

MUSIC AS A TOOL FOR EFFECTIVE TEACHING AND LEARNING PROCESSES AMONGST SELECTED NURSERY AND PRIMARY SCHOOLS, ONDO WEST LOCAL GOVERNMENT, ONDO STATE

D.O.A. Ogunrinade, PhD; K.E. Olawale, PhD
Department of Music,
Adeyemi Federal University of Education, Ondo
Bowen University Iwo, Nigeria
ogunrinadedo@aceondo.edu.ng
kolawole.olawale@bowen.edu.ng

Abstract

The phenomenon of music is still undeniably real and is not inferior or despised. Its instructional importance as a teaching tool cannot be overstated, and this makes its communicability appealing. It can enlighten, empower, educate, correct, chastise, impact, and so forth. This study examined the impact of music as a tool for effective teaching and learning processes amongst teachers of selected primary schools in Ondo West Local Government Area of Ondo State. Descriptive survey research design was adopted for the study. The population of the study comprised of primary school teachers in Ondo West Local Government Area of Ondo State. A sample of 100 respondents which comprises of the primary school teachers were randomly selected for the study. Structured questionnaire was administered to the teachers directly. The data collected were analyzed using percentage. The study revealed that nursery rhymes and didactic songs are important for language acquisition; songs provide the opportunity for children to value language and become confident learners. Singing develops children non-verbal communication skills, repetition of nursery songs, improves spelling skills as well as opens the door for creativity and moral upbringing. The study recommended that Music as a core subject should be appropriately included into the curriculum of Pre- Primary and Primary school levels and competent, qualified and professional music teachers should be employed to equip the pupils with foundational musical knowledge necessary for educational, social and affective behavior.

Keyword: Music Education, Effective Tool, Teaching and Learning Processes, Pre-primary and Primary education.

Introduction

Music permeates the socio-cultural life of the Africans especially in Nigeria. No special event or occasion is complete without music being performed (Faseun, 2001; Amuah, Adum-Attah & Arthur, 2011; Amuah & Adum-Attah, 2016). Outside the framework of the formal education system, the performance of traditional music has been a means of inducting children into the musical heritage of their tradition, a field of cultural knowledge and artistic behaviour to which all children must be exposed (Amuah & Adum-Attah, 2016). According to Amuah et al. (2011), children gain understanding, knowledge and skills in traditional music as they observe and imitate the practice of the art in their

communities. Through an informal setting, they acquire this important education for effective cultural engagement (Amuah & Adum-Attah, 2016).

In a formal school setting, nursery songs are important for language acquisition and help with speech development for children. They help children develop auditory skills such as discriminating between sounds and developing the ear for the music words. Songs like these help kids articulate words, modulate voices (practicing pitch, volume and inflection) and enunciate clearly by saying them over and over without fear of criticism.). Faseun (2001) explicates that the main objective of music at the lower level of education is to assist the child to learn and to realize his physical, social, emotional aesthetic and intellectual potentialities. Nursery songs provide excellent foundation for later literary works, they are a great introduction to stories since many contain a beginning, middle and end(sequencing). Familiarity with nursery songs makes good readers, even despite differences in social background (Eeralo & Eeralo, 2014). Work with these verses helps children detect the phonetic segments of words.

Music educators, researchers, and teachers have argued extensively about music's positive effect on children (MENC, 2000, Essa, 2003). A research study by Eeralo and Eeralo (2014) comparing seven hundred and thirty-five Finnish children in an extended music class to those in a normal/control class indicates that, children who took part in the extended music class had higher satisfaction in almost all school activities including those not related to music class (Eeralo & Eeralo, 2014). Certain musical values are expounded through the child's intellectual development, physical activities, social responsiveness, moral development, aesthetic sensitivity, and his or her emotional responsiveness leading to the child's growth and development.

More so, it is claimed that nursery songs help some children learn discrete units sounds in a language (Eeralo & Eeralo, 2014).. Children between the age of two and three are just learning how to form sentences since they do not always understand where one ends or begins, the meter of nursery songs help children to create mental image based on tones they hear. There is a sense of togetherness that nursery songs provide. Beside it creates common connection between home and school when parents sing with their children. As children are chanting or singing nursery songs, they learn how to articulate words, practice using pitch and volumes.

