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Mobile Applications as Learning Tool: Students' Perspective

Alfi Suci D., Retno Wahyu D., Lovinta Happy A., Soleh A., Ariyadi
Department of Mathematic and Information Technology,
Kalimantan Institute of Technology,
Jl. Soekarno Hatta Km 13, Karang Joang,
Balikpapan, Indonesia
alfisuci@itk.ac.id

ABSTRACT

The widespread popularity of mobile devices followed by the rapid development of mobile applications or apps gives birth to a new category called educational apps. Hundreds of apps focusing on education – ranging from math to languages to even art, with various features – can be easily downloaded; making students and people in general able to study anywhere and anytime. In theory, those apps should be able to increase students' willingness to learn and improve their grade. This research presents students' perspective on the use of mobile apps as learning tool. Using undergraduate students of Kalimantan Institute of Technology as the subjects, students' views on the use of apps as learning tools are collected through questionnaires. The main data collected are: (1) frequency of educational apps usage versus non-educational apps and (2) students' opinions on the benefits and weaknesses of educational apps. Results of this research can be used to further introduce mobile apps as teaching and learning tools in Kalimantan Institute of Technology and as starting point to develop mobile apps that can fulfill students' need.

Keywords: education, learning, mobile apps, students' perspective

Introduction

Background of Study

The widespread development of technology, particularly the rapid development of mobile devices (smartphone/androids), gives birth to mobile applications, which popularity increase speedily nowadays. In Indonesia, mobile device, such as smartphone, has become one of the most used items especially for teenagers and the use of mobile apps has become quite common. In fact, Indonesia has become the top country for apps download, defeating quite many countries. Kalloor (2015) from InMobi writes in her article that 18% of application download in 2015 comes from Indonesia; this number is higher than even USA and China (see Figure 1.1).



Figure 1.1 Rank of World' Application Download (Kalloor, 2015)

The smaller size of smartphones compared to PC or laptop make it easier to carry them everywhere and this interest many younger generations (teenagers and young adults). Combined with their seemingly unlimited features that make people's everyday life easier, it is no wonder smartphones have become one of today's necessity.

"The mobile revolution is upon us. People are moving rapidly from ordinary cell phones to smart phones, in both developed and developing countries" (Wong, 2012). Because of that teachers and lecturers should also adapt to the development of technology by incorporating it in their teaching; to always adjust to the development of technology in order to not make teaching obsolete.

Relating technology incorporation in education with the increased use of mobile apps, it can be denied that those mobile applications can be beneficial to the students. After all, when most students already use those apps in their everyday life, how would they feel when their everyday use of mobile apps also includes their educational life, especially related to the benefit they will get? (Bassett & Kelly, 2013)

Mobile app intended for educational purpose is not rare things nowadays. One can simply browse from application downloader (e.g. PlayStore) and find hundreds of educational apps available for download. Even so, despite its growing popularity, the integration of mobile technology into teaching and learning activity has not been effectively done yet by teachers and lecturers – most likely due to mobile application's negative outlook (Shraim & Crompton, 2015).

The proponent for the use of mobile app as learning tool, such as Motiwalla (2007) states that in order for "learning to be successful requires continuous two-way conversations and interactions between the teacher/[students] and amongst [students]" and her study of this shows that both theories can be assisted by using mobile applications. The number of mobile applications available to the students make it easier for lecturers to devise innovative teaching and learning techniques in their classroom, even though the kinds of apps that are appropriate and relevant to their teaching might not be easy to procure and lecturers have to be careful in judging the worthiness of those apps before applying them their teaching (Hsu & Ching, 2013).

However, before implementing any mobile application in the classroom, lecturers should know their students' opinion first. Bowen and Pistilli (2012) write that understanding the way students make use of their smartphone is essential. Especially if lecturers want to introduce mobile technology in their classroom and to make students utilize their smartphone for educational purpose. This opinion is supported by Bassett and Kelly (2013) who write that knowing students' perspective on the use mobile devices such as smartphone in education before implementing it in the teaching and learning activities is very important as

the addition of mobile technology in the classroom may change the way teachers teach and students learn.

That is why, based on the explanation above, this paper will investigate students' perspective on the use of mobile application in educational manner.

Objectives

This paper is intended to find out students' view on the use of mobile app as learning tool based on questionnaires. The research questions for this research are as follow:

1. How often do students use educational mobile application (educational apps)?
2. What is the benefit of using educational app according to the students?
3. Will students make use of mobile application in their learning should a good educational application is available?

Methodology

This research employs qualitative research with the data collected using questionnaire in order to find out students' familiarity in using educational apps and their insight of their benefit and weaknesses toward their skill improvement. The population of this research is undergraduate students of Kalimantan Institute of Technology (ITK), with several students from ITK are chosen as samples. The chosen samples contain a number of students from all ten study programs in ITK. The questionnaires given to the students containing 11 question items emphasizing the need to find out students' familiarity in using educational apps, their perceived benefits and weaknesses of educational apps, and their likelihood in using an educational app tailored specifically for them. After all questionnaires were given to the subjects, 53 questionnaires were returned back with answers. The answered questionnaires were analyzed to see students' perception on the use of mobile apps in their learning. The result of analysis is shown in the form of column graphics and tables.

Discussion

Result

Based on the 11 question items in the questionnaire, the results are as follow. Out of 53 respondents, 51 students stated that they own android or smartphone, while only 2 students write that they have no smartphone.

