

Teaching Music Education for Sustainable Development in Nigeria: A Case Study of the Department of Music Federal College of Education Eha-Amufu, Enugu State

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Abstract: Music education is that which trains the learner on the process of acquiring musical knowledge and skills with ultimate aim of producing music educators. It teaches learners how to use music to improve the quality of their lives, stimulate creative thought, inspire and finally give them a sense of belonging, strength and encouragement for everyday life. Uzoma [1, p-1] emphasized that “Music education has, as one of its cardinal objectives, the provision of experiences and training of learners. Such experiences when acquired would help learners to live and contribute positively towards the progress and development of their society”. The social relevance of music therefore cannot be over-emphasized. The aim of this paper is to highlight the educational principles, trainings and practices given to younger Nigerians in order to develop musicianship in them and to produce well qualified NCE teachers capable of teaching music at primary and junior secondary schools.

Keywords: Music education, Sustainability, Development, Training

INTRODUCTION

Formal education all over the world is the key to industrialization and economic growth. Music education on its part can contribute immensely in the current transformation agenda of Federal Government through making her citizens to be self-reliant. Notably, the business of music education is the teaching and learning of music with the sole aim of developing in the students musical intelligence, competencies and appreciation[2, p-5]. Music is not only an academic subject but is also a skill-oriented, glamorous and a technologically-oriented subject.

Music education in Nigeria rests on a tri-level structure – the traditional society, the popular music and the formal schools which are primary, post-primary and tertiary[3, p-2]. The third level is the focus of this paper. Historically formal music education started about the middle of the 19th century according to Okafor[3, p-4] “with the introduction of the Arabic schools and Western Schools”. The principal aim was to produce musicians who could perform religious songs, chant and recite the Koran, teach Arabic music in line with Arabic culture and those who could teach church songs in choirs and for the schools morning assemblies. It was on these plains and situations that music education began to develop.

One of the most important things that has happened to education in Nigeria is the inclusion and recognition of music as a core subject in our schools. Apart from being a subject to be studied in schools, music is an excellent promoter of culture. In politics, it enhances campaigns that direct the voting patterns of the citizenry. Mbanugo[4, p-234] confirmed that when he said that “it can compel people to gladly sacrifice themselves to the larger humanity of the general society... and remains always ready for sloganeering to infect society with scientific and technological mentality”.

Definition of Concepts

Music: Many schools of thought, including philosophers and scientists have thought of music from different perspectives. For instance, Okpala and Anuforum [5, p-27] defined music as “a universal language of the soul”. It is universal because it has no language or age barrier. Everybody whether young or old understands, enjoys and appreciates good music. People sing and play music written in languages other than theirs. Secondly, music may be defined as “A sacred art”. Again music is seen as “a succession of organized sounds which the ear may intercept as pleasant, entertaining or enjoyable. The above definitions do not by any means exhaust other acceptable definitions of music.

For instance, [6, p-107] posited that;

Music is a social process by which human beings relate to one another through transmission of information, ideas, emotions, thoughts, norms, concepts and feelings among themselves. Music is the centre piece of life which gives human life a meaning and makes his existence worth its value... Music determines man's interactional achievements and all that becomes of it, and also dictates the tune of life as well as characterize the pattern of life and extent of development in any society.

Theoretical framework

The history of music education in Nigeria is based on oral tradition which was handed over from one generation to the other. Music is one of the principal aspects of human culture. To the African and other peoples of the world, it remains a veritable way of life in situations of joy or sadness.

As for education, it is designed to equip the individual not only to earn a living but also for life through the encouragement of socially desirable knowledge, attitudes and skills. Every one as a member of the world family must be educated to some extent that he will be aware of the goings-on in other parts of the world. It is on this aspect that John Donne said that "No man is an island, entire of itself. Everyman is a piece of the continent". To that extent therefore, music and education are both cultural expressions and it agrees with the views of Conference of Churches meeting in

Oxford which stated:

Education is the process by which the community seeks to open its life to all the individuals within it to enable them to take their part in it. It attempts to pass on to them its culture, including the standards by which it would have them live. Where that culture is regarded as final, the attempt is made to impose it on the younger minds.

Where it is viewed as a stage in development, younger minds are trained both to receive it and to criticize and improve upon it[7].

Formal music education in Nigeria started with some teacher training colleges and secondary schools which later enlarged their curricula to include lessons in the rudiments of music, to singing and concert performances. The University of Nigeria, Nsukka, the first autonomous University in Nigeria established the first college of music in Africa.

