or enjoying together informs the principle of "play" as a generic term, for the musical arts in some African cultures.

In line with the assertion, Eisentraut (2013) kept in mind that whatever the factor, the musical arts supply an innovative electrical outlet for self-expression and can provide terrific delight due to the fact that singing, acting, dance, and doing with each other in purchase to inform a tale are all elements of musical art. It is an interdisciplinary area of efficiency and education and learning that attracts on a wide variety of understanding. Arnold in Eisentraut (2013) observed that it's rather appalling that sometimes, lot of people could claim that music art is trivial, however to others; it's a type of expression that can be utilized to transmit a tale or communicate a message. It can be utilized to captivate, or to enlighten. It can be utilized to bring individuals

with each other, or to provide help for them to share among themselves.

A primary capability and role of the musical arts is to build a socially disciplined mind and forestall or transform deviant social tendencies; in short, to instill self-confidence, social conscience and public morality (Nzewi, 2017, p.75). Nzewi's definition of the musical arts educator is inclusive of all persons engaged in disseminating music, dance, drama and performative costume in the public domain: classroom teacher as well as practitioners involved in musical arts production, commercialization, programming, recording, promotion, presentation, criticism, also research and publication businesses (Nzewi, 2013, p.3). Musical arts education also calls for teaching learning, integration, transmission and assimilation of musical knowledge to enhance individuals' musical thought system. It combines all aspects of musical arts in both theory and practice to full realization and propagation of musical diversity. Knowledge acquisition in the musical arts is then qualitatively regenerative and quantitatively limitless for life (Nzewi, 2013, as cited in Modeme, 2022, p.127). Musical arts education proposes global, or all round musical knowledge, musicianship and scholarship. The above mentioned situations have underscored the need for in-service training on development of musical arts education among music teachers in secondary schools in Nigeria.

Studies recommend that students who research music have superb refining abilities, greater IQs, and also excel in mathematics examinations. To discover songs, and also ways to play a music tool, students require a certified, expert, and also skilled songs educator. The greatest song's educator must not just be enthusiastic regarding the genres of music they concentrate on. They must share songs as a whole as a kind of art. Having actual know-how in music is inadequate to influence students. Instead, learners will determine much which instructors are really passionate regarding the topic. This interest must be spread out throughout all subjects that the music educator takes care of, rather than the amazing lessons. An excellent music educator

comprehends that finding out music tools and also exercising ways to play music are constant search. Not just does he show his students, yet he additionally determines and also seizes possibilities to improve his very own abilities. In today's developing songs sector, brand-new music styles are showing up once in a while. The greatest songs educator is eager to develop brand-new designs and also looks out to find more regarding it from his peers. A fantastic songs teacher will be going to share any type of brand-new growths with his pupils. He additionally overviews pupils to recognizing various methods to improve their efficiency, despite their proficiency degree. However, in doing this efficiently, the music educator have to continuously educate and also retrain themselves on ingenious methods for better educating music students.

Woodford in Teachout and McKoy (2010) noted that music educator/instructors significantly watch their duty as among facilitating a degree of maturation in undergraduate songs education and learning majors such that these prospective music instructors could most likely go on to transcend custom and also boost and increase present music education and learning exercise. It would certainly adhere to the needs of ingenious strategies to music educator pedagogy based upon fundamental concepts discussing occupation identification development, the purpose being to encourage possible music educators to create their very own work identifications unencumbered by present standards of the profession (Kincheloe & McLaren, 2000). Glickman in Teachout and McKoy (2010) recognized three ordered conferencing designs (that is directive, collective, and nondirective) and also discovered each to work at a matching Fuller and Brownish degree of educator advancement. The effects of Glickman assertion is that instructors would certainly just be more reliable in educating when they take part in work socializing, where people attempt to obtain more suggestions on their work by developing an interconnectedness with occasions that will advertise their expertise in the area. Inning accordance with Mugo (2009),

music educator highly affects how well or not instructors execute their tasks and also are hence a vital variable in this research. Educator training guarantees that the educator learns ways to prepare lessons and also to utilize proper educating approaches. This nonetheless is consistent with Ngasike (2004), who insisted that educating boosted preschool teachers' capability to strategy and class educating successfully and also use proper child-centred educating approaches. Samupwa (2008), analysing the influence of educator, educating on the efficiency of teachers in the class, declares that with teacher's educating behavior and efficiency of instructors can be transformed favorably.