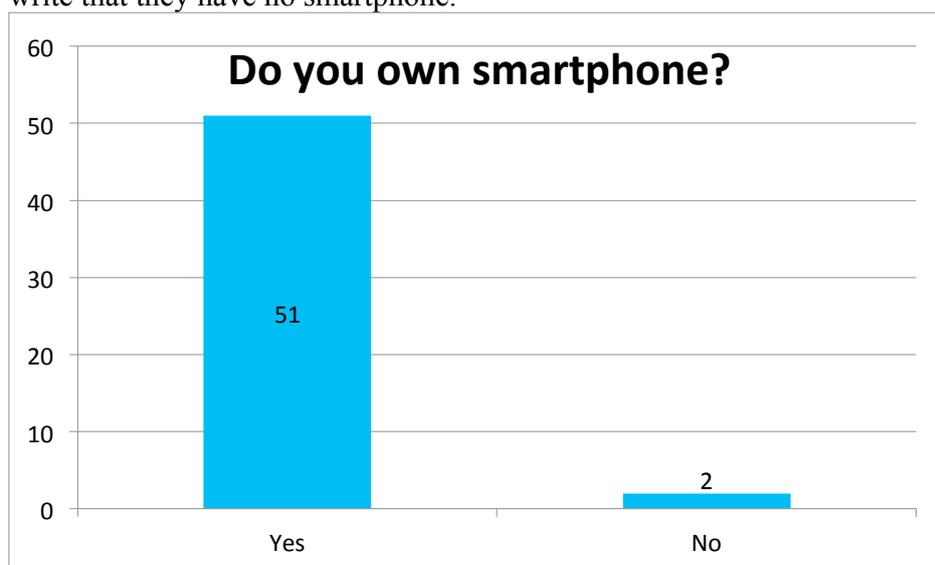


Figure 3.1 Graph comparing students who own and who do not own smartphone

The second question about types of apps installed in their smartphone results in quite a number of apps. Those apps are then divided into categories based on categories in play.google.com

Table 3.1 List of Mobile Application in the Students' Smartphones

Books and Reference	Slideshare, wolfram alpha, alkitab, alquran, arbain nawawi, aqidatul awem, kamus inggris, kamus korea, penerjemah inggris-indo, KBBI, kamus jawa, scribd, tuntunan shalat
Business	docs to go
Education	Duolingo, auto cad, calculus formula, biology, table periodic, mathlab, fx calculus solver, calculator sains, google classroom
Entertainment	9 gag
Games	CoC, duel otak, sim city, onet, ninja up, cooking mama, charades, piano
Health and Fitness	nike+ running
Lifestyle	muslim pro
Media and Video	youtube
Music and Audio	Soundcloud, tract id
News and Magazines	BBC, huffington, national geographic
Photography	Photoshare, fotorus, squaready, vsco, picsart
Productivity	pdf reader, Microsoft word, Microsoft excel,
Shopping	Zalora, shopee, gojek, traveloka
Social	Line, instagram, BBM, whatsapp, path, ask.fm, twitter, skype, snapchat, vidcall, facebook
Tools	Light, googlemap, google translate

Question about whether students have ever downloaded any educational apps shows that among the 53 students, 42 students write that they have downloaded at least one educational app, while the rest have not.

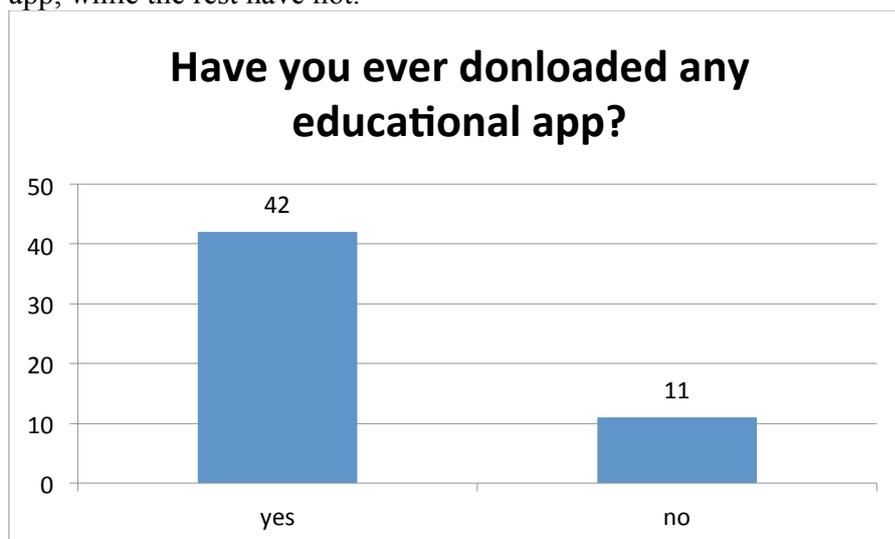


Figure 3.2 Have students have ever downloaded any educational apps?

However, when asked to write examples of educational apps that they have downloaded, many students write references books like dictionaries and Al-Quran, software like Adobe

Reader and Microsoft Word, or games such as duel otak, as educational apps. In addition, students also state that in comparing non-educational apps and educational apps, all students who both own smartphone and have downloaded any educational apps state that they install more non-educational apps than educational apps.