Music education has come a long way from the colonial times when most of it consisted of singing class in primary or secondary school to being included in the

approved school curriculum. Now, music has become a core subject in Nigeria educational institutions. The modern concept of music education is fairly new and was indeed brought into Nigeria with the founding of the University of Nigeria, Nsukka in 1960. Its primary objectives were

- a) To develop musicianship in the student.
- b) To produce teachers of music for the secondary level of education in Nigeria.

The aim of music education therefore was to produce practicing musicians and performers who could contribute to the social life of the society.

METHODOLOGY

The researcher adopted the empirical method of research in examining the importance of ensemble music studies to the music students of Federal College of Education, Eha-amufu. This was done to enhance the process of teaching and learning with the sole aim of developing in the students' musical intelligence and competence that will be appreciated by the society.

Sustainable Development

In the realization of sustainable development in Nigeria, there is the need for everyone at the corridors of power and the governed to have good value re-orientations. According to Anowor [8, p-1] "The survival of all known societies has to a great extent depended on adherence of such positive values as the rule of law, respect for others and the dignity of labour". In Nigeria, the importance attached to positive values is entrenched in Chapter II of the 1999 constitution, under the fundamental objectives and Directive Principles of state Policy: Section 17(20) provided that "the sanctity of the human person... and human dignity shall be maintained and enhanced"[8, p-1].

The National Policy on Education[9, p-20] further assigned to education the task of instilling positive attitudes and values into the citizenry. The policy categorically emphasized "the acquisition, development and inculcation of the proper value orientation for the survival of the individual(s) and society [9, p-30]. Presently there are no evidences to show that our schools are propagating the ethics of sustainable development especially in the music area. Rather, it has increasingly become obvious that Nigerians are getting lesser equipped with the tenets of value-orientation required for our collective survival through a sustainable development strategy.

To achieve a sustainable development in Nigeria, the quality and value of our education must involve improvement in the quality of teachers, the curriculum, facilities, equipment and instructional materials.

Historical Background of F.C.E. Eha-amufu

The defunct Anambra State House of Assembly passed the law establishing the College of Education Eha-amufu on 21st February, 1981. The College functioned under that law until 1993; when the Federal Government of Nigeria through decree no. 34 of 4th May, 1993 established the Federal College of Education, Eha-amufu upon the demise of the State College of Education.

Its Functions are

- a) To provide full - time in teaching, instruction and training –
 - i. In technology, applied science, commerce, arts, social science, humanities and management and
 - ii. In such other fields of applied learning relevant to the needs of the development of Nigeria in the areas of industrial and agricultural production and distribution and for research in the development and adaptation of techniques as the Council may from time determine.
- b) To conduct courses in education for qualified teachers;
- c) To arrange conferences, seminars and workshops relative to the fields of learning specified in paragraph (a) of this section; and;
- d) To perform such other functions as in the opinion of the conduct may serve to promote the objectives of the College[10].

Subsequently, the college admitted its 197 pioneer students and took off in October, 1981. Today, the college has a student population of over 4,500 made up of regular and sandwich students. Following the creation of states in 1991, Enugu state government inherited the college from the former Anambra state government. In April 1993, the Federal government of Nigeria established a new Federal College of Education out of the college of Education, Eha-amufu, Enugu state.

Objectives of Music Education in Nigerian Colleges of Education

- The objectives also state inter alia;
- i. To offer courses in African and Western European Music;
 - ii. Produce well qualified NCE teachers capable of teaching music at the primary and the junior secondary school levels
 - iii. Produce teachers for the private sector, churches, mosques, Armed forces, media houses, advertising companies, etc
 - iv. Produce NCE teachers who are prepared and are capable of benefitting from further education in music,
 - v. Promote cultural continuity;

- vi. Make NCE teachers acquire skills in music [11, p-70].

Statement of the problem

Ensemble is a core course content in the NCE curriculum. It therefore deserves as much attention as other courses as Theory of music, African music, History and Literature of Western music, etc. Hence, it also assumes a central position in the core course content of the curriculum. The expectation is that students should gain interest in it. In view of the prominent role that music plays in the life of the individual and society, it is pertinent that greater attention be paid to this branch of music. Yet in spite of all these expectations, very few students of the department participate actively in ensemble studies. This study is therefore aimed at determining the importance of ensemble music studies to the music students of the Department of Music, Federal College of Education, Eha-amufu, Enugu state.

Purpose of the study

The purpose of this study is to examine the importance of ensemble music studies to the music students of the Department. Specifically, the study will find out:

1. Why an ensemble music study is a compulsory and a continuous course for every student till graduation.
2. The relationship between the teachers and the students towards the course.
3. The attitude of the students towards the study of ensemble music.

Research Questions

1. To what extent are students of the department showing interest in ensemble music studies?
2. What is the level of staff participation in ensemble studies?
3. During these rehearsals, are students given the opportunity to exhibit their talents?

