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Abstract

Tertiary institution libraries have expanded the traditional library model, which focuses on the management of physical resources and activities, to include an online library model, which converts resources and services into digital formats to support teaching, learning, and research, as academic library functions and activities continue to evolve. This change has had an impact on professional roles and activities of both educators and students as a result of the increased skills required. The purpose of this research is to investigate the extent of online library skills among music educators and music students in Nigerian tertiary institutions. A study sample of 100 music educators and 200 music students in Nigerian tertiary institutions were recruited using a multi-stage sampling procedure for this purpose. A questionnaire was used to collect data, which was then analyzed using the mean, standard deviation, and t-test. The findings revealed that music educators and music students have moderate online library skills. The results showed that there is no significant difference in online library skills between male and female music educators ($p=.240$). The results also showed that there is no significant difference in online library skills between male and female music students ($p= .495$). Music educators and students are encouraged to improve their online library skills because it will help them in their professional and personal accomplishments; and school authorities should ensure that adequate and appropriate online library facilities are provided for use by students and educators.

Keywords: Library, Music Educators, Music Students, Online Library Facilities, Online Library Skills

Introduction

Rapidly evolving digital technologies have revolutionized higher education. Online educational opportunities have exploded as a result of technological integration, and online library skills are rapidly evolving. Higher education is a dynamic field that is influenced by politics, technology, pedagogy, and student behavior. These changes have an impact on academic libraries, and it is critical to evaluate and rethink the library's role within the institution on a regular basis. An online library is a distributed electronic collection that covers almost all aspects of human effort in order to serve a specific community. An online library's main goal is to provide global access to digitized information (Muhammad et al., 2012). An online library also includes electronic databases on the internet, the World Wide Web, CD-ROMs, and commercial services such as Dialog, according to Ojedokun (2000). Online libraries also improve the quality of teaching and research in institutions, according to Okebukola (2002), by providing up-to-date electronic books, journals, and other library and information resources. Online libraries are important because they are geared toward promoting academic excellence and research. As a result, electronic data is an important part of every research and development project. Academics and researchers can access e-resources via university websites, CD-ROMs, the Internet, vendor databases, and repositories (Dadzie and Van der Watt, 2015). These databases and websites provide access to e-books, e-journals, e-magazines, e-conference proceedings, and e-data archives (Bamidele et al., 2018; Mollel and Mwantimwa, 2019). Students must be well-versed and possess ample skills in the use of computers and other ICTs for educational and research purposes in today's rapidly changing higher education environment. Due to the growing development and learning benefits of online learning technologies, music instructors and students are even rethinking the potential of studying music online (Crawford, 2013).

Music educators are qualified teachers, lecturers, and professors who instruct undergraduate students in music at public or private tertiary institutions. Music teachers, whether in public or private schools, are vital members of the educational and musical ecosystems because they have the daily opportunity to mold future musicians and educators (Brawley et al., 2021). Music programs frequently provide a strong foundation in subjects like music theory, music history, auditory learning, and fundamental piano, as well as a variety of musical, analytical, and technical skills. Students can build on this foundation by pursuing performance training, learning pedagogical approaches, working in a sound booth, or honing their composition and orchestration skills (Writers, 2021). Students can learn to play an instrument like the piano, guitar, or violin, as well as take singing and voice lessons from music educators. They also teach students about appreciation, theory, and composition. The job of a music educator is to teach students the skills they will need to become successful musicians on their own. This includes fundamental concepts such as pace, pitch, and rhythm, as well as the fundamentals of teaching an instrument to play. A voice teacher instructs students on proper vocal technique. Students can learn to stay on pitch while singing with the help of a vocal music teacher, who can also recommend songs that are appropriate for their voice. An instrumental teacher, such as a band or orchestra director, may be responsible for teaching students to play a variety of instruments in a school setting. A music instructor must also assess and grade a student's performance, which is typically done through recitals and performances, as well as provide feedback on how to improve the student's abilities (Sokanu Interactive Inc., 2021). According to Crawford (2013), formal online learning is growing at an exponential rate of inclusion. While formal online learning is not a panacea for specialty faculty programs like music, it can provide students with more time and location flexibility, as well as a sense of community and supportive learning modalities. As a result, being able to use an online library has become a necessary skill for music students.

Undergraduate music students are enrolled in a four-year music program with the goal of earning a bachelor degree in a specific subject. Students learn about music through reading, listening, performing, and composing. Music is created in a variety of ways, including acoustic, electronic, solo and group performances, and collaborations with world-class musicians and local populations. By providing students with a broad and thorough grounding in music, the course enables them to investigate the relationships within a piece of music, as well as between that piece and its genre and environment. Throughout the course, students are exposed to a wide range of music, including classical music, popular music, music from other cultures, and community music, as well as the history of these genres and how their histories have evolved over time, social context, and psychology (University of Oxford, 2021). Through academic and performance courses, music department offers a variety of opportunities for students to pursue their passions. The music department offers classes in literature, film, theater, dance, and cultural anthropology (Duke University, 2021).