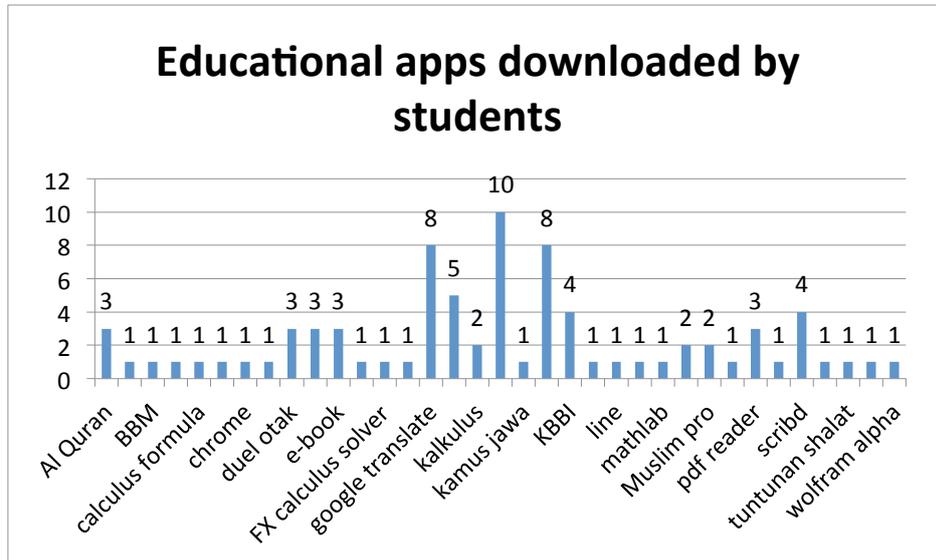


Figure 3.3 Educational Apps Downloaded by Students

Figure 3.4 shows what students think of the benefit of educational apps, which can be summarize into four general benefits. Students also write what they feel after using the apps – whether there are any skill improvement or not – but what they write are more or less similar with what they write in the benefit of educational apps section of the questionnaire.