Statement of the Problem

With so much benefit inherent in the use of music for children, it has been observed that in many of the nursery and primary schools, the use of music has been neglected due to so many reasons among which are lack of quality time allotted for singing, incompetence of teachers to engage the pupils in singing that will benefit them, poor facilities that could be used in singing, among others. It is therefore pertinent that this research is geared towards investigating the effects of music amongst teachers in nursery and primary schools in Ondo West Local Government Area of Ondo State.

Objectives of the Study

The objectives of the study are to:

- 1 Investigate the effect of music in nursery and primary schools;
- 2 Find out how singing can develop children's language and communication skills; and
- 3 Validate how nursery songs could develop the children's vocabularies.

Research Questions

1. What are the effects of music in pre-primary schools?
2. What are the ways in which nursery songs develop children's language and communication skills?
3. How could one validate the effects of nursery songs on development of the children vocabularies?

Concept of Music

Music epitomizes a basic part of human existence, arising from the physiological, psychological, and sociological needs of humankind. As such, the value of musical pursuit is derived not only from the endeavour to achieve the highest forms of the musical art according to socially accepted norms, but also from everyday musical encounters of every person (Ogunrinade,2016) . To this end, music is a necessity, life-enhancing experience which should be nurtured by all individuals, not only by those gifted with exceptional musical aptitude person (Ogunrinade,2016)

Music is a sound arranged in such a way that when listening to it sounds pleasant or exciting. To start with, it serves as an entertainment tool. For instance, in an occasion or event, it plays a vital role that makes the event lively for the people (Ogunrinade, etal, 2020) Similarly, it creates a cordial relationship among the people, serves as a vehicle for both propaganda and an agent of comfort in wartime; it equally produces a complex web of pleasure, power, and identity. The social function of music during wartime presents an intersection between two significant social experiences, musicality and conflict (Adedeji, 2010). It serves as a meeting point of two seemingly disparate practices that work powerfully to promote political goals. Correspondingly, the social role of music in conflicts is multifaceted; it serves as a tool for settling disputes owing to disagreement between two or more people, it can be played to bring harmony between aggrieved citizens. When it is actively involved in music making, it enhances self-esteem and promotes the development of a range of social and transferable skills (Adedeji, 2010).

Ogunrinade, et al. 2020 posits that coordinates the brain, body, and soul as well as gives amazing open doors to self-articulation, carrying the internal world into the external universe of substantial reality, which thus offers road to "stream states" and pinnacle encounters. It additionally makes a consistent association between inspiration, guidance, evaluation, and down to earth application - prompting "profound comprehension." Nothing is persuasive like music. Music is of invariant significance. It is present in all cultures, at all times, and throughout the known historical development of the human species, facilitating emotional, physical, and social expression, also, music satisfies the human need for aesthetic enjoyment, provides for communication of cultural ideals, integrates,

and acculturates. It serves as both a reflection of, and a catalyst for sociological and technological growth. Music being an integral aspect of African culture is also an agent of economic empowerment.

Concept of Music Education

Music education is a discipline related with the training and learning of music. It touches other domains of learning, including the psychomotor domain, the cognitive domain, and specifically the significant ways in relation with the affective domain that include music appreciation and sensitivity. Music education is a process where understudies (adults and young ones) are presented to valuable open doors for making, creating and listening to music sounds. It gives the understudies a general musical background to use as basis for making musical choices and assisting learners to discovering and encouraging musical talents for national development.

Education has been viewed as a systematic training and instruction designed to transmit knowledge and develop skills in individuals (Tarner & Worley, 2016). This conception of education can be regarded as being general since it embraces formal and informal education. Education is seen as all of man's activities which enabled him not only to realize himself but also to be an effective individual capable of fulfilling his domestic and civic obligation to accelerate the pace of development and general racial implementation (Peters, 2010). Therefore, education plays a dominant role in equipping the citizens in order to discover the state of the past and present human activities in any society. Also, it preserves them for the purpose of transmission to younger generations and generations yet unborn through various effective means. These human activities include among others, the musical practices of the people which manifest in singing, dancing, drumming and other forms of instrumental playing (Peters, 2010).

Concept of Pre-Primary and Primary Education

Pre-primary education is also another name of nursery education in Nigeria. Pre-primary education refers to the education given in an educational institution to children from age 3 to 5 plus prior to their entering the primary school (Gillon, 2004). It is an officially acceptable and recognized policy, and this goal is meant for every child irrespective of his/her socio-economic background. This education is faster in urban centres where industrialization has taken place, where government and private institutions are established specifically for the purpose of teaching and acquiring knowledge, skills and concepts (Gillon, 2004).