As academic library functions and activities evolve, libraries have expanded the traditional library model, which focuses on management of physical resources and activities, to include an online library model, which transforms resources and services into digital formats to support teaching, learning, and research. This change has had an impact on professionals' jobs and activities of educators and students as a result of the increased ICT literacy skills required. ICT literacy, according to Emwata (2013), is defined as the ability to navigate, assess, and produce information in a proficient and analytical manner using a variety of digital technologies. Furthermore, according to Ukachi (2015), ICT literacy necessitates the user's ability to recognize and exploit that power, as well as the ability to modify and transform electronic media, distribute widely, and quickly adapt them to new forms. Adeleke (2016) noted that students who lack ICT literacy skills will underuse electronic information resources. The ability to effectively find and use information is a

crucial skill for undergraduate academic work as well as facilitating successful use of technological resources at university (Emmanuel-Baro, 2009). Academic libraries collect and make printed and electronic information sources available to the academic community. Inadequate skill is a major impediment to fully utilizing the online library's resources. Unfortunately, knowing how to use the Internet is not enough. To get the most out of the Internet, individuals need to know how to find and evaluate information, communicate effectively, and understand the dynamics of what is the best way to accomplish a specific goal online. There is a paucity of empirical research on the online library skills of music educators and music students in Nigerian tertiary institutions. In light of the foregoing, the study's goal is to determine on the online library skills of music educators and students in Nigerian tertiary institutions.

Purpose of the study

The general purpose of this study was to determine online library skills of music educators and music students in Nigerian tertiary institutions. Specifically the study seeks to

1. Find out the level of online library skills proficiency of music educators.

2. Ascertain the level of online library skills proficiency of music students.

3. Ascertain the extent of difference between male and female music educators' online library skills.

4. Ascertain the extent of difference between male and female music students' online library skills.

Research questions

The following research questions were posed to guide the study

1. What is the level of online library skills of music educators?

2. What is the level of online library skills of music students?

3. What is the extent of difference between male and female music educators' online library skills?

4. What is the extent of difference between male and female music students' online library skills?

Research hypothesis

The following null hypotheses guided the study, tested at 0.05 level of significance

HO_1: there is no significant difference between male and female music educators' online library skills?

HO_2: there is no significant difference between male and female music students' online library skills?

Research Method

The work was ethically approved by the Committee on Research Ethics at the Authors' Institution. The research is conducted in the form of a descriptive survey. The study's participants were music educators and music students in thirty-five Nigerian tertiary institutions (this consisted of both public and private colleges of education and universities) located in the Southern region of the country. The sample, which included 100 music educators and 200 music students, were chosen using a multi-stage sampling approach. The researchers used the Music Educators and Students Online Library Skills Questionnaire (MESOLSQ) for data collection. The questionnaire consists of 25 items on a five-point Likert scale, with response options of Strongly Agree (SA: 4), Agree (A: 3), Disagree (D: 2), and Strongly Disagree (SD: 1). Validation of this questionnaire was conducted by two music educators and one measurement and evaluation expert who were all employed at a Nigerian university, whilst reliability (089 Cronbach's α) of the questionnaire was determined in 20 music educators and 20 students at another university outside the study region. This

questionnaire was used to collect data, which was then analyzed using the mean, standard deviation, and t-test.

Results

Research Questions

RQ1: What is the level of online library skills of music educators?

Table 1: Mean and standard deviation of the level of online library skills of music educators

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	SE	Statistic	SE
Online_Library_Skills	100	2.9932	.16370	.243	.241	.042	.478

According to Table 1, the mean rating of music educators on the level of online library skills was 2.99, with a standard deviation of.163. The standard deviation of.16 indicated that individual music educators' mean ratings were similar. The value of skewness was.243, while the value of kurtosis was.042. The mean rating indicated that music educators had a moderate level of skills in online library usage.

RQ2: What is the level of online library skills of music students?

Table 2: mean rating and standard deviation of online library skills of music students.

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	SE	Statistic	SE
Online_Library_Skills	200	3.2624	.20189	-.916	.172	1.113	.342

According to Table 2, the mean rating of students for online library skills was 3.26, with a standard deviation of.201. The standard deviation value of.201 indicated that the mean ratings of individual music students were similar. The value of skewness was -.916 and the value of kurtosis was 1.113. The mean rating indicated that music students had a moderate level of skills in the use of online library.

RQ3: What is the extent of difference between male and female music educators' online library skills?

Table 3: Mean ratings and standard deviation scores of extent of difference between male and female music educators' online library skill.