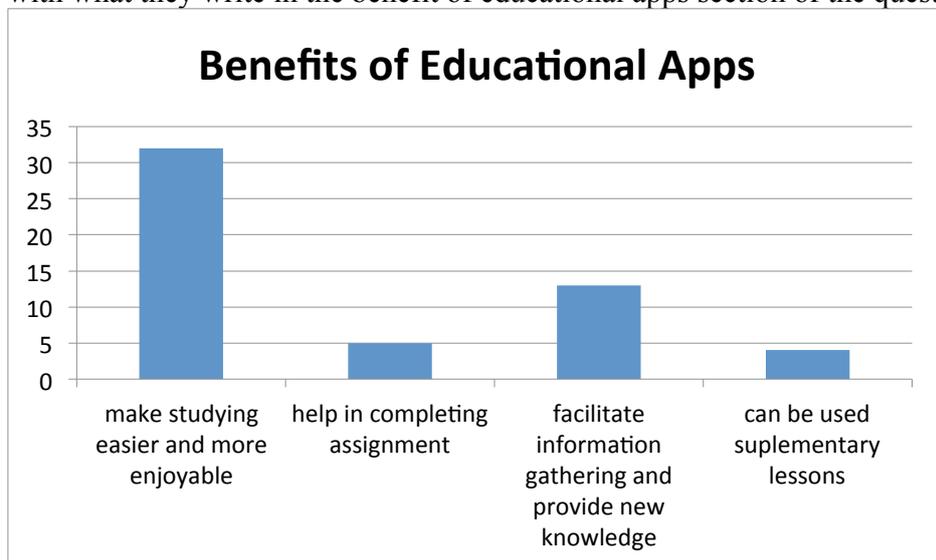


Figure 3.4 Students' Perceived Benefit of Educational Apps

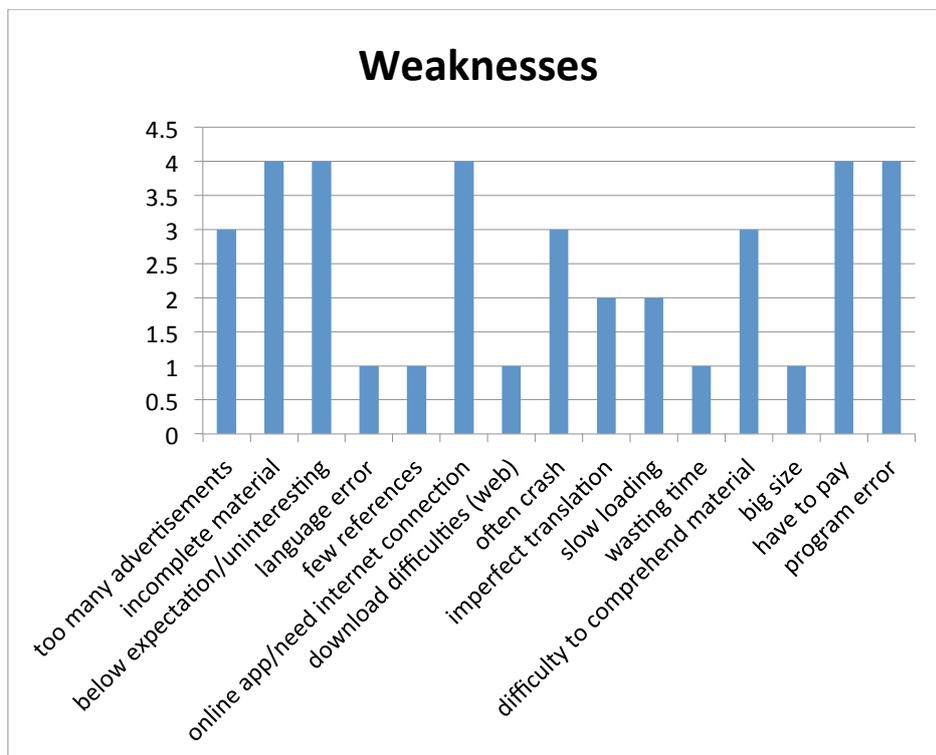
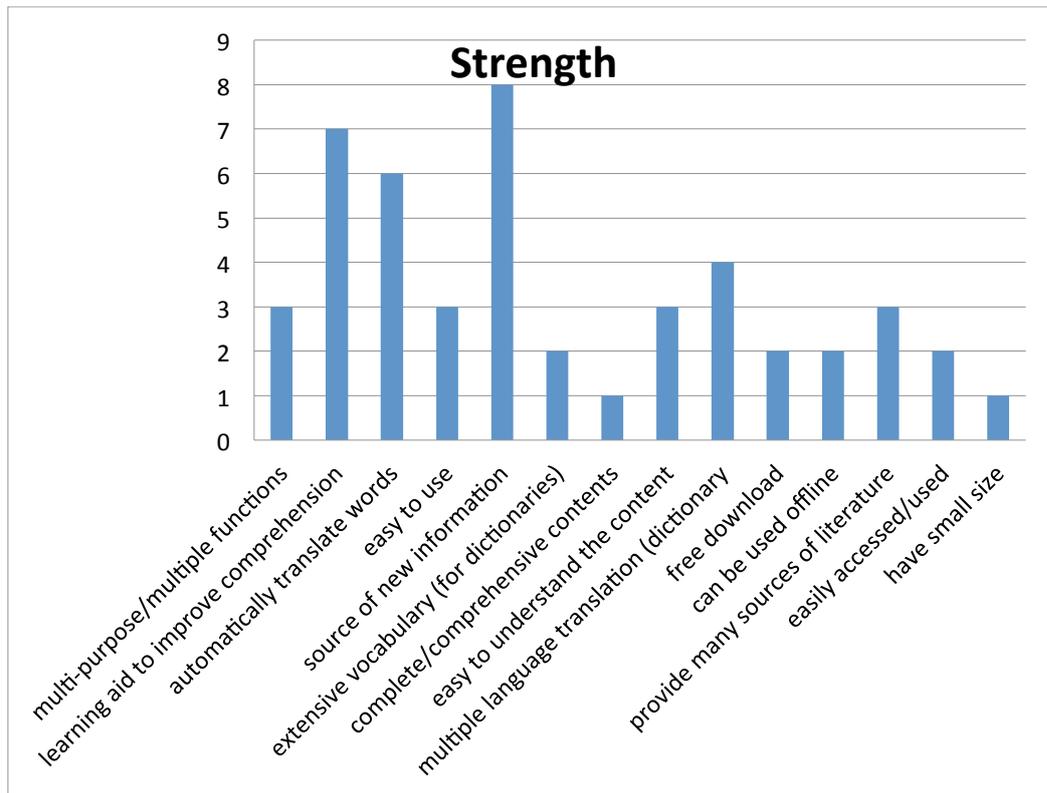


Figure 3.5 Students' Opinions on the Strengths and Weaknesses of Educational Apps

When students are asked whether they feel the need to create educational application containing material from their university courses, all of the students involved state that they

agree should that kind of app be created for their use (see Figure 3.6). in addition, the next item shows their enthusiasm in using the app (Figure 3.7).

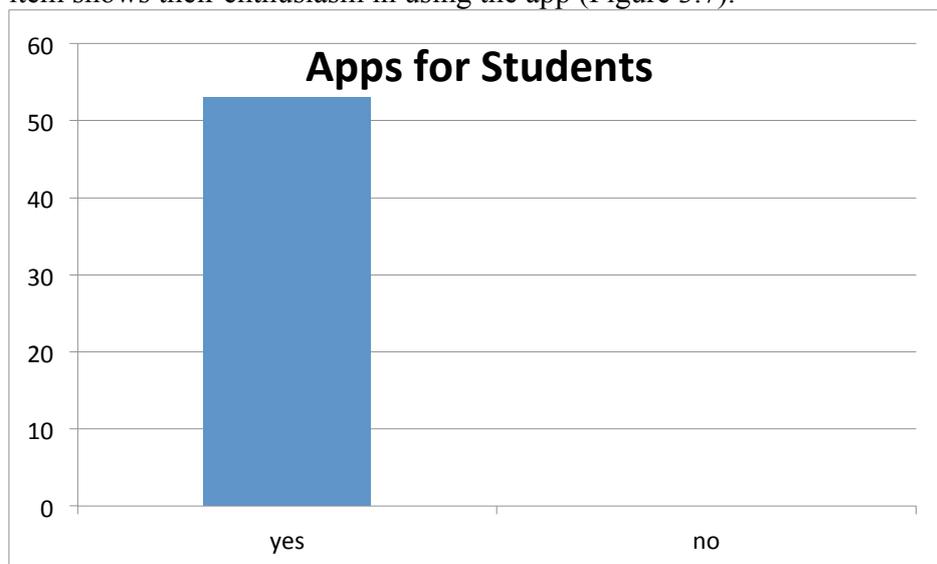


Figure 3.6 Students' Opinion on the Necessity to Create an App for Their University Courses