The concept of primary education is commonly observed to be an education given to children within their late childhood (Herrera, Al-Lal & Mohamed, 2020). This view may justify why the Federal Republic of Nigeria (2004) in her National Policy on Education defines primary education as the education given in an institution for children from age 6 to 11 plus. It went further to explain that the rest of the education system is built upon it and it is the key to the success or failure of the whole system. Since mentioned is made about what happens after primary education there is the need to look at what happens before the primary education of the child. It is noted that the education before

the child commences primary education is commonly described as 'early childhood education' or pre-school education. Its definition has attracted different interpretations by different people and societies. The perception held by an individual or a society determines the practices and the ways early childhood education is organized. In an attempt to define early childhood education, Lawali (2008) conceptually refers to it as the education an individual receives at his earliest years of life. Corroborating the view of Lawali, Odigie (2012) explains that it is the programme of studies providing opportunities for genuine learning to children between the ages from 0-5 years prior to their entering the primary school. The blanket definition as proposed by Lawali and Odigie may mean that it covers the child's education from 0-5 years.

The pre-primary and primary education in Nigeria is part of the government's efforts to exert her commitments to the provision of fundamental education for everyone. The efforts of the government to include the pre-primary and primary education in the National Policy on Education (NPE) shows her concern for children in this level of education is a response to many world educational summits to which Nigeria is a signatory. The Federal Government of Nigeria has shown serious commitment to educating her citizens. This is evident from the National Policy on Education (1977, 1981, 1998 and 2004). It reflects Nigeria's philosophy of education, and acknowledges that education is an instrument for national development as well as the most important instrument of change.

Music and Singing in Pre-Primary School

From the age of three and until kindergarten, children, according to Ostwald (1973) in Sakalak (2004), have acquired an increasing ability of singing melodies, repeat rhythms and utilize instruments which produce sounds. They demonstrate the first indications of absolute pitch or other special interests and are in the position to develop beneficial skills through group or private teaching. The foetus responds to music by opening and closing its eyes and moving as if it was dancing while inside the womb for twenty-fourth weeks (Fonseca-Mora, 2000). When listening to music, we are calm, we are soothens, and we are pleased. Comenius (1979) was one of the first supporters of the inclusion of music in the pre-school curriculum, among other subjects, in order to awaken the senses, soothe the spirits, contributes to speech generation and promotes good health (Franseca-Mora, 2000).

Music develops creative attitude, imagination and inventiveness of pre-school children through using and constructing musical instruments, as well as various musical games. It involves singing, dancing, listening to selected music, orchestration of various songs taught in kindergarten with improvised musical instruments, recognition of sounds, dramatization of musical fairy tales and fables. This exercise does not only improve their cognitive, emotional and mental development, but their knowledge as well. Thus, they develop elements of their personalities which subsequently help them develop into mature and cultured individuals.

Songs have always been useful educational materials for educators, as they allow individual expressions, while at the same time promotes cognitive and communicative objectives. Moreover, as argued by Derrington (2005), the process of writing lyrics for a melody is linked to both cognitive and emotional goals. It constitutes a very familiar and intimate process for children who link their school life to their social life and for this reason; it acquires a special meaning for them. Therefore, it is a creative process which, if realised in a participatory manner, has the ability to enhance the relationship and the interactions between the individuals of a group (Wigram & Baker, 2005).

According to Badly (2010), singing is simple; as long as we comprehend what we are trying to sing and that such song has communication as its main objective, transmitting both information and emotions. The issues the educator is called to resolve are, primarily, tonal accuracy and, secondarily, characteristics such as volume, breathing, correct articulation and vocal expression which leads to song performance.

According to Welch, et al. (2011), the objective of English programme called "national Singing programme" or "Sing Up" which was created under the auspices of the British Ministry of Culture was to provide each child the opportunity to feel the joy of music and to develop their skills through song. Within a group which "builds" unique personalities.

