

## RELEVANCE OF MUSIC EDUCATION TO SUSTAINABLE ECONOMIC DEVELOPMENT

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### **Abstract**

*This paper investigated the relevance of music education to sustainable economic development in Nigeria. In achieving its objectives the study uses ethnographic and qualitative methods with simple percentages for eliciting and collation of data. It was found out that teachers had considerable agreement with regard to the problems of music teaching and learning in schools. Topmost in their list were the issues of insufficient music teachers, inadequate instructional materials, among others. Among the suggested strategies for improving the state of music in our institution of higher learning are; government's funding of music programme in to ensure availability of instructional materials and musical instruments, and organization of workshops on music for music teachers to get them abreast with the latest development in music.*

### **Introduction**

Western education brought along with it western culture and a new musical idiom was embraced. Naturally, there were some conflicts in the teaching, performance and appreciation of music in Nigeria. From time immemorial various types of cultural heritage were passed on to the next generation through informal educational methods, one of this is music. In the pre – independence years, music education had remained largely informal in Nigeria, it was transmitted through the various traditional media such as traditional festivals, work songs, moonlight plays, lullabies, court music, apprenticeship under a well-known traditional musicians and others (Okafor ,2005).

With the advent of western education, literary education as the focused on the arts including music, drama and poetry among others in their efforts to evangelize to the “native”. In this way the awareness for formal music education was raised through the inclusion of music in the school curriculum. The media houses also

helped to raise the importance of music education through various talks on the theory and historical values of music education. With the awareness brought about by western education, Nigeria has been able to produce well known music scholars like Professor Fela Sowande, Akpabot Samuel, Akin Euba, Lazarus Ekwueme, just to mention a few.

Music as art indicates that the discipline is concerned with people and claims a central position in the world of learning. In the academic world, humanities are treated as synonymous with arts. In it, three disciplines are central to the Arts – arts, music and literature, all other disciplines belonging to humanities being regarded as peripheral o these core humanities. Music is really important and, in common with the other arts, is the receptacle of all that is most valuable in human life.

The teaching of music and art in African schools is still considered as a frill by many art educators. Yet there is hardly any other subject through which the artistic and creative genius of a people can be more

easily expressed and perpetuated. Art and music touch the spirit and soul of the child and African art and music form the focus of the African culture (Fafunwa,1971)

Music education can be defined as a process by which musical knowledge and skills are developed through learning at school, colleges and university and the informal traditional setting (Ogunrinde, 2012). It is the means that societies use in order to transmit music and musical skills from one generation to the next. However, music education also involves, implicitly, ideas about what music is (and is not), where music comes from, and what is the purpose or function of music. The most basic means of sustaining music from one generation to the next is by both informal or formal teaching and learning. Different social groups transmit their music through different kinds of education. Within any large social group many kinds of music education take place. To have a relevance of music education in Nigeria, cultural music (Traditional music) should be properly placed to have its role in the curriculum because of the special function it performed and that the child grew up and trained with such musical background. Historically, music education especially in African setting shows differences and sometimes philosophical disagreement in three areas. The first area of difference involves the distinction between formal instruction with lessons and written musical notation in the schools versus informal learning that takes place in a family of neighborhood setting by imitation and oral tradition, usually without lessons and almost never with notation.

The importance of skills acquisition sustainable development is essential to the present and incoming generation. In any given country, skills development is very indispensable to the manufacture of goods and services which is done by individual or groups of individuals. To do this the

individual or groups will need skills to perform competently. With skills, individual can be employable and determine their own destiny. With music educator, both traditional and western music have varieties of skill development peculiar to their instruction. This is an imperative to the youth empowerment programme of the country, a good number of students who have completed their secondary education but failed to secure admission into institutions of higher learning are in dilemma. This is because they are not equipped with the requisite skills for self or paid employment (Igwe, 2007).

Looking at the enormous relevancies of music to the live of man, it serves as an entertainment tool, for instance, in an occasion or event music plays a vital role that makes the event to be lively and acceptable to the people. Similarly, it creates cordial relationship among the people; serves as a tool for corrective measure, tells the people about habits that are acceptable to the society. Music is also an agent that educates the people. For example if a leader or power to be control as a particular society is bad. Music is one of the medium to expose, condemn and correct such a leader.

In addition, the importance of skills to the individuals, it is important that every individual accesses training so that he or she is able to determine his destiny. However, an apparent solution to trim down the level of poverty in any society is the provision of skills to allow people to participate in the production of goods and services as individuals or as members of group. Music education is one of the vocational subjects that give room for acquisition of skills and talent which enhances an individual's performance brings an increased productivity and competitiveness. Vocational education is a skill – based programme designed for sub – professional level education and based on a specific

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vocation. Therefore, music education is a natural inbred resource that sustains a meaningful development of a nation. It involves training which is very cardinal to any economic and relevant development of the country. Training in general has potential benefits which accrue to the individual, organization and to the country as a whole. To an individual, training enhances their future earning potential, career progression and employability. To the unemployed, training offers them capacities to find ways of earning a livelihood. This can be through self-employment or setting up businesses.