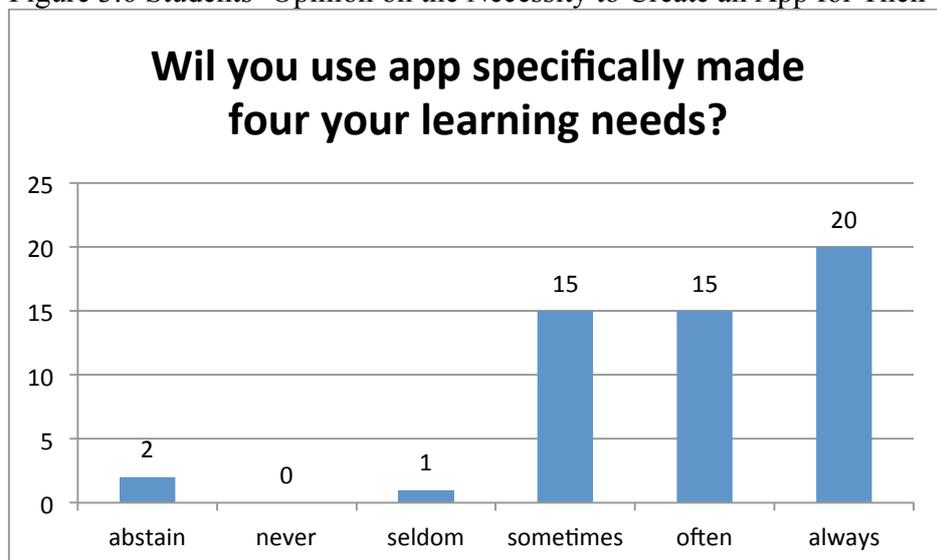


Figure 3.7 Will Students Use an Educational App Containing Their University Courses?

Discussion

Students' Mobile Application Usage

The number of mobile application download in Indonesia is one of the highest compared to other countries. The questionnaires' result supports this from the fact that among 53 students involved in the questionnaire, only two stated that they do not own any smartphone, while the rest own smartphones in various types and, most probably, number. Among those who own smartphones, all of them have social application, such as Whatsapp, Line, and/or BBM, but not enough educational apps. Table 3.1 provides list of mobile applications the students install in their smartphones. Even though the list in Book & References category is bigger, the frequency and the number of users are less than those in Social category. While the frequency of applications usage is not covered in the questionnaire, the fact that all respondents (students) who own smartphone list various social application, while not all of them write any educational ones, shows the popularity gap between the two categories.

It truly is such a shame that they do not be as familiar in educational applications as with social application. In fact, only 42 students out of 53 claim that they have ever downloaded any educational, and even so, most students misunderstand what educational apps are. As shown in Figure 3.3, students consider applications such as Microsoft office and Adobe reader as well as Al-Quran and various dictionaries as educational applications even though they should be put into Productivity and Book and References categories respectively. One student even believes that whatsapp (WA) is an educational application, not a social one. This misunderstanding leads us to believe that most students do not really familiar with the Education category of mobile application. This is supported by the fact that only small number of educational apps are written in the questionnaire, such as duolingo – an educational app for language learning, FX calculus solver – an app for mathematics, Chemistry – a chemistry equation application, and Biology – an app to learn biology.

Result of students' questionnaire shows that even though smartphone has become part of their lifestyle, students have yet to unlock its real potential. What they have use it for is mostly just the surface function – call, take photos, listen to music – and not for doing other things such as schoolwork. The most they usually do is using their smartphone to download dictionary apps, such as English dictionary or Indonesia-English translation apps. This finding is similar to the finding made by Bowen and Pistilli (2012) about students' use of smartphone apps. Based on their finding, students' preference in the smartphone apps usage is mostly for games, checking weather, and music (89%, 85%, and 81% respectively), while educational apps only rank 9th with 49%.

From the result of questionnaire, it can be seen that most students have yet to utilize their smartphone to its fullest. Many just use it for social media. Even though they know about the existence of application for education they use it in limited capacity.

Most students use Indonesia-English dictionaries and Google translation to help them in learning English and other languages, but few take advantage of several free language applications available to further their language study. In addition, while a select few acknowledge that using science-based apps such as calculus formula and biology, they do not use those apps to their full capacity – few even wrote that they have uninstall the apps.

The fact that Indonesia has the biggest number of application download, we should wonder why many students, who should be the greatest consumers of mobile application, do not use more educational mobile application. Students' lack of interest in using educational application can be stemmed from various reasons. They might have lack of knowledge about the usefulness of learning through mobile application, they believe that learning outside classroom in general, either using mobile device or non-mobile device, is considered a chore; they prefer not to do it, or the educational applications themselves are not interesting and attractive enough to catch their interest. Those reasons are what lecturers need to find out in order to implement mobile learning in students' learning activity.

Mobile application for learning

“Given the ready-at-hand availability of [mobile devices], it is reasonable to recognize the valuable affordance of these technologies to enhance the practice of teaching and learning in higher education ... as well as to meet the needs of a generation for whom mobile devices are becoming an integral part of their everyday lives.” (Shraim & Crompton, 2015), which means that both the teachers/lecturers and students need to start opening up some space so that mobile devices, especially educational application, can be inserted into their teaching and learning activities. Especially, when in the near future, “mobile devices will look completely

different from today's; hence, higher education must plan to deliver education to meet the demands of new generations of students" (Ally & Prieto-Blázquez, 2014)"

"Mobile learning facilitates equal opportunities for all by allowing learning to be accessible across time zones, thus making location and distance irrelevant to the learner. Wireless mobile devices are small enough to be portable, which allow learners to use them anywhere and anytime (Ally & Prieto-Blázquez, 2014)". They also "offer learners various ways to connect the curriculum with real life and to engage through text, voice, image, and video" (Shraim & Cropmton, 2015) in order to attract users (students) to utilize those features; the same is done in mobile application.

However, those features do not translated into increasing number of interested user. Students of Kalimantan Institute of Technology can be considered as apps users, yet the apps that they use are generally in the Social category, will a number of those in the Book & References and Games categories. This phenomena needs to be evaluated in order to find the cause, for example lecturers need to analyze various apps offered to the students to find out why students are disinterested to use them.