On the other hand, Schunk, Meece, and Pintrich (2012) recommended that in-service educating programs add dramatically to boost the education and learning system. Zimmerman, Boekarts, Pintrich, and Zeidner (2000) kept in mind that a skilled educator is more reliable and also hence able to strategise much far better methods to help students in different facets. This is because various educating programs, specifically the in-service educating programs make instructors able to know a defined work, improved vision, and hence, ended up being comprehensive specialists. In-service educating programs also make instructors furnished with rational and organized strategies to use in courses. Additionally, Sim in Junejo, Sarwar and Ahmed (2017) specified that the adhering to end results of in-service educator educating programs: (a) Increase teachers' knowledge, (b) Build favorable perspectives and ideas and (c) Enhance the educating practices. Sim (2011) also recommended that the essential objective of in-service educator educating programs is to develop an atmosphere that allows the efficient exercise of educating within a class. Essel, Badu, Owusu-Boateng, and also Saah, (2009) check out the favorable influence of in-service educator educating and also therefore identify that such programs offer the educators with ability, expertise, capability and also self-confidence. In addition, Essel, Badu, Owusu-Boateng, and Saah (2009) mentioned that educators have to be supplied with

development possibilities if they are to be urged to fulfill discovering requirements properly. If educators are to build, focus have to be paid to their assuming, ethical functions, abilities as transform representatives in addition to their pedagogical and administration abilities, the management and also social contexts where they function". As kept in mind previously, in a little bit for an educator to upgrade themselves they should frequently educate and also retrain themselves on cutting-edge methods far better educating and several of these might be done via seminars, conferences and workshops.

Seminars are conferences or other meetings for discussion or training. Seminars are also occasion, in some cases long-term a couple of days, at which there's a team of talks on a specific subject, or a conference where particularly organisation issues are talked about officially. Roar (2019) observed that the vast variety of subjects that a person access a meeting, can offer a degree of understanding into areas that they never ever taken into consideration previously, possibly opening up their mind-sets to more imaginative and also cutting-edge services to typical. Via seminars, people are supplied with the possibility to find out exactly how individuals have dealt in a particular scenario (efficiently or unsuccessfully) and also to discover means of associating that with their organisation. Seminars offer a various sort of more 'hands-on' discovering compared to regular educating organisations provide, production it more interactive and also giving instances that resonate with our workplace.

Inning accordance with Morina (2022), it's a conference's function, whether it's an in-person or digital meeting, to unite similar individuals from all over the world to exchange suggestions, produce originalities, and also motivate. Every specific take advantage of participating in a meeting differently. A private can acquire understanding into subjects that are hardly ever instructed in the office or online by participating in a meeting. In buy to fulfill organisational obstacles in a cutting-edge and also imaginative way, people gain from seminars by being motivated by fresh

suggestions. Morina (2022) additionally emphasize the adhering to as among the significant advantages of meeting by reviewing further; (a) Networking (b) for people to fulfill you. (c) Academic improvement design. (d) Gain new abilities, devices, and tips or techniques (e) Engage in top-level disputes as well as improve your concepts (f) Professional success (g) Adding in your curriculum vital (CV) (h) It is enjoyable. Therefore, the benefits of attending music conference cannot be over-emphasized. Through music conferences, people learn to network among themselves. They share ideas, reduce ignorance and discover new truths and trends in music and other areas. In conferences, through interactions, people will be able to communicate and share ideas that will be beneficial to understanding the world they live in.