Impact of Music on Children

Singing and music play an important role in our culture. Its impact is felt in many aspects of our lives: theatre, television, movies, worship, holidays, celebrations, and government and military ceremonies. At home, music can become part of our family cultures, a natural part of our everyday experiences. From birth, parents instinctively use music to calm and soothe children, to express love and joy, and to engage and interact. Parents can build on these natural instincts by learning how music can impact children development, improves social skills, and benefits children of all ages. Here are some of the ways finger plays, chants, rhymes and songs teach children concept and skills and even provide emotional support (Adjepong, 2020).

- **Expand Communication and Imagination**

Even before babies are able to talk, their babbling and sound-play help them develop neural pathways necessary for listening and speaking. Did you know infants who hear language directed and responsive to them tend to babble more and have larger vocabularies as toddlers? Children can easily and quickly mimic music and sound they hear as an additional way to understand and make sense of the world around them (Adjepong, 2020).

- **Music builds Intimacy**

Close relationship has a significant impact on children's development and music can support this intimate relationship. Studies have found that babies listen calm to a lullaby for twice as long as baby talk or adult speech! When caregivers or parents sing lullabies and enhance their pitch, tone and lyrics to soothe and relax the baby, they will also feel sense of security and care (Adjepong, 2020).

- **Develops Fine and Gross Motor Control**

Making music, especially through tapping or clapping and movement, can help enhance fine and gross motor skills! Simple songs combined with play can help boost the brain and body coordination. All of these activities help build important connections in the brain this essential time of development (Adjepong, 2020). It has been emphasized that the child who is not sufficiently exposed to music in the elementary years may never realize his/her full potential (Onyiuke, 2001),

- **It makes them happy**

Live music is exciting for us adults, but it is even more exciting for the little ones! Live music is known for creating delight and excitement in those experiencing it, lifting our mood and protecting us from sadness and illness. Performing lovely music and dances are ways for children to discover the possibilities of laughing and joking, and to experience positive emotions like delight, joy and affection (Adjepong, 2020; Okafor, 2005).

Methodology

Research Design

The study adopted a descriptive research design. A descriptive research design is structured, has investigative questions and part of formal studies.

Area and Population of the Study

The population of the study comprised of primary school teachers in Ondo West Local Government Area of Ondo State. A sample of 100 respondents which comprises of the primary school teachers were randomly selected for the study.

Sampling and Sampling Techniques

Random sampling method was adopted using 50 respondents (teachers) from each of five selected nursery and primary schools to represent the entire population of teachers and pupils in the local government.

Research Instrument

The research instrument for this study was questionnaire. A set of questionnaire was designed and administered to the teachers. Oral interview (asking them to recite some common rhymes) was conducted for pupils. The teachers' questionnaire consists of twenty (20) items, the questionnaire for the teachers is closed ended type.

The teachers' questionnaire was divided into two sections, A and B, while section A deals with the general information about the teacher like sex, name of school, years of experience and qualification while section B deals with the research questions stated in chapter one. The questionnaire is based on the objective of this research which is to find out the effect of nursery rhymes.

Validation of Instrument

The questionnaire and interview guide were given both face and content validity by the supervisor and experts in the Department of Music. The validity was made before final documents were produced and used to collect information and data used in this study.

Administration of Research Instrument

The questionnaire was personally administered to the teachers by the researcher with the help of the head teachers in each of the primary schools selected for the study. The pupils through the interview guide recited some common nursery rhymes with the help of their class teachers. By doing this the researcher was able to get the individual response.

Data Analysis

The data collected were analyzed using simple percentage. This section presents the analysis of data collected. It presents answers to the research questions raised in this write-up. Analysis of findings and discussion were generated based on answers to the research questions

Research Question One: What are the effects of music in preprimary schools?

Table 1 : The effects of music in preprimary schools

S/N	ITEM	SA	A	SD	D
1	Nursery songs are for children only	68 68%	20 20%	8 8%	4 4%
2	Nursery rhymes can affect the pupils in other subjects	56 56%	8 8%	36 36%	-
3	Singing helps children to stay engaged in schools	60 60%	3 3%	28 28%	12 12%
4	Kids who sing songs are equipped to become better readers	44 44%	52 52%	4 4%	-
5	Nursery songs help the children to easily learn and memorize	32 32%	32 32%	28 28%	8 8%
6	Music impacts knowledge to the children's life	42 42%	12 12%	18 18%	28 28%
7	Singing and rhymes are full of fun	24 24%	21 21%	15 15%	40 40%

The data presented in table 1 above, showed that 68% of the total respondents strongly agreed that Nursery songs are for children only, 20% of the respondents agreed and 8% of the respondents disagreed and 4% strongly disagree on the consent that Nursery songs are mainly for the children.