Research Design

This study used an empirical survey research design. This design was adopted to gather information from the students on the importance of ensemble studies.

Population of the study

The population for this comprises 38 students of the Department from pre-NCE to year three. These groups were chosen because they are involved and are in a better position to give useful information about the course.

Instrument for the study

The instruments used for data collection were basically researchers' developed structured questionnaire and structured interview question

designed to provide information required to examine the topic in question. The instruments have two parts.

Part A: Information on the personal data of the respondents.

Part B: Information got for techniques for analysis containing three questions – for each of the research questions.

Validation of the Instruments

The instrument was presented to two experts (lecturers) in the same department for content and face validity before it was finally administered.

Method of Data Collection

Two assistants were used to distribute and also collect the questionnaire from all the students of the department.

Method of Data Analysis

The data collected were organized and analyzed using percentages. The acceptable level of percentage was 50% and above.

Research Question 1

To what extent are the students in Music Department showing interest in ensemble music studies?

Table 1

S/No	Questionnaire item	Total Response	Yes	%	No	%
1.	Would you like to study ensemble music?	38	25	65.78	13	34.21
2.	During the ensemble class do students pay serious attention to these studies?	38	7	18.42	31	81.57
3.	Would you like to further your music studies in the University?	38	25	65.78	13	34.21

The data in table 1 revealed that most of the students have interest in ensemble studies with 65.78% answering positively while 34.21 declined. Also the same margin opted to study music in the University but it is rather unfortunate that greater number of the students do not pay attention during ensemble studies. Since 31 students which represent 81.57% answered on

the negative side, the issue of sustaining ensemble music studies here is in doubt.

Research Question 2

What is the level of staff participation in ensemble studies?

Table 2

S/No	Questionnaire item	Total Response	Yes	%	No	%
4	Does music staff show active participation during the ensemble class?	38	10	26.31	28	73.68
5	Does music staff teach you musical instruments?	38	2	5.26	36	94.73
6	Does music staff encourage you to study this course?	38	33	86.84	5	13.15

Table 2 above revealed that the music staff do not take active part in ensemble neither do they teach the students the various instruments with 73.68% and 94.73% respectively. Nevertheless, greater number of the students 86.84% agreed that the staff give them encouragement about the course. From the above, we can then infer that there is a problem since the staff do

not take active part nor do they teach them the ensemble instruments.

Research Question 3

During rehearsals, are students given the opportunity to exhibit their talents?

Table 3

S/No	Questionnaire item	Total Response	Yes	%	No	%
7	Do you have enough periods for ensemble music studies?	38	4	10.52	34	89.47
8	Do you perform well in every examination?	38	23	60.52	15	39.47
9	Is an ensemble music study of any use to your institution	38	31	81.57	7	18.42

Table 3 above showed that enough periods are not allotted to ensemble studies and may also be complimentary to the poor attitude of the teachers as was shown earlier on in table-2. However, 60.52% and 81.57% respectively assented to their good performance during examinations and that the ensemble studies are of great importance to their institution. If these studies are important to their institution, it will also be useful to the country at large but there is a need for it to be sustained.

Discussion of Findings

The findings of the study have shown that the respondents are actually interested in ensemble studies and would be ready to study it in the University. This is in line with the views of Anoke [12] when she said that "most students are ignorant of the career opportunities available in music". They should be taught that music is an applied field of study for the purpose of achieving and maintaining the well being of individuals. It means that our students need proper orientation towards practical studies. A Greater number of the students agreed that the music staff encourage them to study hard both on the theoretical and practical aspects.

Conclusion

Music is a useful discipline which does not only develops the totality of man, but uplifts the image of a nation. Therefore, we should plan instructions that would challenge the three domains in all students at both the primary and junior secondary levels. Also effective advocacy is needed to educate our policy makers and school administrators on the significance of music in our societal lives in schools and the wider society.

Recommendations

Based on the findings above, the researcher recommends as follows:

- There should be enough time allocated to ensemble studies to improve efficiency and ensure better performance.
- The teachers should be advised to improve on their poor attitude towards ensemble studies.
- The students on their part should be encouraged to pay adequate attention during these studies.
- More enlightenment programmes should be mounted in schools and the entire society to showcase the benefits of music.
- The relevance of music in the realization of the Universal Basic Education (UBE) at the primary and secondary levels should be expressed.
- The importance of ensemble studies should be emphasized through the collection cultural

music types from various tribes in Nigeria. This will enhance participation.

If these recommendations are implemented, it will help in the production of self-reliant individuals whose aim are to achieve effective and efficient living that would sustain development in Nigeria.

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