Likewise, workshop is a meeting at which a group of people engage in intensive discussion and activity on a particular subject or project workshops are among the methods where people learn. A seminar is a kind of scholastic guideline, either at a scholastic establishment or supplied by a business or specialist company. It has the work of bringing with each other little teams for persisting conferences, concentrating each time on some specific topic, where everybody offers is asked for to take part. Hawkins-Leon and LJ (1998) noted that this is typically achieved with a recurring Socratic discussion with a seminar leader or teacher, or with an extra official discussion of study. It's basically an area where appointed analyses are gone over, inquiries can surely be increased and also arguments can surely be performed (Billings & Fitzgerald, 2002). Clearly, it had been observed that with workshops, people can find out brand-new points which can surely identify the level where they work. This advancement could be used in the showing and also discovering of musical arts specifically in secondary schools in Port Harcourt metropolis. Ultimately, an scholastic workshop is a temporary scholastic occasion, where a little team of individuals satisfy to obtain familiarized and also review brand-new ideas, abilities or brand-new techniques. Going to a specialist or scholastic workshop is not just

a possibility to obtain brand-new understandings or expertise, yet likewise a superb opportunity to satisfy ones specialist and also scholastic peers and develop one's very own network.

Workshops are primarily well organized by divisions of universities or labs and also regularly are dedicated to anniversaries of scholars and also researchers, facility of organizations and facilities or recognize an essential occasion or discovering in scientific research, innovation and humanities. Although workshops and meetings could in some cases have actually the exact same implying and be made use of interchangeably, the functions of a pure workshop are short-lived and could provide solutions distinctively various from the meetings. Inning accordance with Billings & Fitzgerald, (2002), while being various other kinds of instructional occasions, for example, workshops trainings and also conferences, workshops purpose to provide useful abilities, review brand-new ideas. Workshops likewise have actually a whole lot alike with meetings and also can surely belong to meetings: If this holds true, after that the benefits of meetings, workshops and also workshops in advertising songs art could most likely vary substantially which is why the existing research is positioned to advertising.

Aim and Objectives

The aim of the study is to investigate the impact of in-service training on development of musical arts education among teachers in secondary schools in Port-Harcourt metropolis, Nigeria. The researcher specifically investigated;

The impact of conferences on the development of musical arts education among music teachers in secondary schools in Port-Harcourt metropolis, Nigeria.

The impact of seminars on the development of musical arts education among music teachers in secondary schools in Port-Harcourt metropolis, Nigeria.

The impact of workshops on the development of musical arts education among music teachers in secondary schools in Port-Harcourt metropolis, Nigeria.

Research Questions

The following research questions were also asked posed as a guide to the study;

To what extent do conferences impact the development of musical arts education as perceived by male and female music teachers in secondary schools in Port-Harcourt metropolis?

To what extent do seminars impact the development of musical arts education as perceived by male and female music teachers in secondary schools in Port-Harcourt metropolis?

To what extent do workshops impact the development of musical arts education as perceived by male and female music teachers in secondary schools in Port-Harcourt metropolis?

Hypotheses

The following hypotheses were formulated to guide the researcher in the study;

There is no significant difference in the impact of conferences on the development of musical arts education among male and female teachers in secondary schools in Port-Harcourt metropolis.

There is no significant difference in the impact of seminars on the development of musical arts education among male and female teachers in secondary schools in Port-Harcourt metropolis.

There is no significant difference in the impact of workshops on the development of musical arts education among male and female teachers in secondary schools in Port-Harcourt metropolis.

2. Methodology

The researcher in the study adopts the descriptive survey design. The population of the study consisted of 52 music teachers drawn across public secondary schools in Port Harcourt metropolis (PHAMET) of Rivers state. A sample of 41 respondents was drawn for the study using multi-stage sampling procedure. PHAMET has a total of 21 public secondary schools. Out of this number, the researcher used census sampling technique at stage one to draw all the public schools in PHAMET.