Another area with which music supported the sustainability and relevance of development is in the area of serving as a message or symbol that indicate occurrence that is going on in a particular place or event. Example of such is visible when there is sad occurrence in a particular place; the type of music played in such situation shows the audience or listener what has happened. During naming ceremony, wedding and so on the type of music played will indicate the mood of the listeners. Ogunrinde (2013) posits that music integrates mind, body and spirit as well as provides opportunities for self-expression, bringing opportunities for self-expression, bringing the inner world into the outer world of concrete reality, which in turn offers the avenue to "flow states" and peak experiences. It also creates a seamless connection between motivation, instruction, assessment and practical application leading to "deep understanding".

Music serves as means of empowerment for the youth in our country. The process of empowerment should begin with training, which will lead to professionalism and career sustainability to the nation at large. Certain motivational and social factors are therefore implicated in the continuation of activities that promote skill-acquisition, such as practice in music

education. A vocational course of this nature should be encouraged at all levels of the Nigerian educational system in that it allows for creativity, develops innate and the musical talent of individual thereby create job opportunity and allow for creativity develops innate and musical talents of individual thereby create job opportunity and allow them to contribute to the economy advancement of the society at large. Generally, skills are quite importance to develop a society and music education is one aspect of education that allows such acquisition of skill that brings about suitability (Ogunrinde, 2013).

The purpose of the curriculum is to provide the learners opportunities to benefit maximally through participation on the selected learning activities. The implementation of the curriculum plan is carried out by the teacher with the use of selected teaching materials.

The music curriculum is expected to, at end, produce people who are musically literate and competent both in theory and practice. From the primary to the tertiary levels of education, the cumulative nature of the curriculum should lead to that end. Unfortunately, this goal seems to be a herculean task. These problems emanated from the government's attitude towards music to the problem of music educators themselves. A functional curriculum serves to guide and give direction to the efforts of the teacher (Leonard & House, 1972). If the curriculum is ill defined, the teacher's effort is likely to be random, unfocussed and inconsistent.

### **The Importance of Music to Economic Social and Health Enhancement.**

Economically, music helps in earning a living. It is used for advertisement and also used as a source of living. It is used in the pursuit of trade and transactions.

Socially, music introduces the child to team work during musical competition, festival and performances. It promotes cultural education that develops a sense of cultural and social responsibility. It offers entertainment and it is concerned with the development of a complete being.

Therapy, music stimulates and enlivens forlorn spirits. It may warn, counsel, decry, moralize, document, extol, mobilized or edify as the case may be. It may even engender healing revival and stabilization for the broken hearted and the psychologically disoriented. Music then becomes relevant and phenomenal in life's struggles, being a social psychological tool for rehabilitation and comforting.

### **Statement of the Problem**

This work thus set to investigate the relevance of music education to sustainable economic development in Nigeria.

### **Objective of the Study**

The specific objectives the study intends to achieve are to:

- i Examine the relevance of music education to sustainable economic development among Emmanuel Alayande College of Education students in Oyo.
- ii Provide information on the competence needed by music teachers for effective teaching and learning of music among Emmanuel Alayande College of Education students in Oyo.
- iii Examine the relationship between music and youth empowerment among Emmanuel Alayande College of Education students in Oyo.

### **Research Questions**

The major questions that this paper provided answers to are:

- (1) Of what relevance is Music

Education to sustainable economic development among Emmanuel Alayande College of Education students in Oyo.

- (2) What are the major problems confronting the teaching of Music Education as a subject in institution of higher learning among Emmanuel Alayande College of Education students in Oyo.

- (3) To what extent is the relationship between Music Education toward youth empowerment among Emmanuel Alayande College of Education students in Oyo.

### **Significance of the Study**

Youths and the entire society would benefit from this study as music education would enhance their fitness into the society, provides jobs, reduce social vices and enhance national development.

### **Scope of the Study**

The scope of this study is to examine the relevance of music education to sustainable economic development among music students (both male and female) in Emmanuel Alayande College of Education Oyo, Oyo State.

### **Methodology**

#### **Research Design**

Descriptive method was adopted for the study.

#### **Population of the Study**

All music students of Emmanuel Alayande College of Education Oyo represent the population of this research.

#### **Sample and Sampling Techniques**

Sixty (60) male and female students were randomly selected from music department of Emmanuel Alayande College of education Oyo.

## **Relevance of Music Education to Sustainable Economic Development**

### **Instrument for Data Collection**

A questionnaire titled Relevance of Music Education to Sustainable Development (RMESD) was formulated and administered to the students. Sixty (60) item questionnaire afforded the students opportunity to project their personal views towards music teaching and learning in school and to reveal something of their notion for achieving effective and inspiring music teaching and learning. For each of the items, the option “Yes and No” were given the students to indicate their choice. The questionnaire consisted of sixty items which comprises of four sections. Section A has questions which are to test relevance of music education. Section B also contains questions which tested the economic factor of the student. Section C questions tested the effects of music teacher approach on the student attitude toward music. Section D contains questions which deal with the effect of home background of the students on their attitudes towards music. The questionnaire and its instruction are written in simple language. It contains the respondents' personal data which give the researcher more information in carrying out the study.