In item 2, 56% of the respondents supported that Nursery rhymes can affect the pupils in other subjects, 8% agreed, while 36% of the total respondent strongly disagreed that Nursery rhymes can affect the pupils in other subjects

In item 3, 60% of the respondents strongly agreed that singing helps children to stay engaged in schools while 3% agreed, 28% disagreed and 12% strongly disagreed on the concept.

In item 4, 44% of the total respondents strongly agreed that Kids who sing songs are equipped to become better readers, while 52% agreed and 4% disagreed on the concept.

In item 5, 32% of the total respondents supported that Nursery songs helps children to easily learn and memorize, while 32% agreed to the student's improvement in reading skills while 28% strongly disagreed, and 8% of the total respondent disagreed on the idea.

In item 6, 42% of the total respondents strongly agreed that Music impacts knowledge to the children's life, while 12% agreed, 18% disagreed and 28% of the student response strongly disagreed on the statement.

In item 7, 24% of the total respondents supported that singing and rhymes are full of fun, 21% agreed while 15% strongly disagreed, and 40% disagreed respectively.

Research Question Two: How can singing develop children's language and communication skills?

Table 2: Impact of singing on children's language and communication skills

S/N	ITEM	SA	A	S D	D
1	Nursery rhymes are important for language acquisition	48 48%	16 16%	36 36%	4 4%
2	Songs provide the opportunity for children to value language and become confident learners	4 4%	36 36%	12 12%	48 48%
3	Mother's tongue helps in singing of nursery songs	48 48%	4 4%	36 36%	12 12%
4	Singing develops children's non-verbal communication skills	4 4%	48 48%	36 36%	16 16%
5	Nursery songs give good information about music to the children	4 4%	16 16%	36 36%	48 48%
6	Songs help the children to understand how words are formed	24 24%	21 21%	15 15%	40 40%
7	Songs create a close relationship between adults and children	50 50%	13 13%	17 17%	20 20%

From the table two above

In item 1, 48% of the total respondents supported the concept that Nursery rhymes are important for language acquisition, 8% agreed, while 36% strongly disagreed and 4% disagreed on the statement.

In item 2, 4% respondents strongly agreed that Songs provide the opportunity for children to value language and become confident learners, 36% agreed, but 12% strongly disagreed and 48% disagree with the assertion respectively.

In item 3, 48% of the total respondents strongly agreed that the mother's tongue helps in singing of nursery songs, 4% agreed, 36% strongly disagreed and 12% respondent disagreed on the concept.

In item 4, 4% respondents strongly agreed that singing develop children non-verbal communication skills, 48% agreed, 36% strongly disagreed while 16% of the total disagreed on the statement.

In item 5, 4% respondents strongly agreed that Nursery songs gives good information about music to the children, 16% agreed, 36% strongly disagreed and 48% of the total respondent disagreed on the idea.

In item 6, 24% of the total respondents strongly agreed that Songs helps the children understand how words are formed, while 21% agreed, 15% disagreed and 40% of the student response strongly disagreed.

In item 7, 50% of the total respondents supported the idea that Songs create a close relationship between adult and children, 13% agreed while 17% strongly disagreed, and 20% disagreed on the concept respectively.

Research Question Three: How did nursery songs increase the vocabulary of the children?

S/N	ITEM	SA	A	S D	D
1	Singing of different songs improve the children vocabularies	48 48%	16 16%	36 36%	4 4%
2	Songs helps children to learn new words	44 44%	3 3%	24 24%	27 27%
3	Nursery songs expand children's imagination	44 44%	52 52%	4 4%	-
4	Singing teaches children how to read and write	64 64%	-	32 32%	4 4%
5	Repetition of rhymes and stories are good for the brain to memorize a given lesson	32 32%	32 32%	28 28%	8 8%
6	Singing has positive effects on the children to memorize	42 42%	12 12%	18 18%	28 28%

From the above table in item 1, it was revealed that 48% of the respondents strongly agreed that singing of different songs improve the children vocabularies, while 16% agreed, and 36% strongly disagreed also 4% of the total respondent disagreed on the statement.