All things considered, the use of mobile application in education need to improve for the "increasing availability of open educational resources for mobile technology is making access to learning more affordable for anyone who wants to learn" (Ally & Prieto-Blázquez, 2014).

Conclusion

Conclusions

As students keep using mobile application in their smartphone, educational application can be among the alternative media of learning. However, students' attitude and perception toward educational application is far from adequate. Result of questionnaire from 53 students of Kalimantan Institute of Technology reveals that even though the majority of students own smartphones, few use their smartphone for educational purpose. They also have yet to comprehend the tangible benefit of learning through mobile application; seeing that most just write things like 'can help us learn' or ' can assist us in doing assignment' as it benefit. In addition, they tend to believe that having a portable dictionary or quick access to math or chemistry formulas are the most they can gain from their smartphone in term of learning. However, even though students have not yet to acknowledge the full capabilities of smartphone in term of learning, they can still imagine the benefit that they will obtain should they make use of the educational application in their mobile device fully. This is deduced from students' enthusiasm in answering a hypothetical question about having an app containing materials from their university courses.

Suggestions

Educational mobile applications' lack of popularity among students might be caused by students' lack of knowledge, which means that it is lecturers' duty to inform and to guide them. Lecturers may introduce students to use mobile applications in their learning activities using various methods; for example by asking them to do assignment in one of the educational apps, incorporate the app in the lesson, and many more. There is a big gap between the availability of educational apps and students' interest and knowledge to use them, at least among students of Kalimantan Institute of technology. This gap is what lecturers should try to close in order to increase students' learning effectiveness.

The results in this paper come only from questionnaires, which is good at seeing students' general perspective on the use of mobile applications. However, intensive interviews with a small number of students' representative in also needed in order to draw wider and more complete picture on students' perspective of mobile application in education.

By doing that, the more comprehensive and complete result about students' perspective on mobile application and their aspiration on what a good educational app should have can be used as the basis to create technology based teaching and learning activity in the classroom and to develop an educational app that is suitable for the students.

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3 ICLEI 2015-45 Okeke, Martha U

The Role of Music Education in the Rehabilitation of Nigerian Prisoners: A Case Study of Enugu Prison in Nigeria

Okeke, Martha U. (Mrs)
Federal College of Education, Eha-Amufu
P.M.B 2001, Eha-Amufu Enugu State
Nigeria

ABSTRACT

Music education can be defined as a process of training and study in the acquisition of skills and knowledge in music for effective functioning in the society. It has a greater impact to play in the life of a prisoner for effective participation in the society. It has been observed that prison that is meant for correctional, rehabilitation and transformation of prisoners have been shifted to mere punishment. There is a need to prepare prison inmates for life outside prison and to facilitate their integration to enable them contribute meaningfully to the socio-economic development of their various societies. Efforts have been made to rehabilitate prisoners by providing them training in skills acquisition in trades such as carpentry, tailoring, woodwork, welding e.tc. Exploration of the contributions of music to the rehabilitation of prison inmates within and outside prison seems to be ignored in the rehabilitation process. With the acquisition of necessary skills in music life after prison will be easier and will make inmates to contribute meaningfully to the society after prison. Therefore, this paper investigates the roles music play and can play in the rehabilitation of prison inmates in Nigeria, using Enugu prison in Enugu State of Nigeria as a case study. It makes a proposition for a kind of semi-formal music education programme aimed at equipping inmates with musical skills for potential living outside prison.

Keywords: Music, education, rehabilitation, prisoner

Introduction

Musical sounds or tones are produced by vibration set in motion by the human voice or other sound producing mechanism. Thus music can be defined as an art of creating and making pleasant and organized sound with human voice or other musical instruments. According to Obiechta (2005), "music is a performing art because it involves singing, dancing, and playing of musical instrument," some people earn their living through music making. Music is very important in human life. The role music plays in man's life cannot be estimated. It is used for social functions. Music is also used for entertainments people acquire musical knowledge and skills for better living so that they can contribute meaningfully to the society.

Music education can be defined as the art of imparting musical knowledge and musical skills to the learner. If musical knowledge and skills are acquired very well, a person may earn his living through it and contribute meaningfully to the society. In the Nigerian prisons, craft such as carpentry, tailoring, shoe making etc are taught neglecting music. It is because of this, that this paper entitled the role of music education in rehabilitation of prisoners in Nigeria with the help to throw light on the role of music education in the life of a prisoner after prison. There are a lot of talented musicians in the prison, that if develop their talent will earn their living well and contribute meaningful to the society.

An overview of prison rehabilitation

Rehabilitation (a form of remedy) of prisoners is a global need that aims at refocusing prison inmates to pursuing better forms of living and to contribute their very best to societal development after prison terms. Human right provisions around the world mandate handling of prisoners in a manner that respects their basic human rights. This includes assistance by the government to enable them develop basic morals, skills and desire to become better persons in the society on released. Thus, efforts are made to ensure that while incarcerated, inmates will still experience human care, humanness and simple love. Though these are not always guaranteed, countries around the world have embraced different rehabilitation efforts targeted at prisoners and prison as a societal structure. Although rehabilitation also entails structural, which targets better living conditions, better health and care provisions, improvement of prison infrastructure, etc., the focus in this presentation is on aspects of rehabilitation that target prison inmates as human beings. Such forms and processes of rehabilitation intend to ensure adequate re-integration of inmates in their various societies after their prison terms.