### **Validation of Instruments**

The researcher went through the questionnaire items and vetted them before it was typed for distribution and administration.

### **Procedure for Administration of Instrument**

The researcher personally administered the questionnaire to the students of the selected school through the help of their lecturers. E.g. music students from Emmanuel Alayande College of Education, Oyo. The students responded well to the questionnaire delivered.

### **Method of Data Analysis**

Simple percentage was used to analyze the data collection from the respondents.

### **Result**

The research was designed to find out the relevance of music education to sustainable development in Oyo Township. Data in the research were gathered by the use of various research instruments such as questionnaire and interview. The research employed simple percentages to analyze the data collected for better interpretation of the findings.

### **Presentation of Results**

**Question 1:** Of what relevance is music education to sustainable economic development among Emmanuel Alayande College of Education student in Oyo

**Table 1:** The relevance of music education to sustainable economic development among Emmanuel Alayande college of Education student in Oyo is examined.

No of students	Yes	Percentage	No	Percentage
60	35	58.33%	25	41.67%

Table 1 above shows that 35 students (58.33%) are of view that music education is relevance to sustainable economic development among Emmanuel Alayande College of Education Student in Oyo. While 25 students (41.67%) responded No. This shows that music education is relevance to sustainable economic development among Emmaanuel Alayande College of Education Students in Oyo.

**Question two:** What are the major problems confronting the teaching of music education as a subject in institution of higher learning

among Emmanuel Alayande College of Education students in Oyo.

**Table 2:** The major problems confronting the teaching of music education as a subject in Institution of higher learning among Emmanuel Alayande College of Education Oyo.

Table 2: Showing the major problems confronting the teaching of music Education as a subject in institution of higher learning among Emmanuel college of Education Oyo.

No of .students	Yes	Percentage	No	Percentage
60	40	66.67%	20%	33.33%

**Table 2:** shows that out of 60 respondents, 40 students (66.67%) shows that they were confronted with problems, while 20 students (33.33%) shows that majority of the students were not having problems. It is clear that majority of the students were confronted with problems.

**Question 3:** To what extent is the relationship between music education

toward youth empowerment among Emmanuel Alayande College of Education Oyo.

**Table Three 3:** The relationship between music Education and Youth empowerment among students of Emmanuel Alayande College of Education in Oyo is examined.

No of students	Yes	Percentage	No	Percentage
60	48	80%	12%	20%

Table 3 shows that 48 students (80%) are of view that music can empowered them as a youth to contribute their quota to the national development, 12 students (20%) are of view that music cannot empower them.

**Summary**

Table I shows the relevance of music Education among Emmanuel Alayande

College of Education Student in Oyo. To have a relevance of music education in Nigeria, cultural music (traditional music) should be properly placed to have its role in the curriculum because of the special function it performed and that the child grew up and trained with such musical background.

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Table 2 shows that majority of the students confronted problem in teaching and learning music. This is bad for academic development.

Table 3 shows that music can empower the youth in our country. The process of empowerment should begin with training, which will lead to professionalism and career sustainability to the nation at large. Government should empower more Youth to enjoy music awards to motivate them to perform better academically.

#### **Conclusion**

This paper fronted music education as one of the major tools for sustainable development. It is a cultural development phenomenon that has to do with the values, beliefs, codes and conventions of behaviour that emerge through our relationships with others which also promote peaceful co-existence. Furthermore, we have looked at the problems confronting music education in Nigeria. Some ways these problems can be adequately tackled are by the tripartite parties of parents – society – government. The process of empowerment should begin with training, which will lead to professionalism and career sustainability. A professionalized music industry with midwife institutionalization of specialized sectors, which will become the engine for growth, development and empowerment for youths with interest in the music industry if implemented properly. The government needs to give music the types of recognition given to other subjects by giving prominence to schools syllabus at all levels. In addition to the present school syllabus, literature of music, music appreciation, Nigerian culture and dance should be introduced into music.

Lastly, students should be encouraged to sit for professional examination in music. If all the suggestions were considered and well implemented, music will be more relevant and students attitudes towards music will change considerably from negative to positive and the changes will be perfected.

#### **Recommendations**

The following recommendation will be helpful. With regards to the inadequacy of musical instruments effort should be made in find new sources of revenue for the school. There should be voluntary donations through the old students, and philanthropists in the society should be sought for. Teaching and learning of music in our schools at all levels is essential. Many music scholars have been agitating for a significant place for music in the curriculum of Nigerian schools. Nigerian should develop a positive attitude towards the subject will foster effective teaching and learning of music education in Nigeria. There should be thorough review of music curricula especially for higher institutions. This is to promote and elevate the importance of music like other subjects. At this level of education, music should be a compulsory subject, since the rest of the educational system is built upon it. The primary level is the key to the success or failure of the whole system. In order to encourage aesthetic creative and music activities, government will make staff and facilities available for the teaching of music. Conducive music learning environment is a necessity in our schools. Therefore, government and philanthropist are hereby called upon to build a conducive and befitting departments of music for schools and colleges of education.

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