At stage two, the researcher identified 52 music teachers across the 21 public schools. An instrument named "The Impact of In-service training on Music Development Questionnaire

(TIITMDQ) was developed for the study. The instrument was a 4-point Likert scale instrument developed to measure the respondents view on the impact of in-service training on development of musical arts education among secondary school teachers in PHAMET. The instrument contained two sections (A & B). Section A was designed to collect personal information from the respondents like gender of the teachers while section B was designed with 30 items seeking to elicit information on the impact of conferences, seminars and workshops on musical arts education development. The instrument had three sub-sections that addressed the respondent's opinion on each of conferences, seminars and workshops. The instrument was weighted 4 3, 2 and 1 for positively keyed items and 1, 2, 3, 4 for negatively keyed items. In all, the instrument contained 30 items. Validation of TIITMDQ was done by experts in measurement. This was achieved by giving copies of the instrument to two experts who vetted the items in terms of overall validity. Corrections were made after which the researcher effected necessary corrections before printing final items of the instruments. In determining the reliability of TIITMDQ, the researcher used Cronbach alpha method. Twenty (20) copies of the instrument were administered to respondents outside PHAMET who were not part of the instrument. After their responses, the items were collected, collated and subjected to Cronbach Alpha. A reliability index of 0.83 was realized. After this, administration of the instrument was done on face to face basis while t-test was used as method of data analysis.

3. Results

In carrying out the field work, out of the 52 questionnaires that were administered, the researcher was able to successfully retrieve 41 questionnaires representing 79% of the population. Some of the instruments were lost as a result of improper filling as well as instrumental mortality due to negligence as well as absenteeism of some of the teachers.

Research Question One: To what extent do conferences impact the development of musical arts education as perceived by

male and female teachers in secondary schools in Port-Harcourt metropolis?

Hypothesis One: There is no significant difference in the impact of conferences on

the development of musical arts education among male and female teachers in secondary schools in Port-Harcourt metropolis.

Table 1: t-test analysis of difference in the impact of conferences on the development of musical art among male and female teachers in secondary schools in Port-Harcourt metropolis.

Gender	N	Mean	Std. D	Df.	alpha	sig	Result
Male	16	16.78	4.746	39	0.05	0.075	Insignificant
Female	25	15.43	5.122				

Table 1 shows mean and standard deviation values for male are 16.78 and 4.74 while that of the females were 15.43 and 5.12 respectively. From the mean values, it indicates that female teachers have agreed more to the fact that conferences impact female teachers compared to the male teachers. Despite this, calculated t- p-value was 0.035. Hence, since p-value ($p=0.075>0.05$) is greater than the alpha of 0.05 at 39 degree of freedom, the null hypothesis is retained meaning that there is no significant difference in the impact of conferences on the development of musical arts education among male and female teachers in secondary schools in Port-Harcourt metropolis.

Research Question Two: To what extent do seminars impact the development of musical arts education as perceived by male and female music teachers in secondary schools in Port-Harcourt metropolis?

Hypothesis Two: There is no significant difference in the impact of seminars on the development of musical arts education among male and female music teachers in secondary schools in Port-Harcourt metropolis.

Table 2: t-test analysis of difference in the impact of seminars on the development of musical arts education among male and female music teachers in secondary schools in Port-Harcourt metropolis.

Gender	N	Mean	Std. D	Df.	alpha	Sig	Result
Male	16	17.01	5.42	39	0.05	0.061	Insignificant
Female	25	17.43	3.34				

Table 2 shows mean and standard deviation values for male were 17.01 and 5.42 while that of the females were 17.43 and 3.34 respectively. From the mean values, it indicates that female teachers also agreed more to the fact that seminars impact musical arts education compared to their males colleagues. Calculated p-value was 0.061. Hence, since p-value ($p=0.061>0.05$) is greater than the alpha of 0.05 at 39 degree of freedom, the null hypothesis is retained meaning that there is no significant difference in the impact of seminars on the development of musical arts education among male and female teachers in secondary schools in Port-Harcourt metropolis.

Research Question Three: To what extent do workshops impact the development of musical arts education as perceived by male and female music teachers in secondary schools in Port-Harcourt metropolis?

Hypothesis Three: There is no significant difference in the impact of workshops on the development of musical arts education among male and female music teachers in secondary schools in Port-Harcourt metropolis.

Table 3: t-test analysis of difference in the impact of workshops on the development of musical arts education among male and female music teachers in secondary schools in Port-Harcourt metropolis.