Gender	Mean	N	Std. Deviation	Std. Error of Mean
Male	2.9784	63	.15305	.01928
Female	3.0184	37	.17978	.02956

Table 3 shows the extent to which male and female music educators differ in their use of online library skills. On online library skills, male music educators had a mean rating of 2.97 and a standard deviation of 0.153, while female music educators had a mean rating of 3.01 and a standard deviation of 0.179. The similarity of male and female music educators' standard deviation scores suggests a correspondence in online library skills. The mean ratings revealed a minor difference in the online library skills of male and female music educators.

RQ4: What is the extent of difference between male and female music students' online library skills?

Table 4: mean ratings and standard deviation scores of online library skills of male and female music students.

Gender	Mean	N	Std. Deviation	Std. Error of Mean
Male	3.2560	140	.20059	.01695
Female	3.2773	60	.20580	.02657

Table 4 shows how much male and female music students are different when it comes to how well they can use an online library. This is what the data shows: male music students had a mean rating of 3.25 and a standard deviation score of 0.2005, while female music students had a mean rating of 3.27 and a standard deviation score of 0.205. Both male and female music students have standard deviation scores that are close to each other. This

suggests that they have similar opinions about online library skills they possessed. The mean ratings showed that there was only a small difference in the online library skills of male and female music students.

Hypotheses

Ho$_1$: there is no significant difference between male and female music educators' online library skills.

Table 5: t-test analysis of no significant difference between male and female music educators' online libraries skills.

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
MESOLSQ	-1.181	98	.240	-.03997	.03384	-.10712	.02719

MESOLSQ = Music Educators and Students Online Library Skills Questionnaire

Table 5 shows the t-test analysis, which shows that there is no significant difference in the online library skills of male and female music educators. The results showed that there is no significant difference in the online library skills of male and female music educators, $t(98) = -1.181$, $p = .240$. Because the p-value is greater than 0.05, the null hypothesis of no significant difference was accepted.

Ho$_2$: there is no significant difference between male and female music students' online library skills.

Table 5: t-test analysis of no significant difference between male and female music students' online libraries skills.

	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
MESOLSQ	-.684	198	.495	-.02133	.03119	-.08285	.04018

MESOLSQ = Music Educators and Students Online Library Skills Questionnaire

Table 6 shows the t-test analysis of no significant differences in online library skills between male and female music students. The results showed that there is no significant

difference in online library skills between male and female music students, $t(198) = -.684$, p =.495. Because the p-value was greater than the 0.05 level of significance, the null hypothesis of no significant difference was accepted.

Discussion

The purpose of this study was to look into the online library skills of music educators and students at a few Nigerian tertiary institutions. According to the study, music educators and students have a moderate level of online library skills. This finding supports the finding of Eiriemiokhale (2020) discovered that, while most university educators in Nigeria are aware of the utility of most electronic databases for teaching and research, they use them infrequently. Furthermore, Edem (2016) and Abubakar and Akor (2017) claim that electronic databases are used infrequently by university educators in Nigeria.

The findings show that music students have a moderate level of online library skills. This backs up the findings of a study conducted by Siddiquah and Salim (2017), who discovered that students have basic ICT skills such as searching and surfing the internet, among other things. This agreement is most likely due to the fact that information and communication technology (ICT) has been identified as the modern era's driving force and has been shown to improve learning. This finding backs up the finding of Adegbilero-Iwari et al. (2021), who discovered that students are more adept at using e-mail, browsing the web, and registering for events online. The findings differ from those of Olatoye et al. (2021), who discovered that undergraduate respondents underutilize electronic resources due to a lack of ICT proficiency and expertise. Ogwu and Ogwu (2015) investigated the level of ICT competency among final year teacher trainee students and discovered that their computer proficiency was inadequate. Globally, ICT literacy skills are critical tools for self-actualization (Olatoye, 2019).

The findings also revealed that there is no significant difference in online library skills between male and female music educators, as well as male and female music students. This demonstrates that both men and women recognize the value of online library skills in facilitating learning. Unegbu et al. (2019) discovered that digital libraries are used by both male and female educators. The findings support the findings of a previous study by Koohang (2016), which found no significant relationship between educators' gender and their use of digital libraries. Males have stronger ICT skills, according to Alakpodia (2014) and Ramayah and Osman (2005). According to Basri et al. (2018), females are more likely than males to adopt ICT. This disparity could be attributed to the fact that the studies were carried out in different locations and periods. Oguguo et al. (2020) showed that undergraduate students possessed relevant ICT skills that will enhance their learning and male and female students' ICT skills are not different.

Conclusion

According to the findings of the study, music educators and students have a moderate level of online library skills. Furthermore, there was no statistically significant difference between male and female music educators and students in terms of online library skills. Improvements in online library infrastructure are likely to improve educators' and students' use of online library skills, which will improve school teaching and research activities. Adoption of outreach programs by librarians is recommended to improve their skills, while online library infrastructure should be improved. Music students and music educators should be encouraged to improve their online library skills because it will help them in their professional and personal accomplishments; and school authorities should ensure that adequate and appropriate online library facilities are provided for use by students and educators.

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