Rehabilitation therapy for prisoners is common in the developed countries. This focuses on addressing psychological needs of prisoners. In the same token, church groups and ministers of God have been on the lead for moral rehabilitation of prisoners around the world by organizing prison ministrations, moral lessons, music ministrations, material gifts, etc. charity organizations and non-governmental organizations have also played their part in giving prisoners a sense of belonging through material gift, words of encouragement, moral advice, etc. Prisoners have also been encouraged to pursue skills acquisition which they could employ for livelihood in the society. Many of them have learnt wood work, masonry, carpentry, tailoring, arts and crafts, metal works and mechanic, farming etc. In consistent with Onyeji's (2009) report, prisoners in South Africa have employed their skills in building projects that led to donation of houses to very poor people. They also regularly apply their learnt skills in the up-keep of prison facilities. Most importantly, he disclosed that some correctional centers have organized choral groups made up of prisoners that perform during their church services and have also done some presentations on the national television, South African broadcasting corporation (SABC). These choral groups aim to reach the emotional depth of inmates, to reawaken their sense of aesthetics, creativity and team spirit that could be employed in the wider society on release. In the Nigeria context, prison rehabilitation has taken similar forms and processes as found in many countries of the world. Prison inmates have been encouraged to develop their basic skills in ways that would benefit them on release such as in the learning of trades and handicrafts. Church, charity groups, government establishments, parastatals, individuals, social associations, fellowship groups, etc. have also contributed greatly to giving prisoners a sense of belonging leading to some forms of rehabilitation. Quite often also national youth service corps members visit prisons in Nigeria, including Enugu prison, with material gifts to alleviate their problems. Sadly though, some of the gifts do not get to the targeted recipients as confirmed by some inmates

Music potentials amongst prison inmates

Singing of songs and music making appear now and then in the rehabilitation activities of churches and fellowship groups that visit prisons. Also personal/self-motivational efforts of inmates through music are noticed in prisons. However, it does appear that the role of music for rehabilitation of prisoners in Nigeria is ignored or unrecognized by government and prison officials. While music is a special vocation that could be employed in life-long human economic/creative empowerment, it is not considered as a special form of rehabilitation that could be of immense benefit to prisoners on release. Although many of the inmates may possess talent and skills for music as possible vocation, this aspect of prison

rehabilitation has not been pursued. It would be necessary at this point to present a general survey of the potential of music and music education in human social transformation that could be explored in the rehabilitation of prisoners in Nigeria and elsewhere. This would offer a framework that justifies the proposition for music as an instrument for social rehabilitation of prisoners for effective functioning in the society.

Music education and social transformation

According to Onyeji (2009:38), “the means for social transformation vary. The specific choice and nature of its application is determined by the needs and realities as well as available tools to an individuals or society”. For instance, McCammon (2007), states that Boal and Brecht sought transformative social interventions through theater. Brecht advocated a theater from where the audience members were active learners who could use their learning for social transformation. While Boal engaged participant rehearsing strategies for personal and social change. Music offers a platform for social transformation also. This could be pursued by means of music education.

According to Akumah (2004), “Education is generally perceived to be the process of discipline through training and study in the acquisition of skills and knowledge” (p. 202). His definition highlights two key facts-acquisition of skill and knowledge. In another definition, Ezeocha (1985), sees education as “preparing men to face and surmount the challenges of life. This means that it prepares men for worthwhile living”. This definition relates education to the provision of social needs of man. In his contribution, Okafor (1992) views education as “a process of acculturation through which the individual is helped to attain the development of his potentialities, and their maximum activation when necessary, according to right reason and to achieve thereby his perfect self-fulfillment”. His definition points at an all-round development of the potentials of a person for effective functioning in the society. Going by the general definitions of education given above, music education could be defined as a process of training and study in the acquisition of skills and knowledge in music for effective functioning in the society. It encompasses a broad training for the acquisition of skill and knowledge of theory, practice, creativity, education, appreciation and performance of music in acquired through the processes of music education offers one enabling grounds for social integration, proper functioning and social transformation in a given context.

There is the perception that the words, thoughts and deeds of individual human beings are profoundly influenced by the nature of the social circumstances in which they occur (Martin, 1995, 1995; Mueller, 2002). This has motivated studies in sociology of music to focus on “music as a social product, social resource and social practice (Martin, 1995),” and “music as device of social ordering; music’s social powers (DeNora, 2000).” Many experts are increasingly becoming aware that music may influence people’s conducts, experience of passage of time, and feelings about themselves, others and situations (DeNora, 2000). Hargreaves, Marshall and North (2003) believe that “all musical behavior is social because musical meanings are socially and culturally constructed”. Musical thought promotes social cohesion and communicates many messages through song texts and dance features (Kruger, 1999: 124). According to Skyllstad (2007: 1053), “music plays positive role in facilities social integration, and conflict transformation”.

The above submissions corroborate the position that music is a potent tool for social change resulting from its intrinsic nature to influence and effect change in people. As a vocation, it offers enormous opportunity for self-exploration in creative terms. It offers the platform for social interaction that influences personal views as well as motivates empathy for fellow humans and social/emotional integration in any given context. In most societies of the world, the result of musical creativity takes precedence over the background of the musician. This accounts for the success of many pop musicians who may not necessarily be

morally upright. Thus, music could offer ex-prisoners the means of transcending their background and reach out to the society in their new and rehabilitated selves. If properly explored, it could motivate prison inmates to discover their hidden creative talents they could develop for life-long skills in their various societies after prison. This is in addition to music's potential to alleviate emotional stresses and mental frustrations of prison term. Therefore, music could be employed in the dual processes of calming the emotions of prisoners to cope with prison conditions and at the same time equipping them with skills needed for social transformation and re-integration in the society on release.