Gender	N	Mean	Std. D	Df.	alpha	Sig	Result
Male	16	18.71	7.22	39	0.05	0.031	Significant
Female	25	14.03	4.71				

Table 3 shows mean and standard deviation values for male were 18.71 and 7.22 while that of the females were 14.03 and 4.71 respectively. From the mean values, it indicates that male teachers agreed more to the fact that workshops impact musical arts education compared to their female counterparts. Calculated p-value was 0.031. Hence, since p-value ($p=0.031<0.05$) is less than the alpha of 0.05 at 39 degree of freedom, the null hypothesis is rejected meaning that there is a significant difference in the impact of workshops on the development of musical arts education among male and female music teachers in secondary schools in Port-Harcourt metropolis.

4. Discussion of Results

Finding one showed that there is no significant difference in the impact of conferences on the development of musical arts education among male and female teachers in secondary schools in Port-Harcourt metropolis. This finding means that conferences play similar role in the development of musical arts in the life of both male and female teachers in secondary schools in PHAMET. The finding also means that both male and female musical arts teachers utilize conferences in the advancement of their careers. The finding of the study may come because both male and female teachers are aware of the benefits of attending conferences in career development. It may also come because in PHAMET where the teachers teach, majority of the teachers have seen that there is no other platform through which they can improve their career except through conferences. Also, this finding may also come because both set of teachers utilize the opportunities provided through conferences in the same way. The finding of the study is expected by the researcher because just like any other career development, self-development through conferences is not relative to gender meaning that both genders if interested can utilize such opportunities similarly. The finding of the study is related to that reported earlier by Teachout & McKoy (2010) who reported the effectiveness of conferences in training of undergraduate music education majors.

From finding two, it was equally reported that there is no difference in the impact of seminars on the development of musical arts education among male and female teachers in secondary schools in Port-Harcourt metropolis. The finding also means that both male and female music teachers utilized seminars in similar fashion in their career development. This means that the role of seminars in advancing music among male teachers remain similar to that of the female teachers. The reason for the finding of the study may come because both male and female teachers are aware that seminars are very effective in the career development of

teachers. The finding of the study could have also come because majority of the teachers are aware that through seminars, teachers abilities could be harnessed positively. The finding of Samupwa (2008) reported earlier supports the current finding when it reported that in seminars, teacher's training behaviour and performance can be changed positively.

Finally, from finding three, it is reported that there is a significant difference in the impact of workshops on the development of musical arts education among male and female music teachers in secondary schools in Port-Harcourt metropolis. This finding means that the effect of practical session on the improvement of musical arts education differs from male and female music teachers in secondary schools in PHAMET. The findings also means that workshops are gender sensitive which means that it may favour some gender more compared to others depending on the type of workshop. From this assertion, it could be that since workshops are more practical, male teachers may be more effective than the female. The finding of the study is a bit surprising because workshops when properly organized have the potentials of impacting positively on the participant irrespective of gender. However, in contradiction, the finding of Essel, Badu, Owusu-Boateng, and Saah, (2009) reported earlier supports the present study when they reported significant influence of workshops on training of teaching personnel.

5. Conclusion

The conclusion from the study reveals that there is a significant difference in the influence of workshops on musical arts education in secondary schools between male and female music teachers. This reveals that gender can be a factor influencing the impact of conferences, seminars and workshops. It is therefore recommended that female teachers should play more active roles during workshops while male teachers should do so in conferences and seminars for the development of musical arts education in Port Harcourt metropolis, Nigeria.

6. Recommendations

Based on the findings of the study the researcher recommends that;

Though there is no significant difference in the perception of male and female teachers it is yet recommended that male teachers should pay more attention in conferences since their mean value was lower than that of the females.

Since it is equally realized that female agree more to the impact of seminars, it is also recommended that male teachers give more attention to seminars as this has benefited the females more through the mean scores.

Finally, since there is a significant difference in the influence of workshops on

musical art, it is recommended that female teachers should play more active roles during workshops as it is indicated that male teachers agree more to the impact of this on musical arts education.

Contribution to Knowledge

The study has successfully contributed to knowledge in that it has revealed that gender can be a factor influencing the impact of conferences, seminars and workshops on the development of musical arts education among secondary school music teachers in Port Harcourt Metropolis.

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