Music and rehabilitation programmes in Enugu prison

According to the superintendent in-charge of Enugu in Nigeria at the time of this research said that, since the establishment of Enugu prison, it has grappled with changing phases of perspectives on prison terms like any other Nigerian prison. According to him, it is a contemporary view that prison term should not be essentially to punish offence but to educate offenders on the alternatives to crime as well as to empower them to pursue those alternatives on release. In his view, various options exist in these alternatives which can be achieved first through mental, moral and emotional rehabilitation and individual choice to pursue decent life on release. As such, the prison makes provision for moral transformation of prisoners through exposing them to church programmes and activities, fellowship groups and ministrations by pastors. Indeed, churches within Enugu appoint chaplains to conduct services for prisoners and give moral talks to them.

Some rehabilitation activities of the prison include inculcating a sense of respect for the dignity of labour through farming, and clearing of fields. They also engage in hired labour for private individuals. Most importantly though, older prison inmates that have acquired skills in carpentry, woodwork, shoe mending, tailoring, etc. assist new and interested inmates to acquire the various skills. Such skills are applied in the daily lives of inmates to keep prison infrastructure. It is believed that on release, ex-prisoners could start off with such skills in their various societies as means of livelihood instead of going back to crime. It would be possible to have them reintegrate themselves with such skills in their societies while looking for other means of survival instead of crime.

On the role of music as a means of rehabilitation for prisoners, the superintendent emphasized his belief in the prospect of music as a rehabilitation tool; though two other prison warders disclosed their lack of awareness of how that could be pursued in the prison context. Mr. Opara disclosed that prisoners sing songs on their own during gathering and labour, which they think helps them cope with stress. But that equipping prisoners with musical skills has not been considered in the Nigerian context. According to him, the prison band here in Enugu is for warders only. The warders mentioned that some inmates have shown some signs of creative ability in music but the prison is not considering any prospect in developing that as a means of rehabilitation at the moment. The warders however agreed to the possibility of an ex-prisoner becoming a respected musician later in life. They also agree that such skills could transform the perception of ex-prisoners and lead to their effective contribution in the society. They could reach out to potential offenders and change their attitude to life.

The researchers' interaction with selected inmates (who pleaded anonymity and this was respected) showed that although they do not specifically think of becoming professional musicians, they believed in the possibility of an ex-prisoner becoming a respected musician if he/she has the talent. According to one of them: We sing songs (gospel and popular, etc.), and dance to music. Some of us are good in music but we do not think seriously about it since no one would help us in producing albums. We do not have instruments and no one is ready to teach us. We sing *onye sub achara* (the song below)

sometimes when we are clearing the fields . It helps us do the work without much pain. Have not also thought ionabout having prison choir since most of us are not trained in music. But we like it if the department of music could assist us with such services once in a while.

From the response , it appears that while the prison establishment in Enugu has not thought of music as an instrument for rehabilitaton and social transformation of prisoners , they believe in the possibility. Although they have their concerns about sponsorship of the training programme, they accept the prospect of acquisition of musical skills through music education as a means to proper intergration of ex-prisoners in their various societies . mental and emotional stresses of prisoners while in prison.

The role of music education for rehabilitation of prisoners in Nigeria

As a vocation, training in music has the prospect of empowering people in varied ways . some core prospects of music education that could benefit prisoners in the rehabilitation process includes the following :

1. Music education enables skill acquisition on musical instruments and performance that could be employed in creative and economic basic training on the study and performance of selected musical instruments. Armed with such skills , they could become relevant in their chosen instruments on release.
2. Music education for prisoners could and possibly would lead to talent development of potential musicians locked up in prison. Such talents could be stimulated to blossom and be of immense benefit to the society.
3. Skills and proficiency in music through education of prisoners could lead to social transformmation that would be mutually beneficial to the society and ex-prisoners . in this instance ex-prisoners would be motivated to refocus themselves in their social commitment to the society by pursuing credible means of livelihood through music .
4. Music education of prisoners could lead to creative freedom that may would be empowered to explore their creative potentials as a means of reaching out to the society for social acceptance
5. Such empowered ex-prisoners could become crusaders of moral re awakening among members of the society through their music. This could positively impact on possible deviants leading social transformation
6. Such musical training could become a strong source of motivation for coping with prison life.

Recommendation

Based on the following role of music education for rehabilitation of prisoners a kind of semi-formal music education programme aimed at improving musical skills to interested/talented prison inmates as a form of rehabilitation is hereby proposed. Such programme could involve weekly or bi-weekly training by different experts on different muscal instruments (keyboard,guiter,wind instrument,brass, percussion)and in choral music.A prison choir would be a welcome option . the federal Government could pursue this as a rehabilitation programme or department of music could take it up as a form of community service to the Nigerian society.

Conclusion

Rehabilitation of prisoners is important to Nigeria as it is to different countries of the world. This result from the need to re-integrate ex-prisoners to the society to break the cycle of crime and by empowering them to contribute meaningfully to their various societies in different ramifications of life. Different programmers' and processes have been engaged in pursuant of this objective. This covers moral, social , economic , mental, and psychological

rehabilitation programme. While music objective , it has not been explored in Nigeria due to lack of awareness of its potential and some reservations on the technicalities of its applications. The case study of Enugu prison provides a ,microcosm of existing situation in Nigeria . This study highlighted some prospects of music education in the rehabilitation of prisoners and recommends its pursuant in order to explore the internet benefits for Nigerian prisoners and the society in general.

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