In item 2, 44% of the total respondents strongly agreed that songs help children to learn new words, 3% agreed, 24% strongly disagreed. While 27% disagree on the notion.

In item 3, 44% of the total respondent strongly agreed that Nursery songs expand children's imagination, 52% agreed to that while 4% strongly disagreed on the statement.

In item 4, 44% of the total respondents strongly agreed that singing teach children how to read and write, 52% agreed, 4% of the total respondent strongly disagreed on the statement.

In item 5, 32% respondents strongly agreed that Repetition of rhymes and stories are good for the brain to memorize a given lesson, 32% agreed, 12% strongly disagreed while 4% disagree.

In item 6, 24% of the respondents strongly agreed that singing has positive effects on the children to memorize, 21% agreed, 15% disagreed and 40% of the total respondents strongly disagreed on the concept.

Findings

Findings of the study revealed that nursery songs are good for children; nursery rhymes can affect the pupils in other subjects, singing helps children stay engaged in school; kids who sing songs are equipped to become better readers, and nursery songs help children to easily learn and memorize. Adjepong (2020) corroborates this concept when he explicates those children can easily and quickly mimic music and sound they hear as an additional way to understand and make sense of the world around them. Music however, impacts knowledge into the children's life, singing and rhymes are full of fun and improve the reading skills of children.

In addition, the ways with which nursery songs increase the vocabulary of the children make songs and nursery rhymes to be imperative and vital for language acquisition. Songs provide the opportunity for children to value language and become confident learners. Besides, mother's tongue helps in singing of nursery songs, and singing develops children nonverbal communication skills. It was equally discovered that nursery songs give good information about music to the children; songs help the children understand how words are formed.

The study similarly showed the effects of nursery songs in developing the life of children. It revealed that singing of different songs improves the children vocabularies, songs help children to learn new words, nursery songs expand children's imagination, singing teaches children how to read and write, repetition of rhymes and stories are good for the brain to memorize a given lesson, singing has positive effects on the children to memorize and so on. Nursery songs develop auditory skills and speech development in children. It was also revealed that, music and nursery rhymes help children to learn, singing helps children to learn different beats and rhymes, nursery songs help children to differentiate between good and bad habits, nursery songs develop literacy skills of the children, repetition of nursery songs improve spelling skills, love for music and nursery rhymes opens the door for creativity.

The study discovered that, nursery songs are for children only, nursery rhymes can affect the pupils in other subjects, singing helps children to stay engaged in school, kids who sing songs are equipped to become better readers, and nursery songs help children to easily learn and memorize. Music also impacts useful knowledge to the children's life, singing and rhymes are full of fun and thereby improve the reading skills of children. Nursery rhymes are important for language acquisition, songs provide the opportunity for children to value language and become confident learners while mother's tongue helps in singing of nursery songs for better comprehension. Equally, singing develops children non-verbal communication skills, helps children to understand how words are formed, improves their vocabularies; assist them to learn new words as well as expanding their imagination. Singing teaches children how to read and write, repetition of rhymes and songs are good for the brain to remember a given lesson, music has positive effects on the children to learn by heart and to learn different beats. In addition, music assist pupils to differentiate between good and bad habits through its lyrics, develop literacy

skills of the children, and improve spelling skills. Generally, love for music opens the door for creativity.

Conclusion

This systematic review found that using music in the education of 3-12-year-olds can have a positive effect on their emotional development. It was discovered that it can contribute to the development of pupil's emotional intelligence, especially with regards to emotional perception, expression, and regulation. The students that took part in activities using music were more capable of recognizing and expressing their emotions and regulating their emotional states, such as aggression or anger. Secondly, we found that music is capable of providing educational, formative, and socio-emotional benefits. In this regard its emotional impact can improve aspects such as deductive reasoning, creativity, graphic representation, reading, spelling, education in values, or practical instrumental skills. It can also boost attitudes such as sympathy, empathy, and other pro-social skills, and reduce anxiety, depression, and defiant attitudes. It is therefore recommended that music be incorporated into the different curricular levels, educational contexts, and areas of knowledge. Likewise, the establishment of educational policies aimed at guaranteeing universal access to musical training is suggested, as well as an increase in the presence and recognition of this discipline in formal educational contexts.

Recommendations

Based on the findings of this research, the following recommendations were suggested

1. Each group of children learning in an early childhood education and care programme should be assigned to a well-trained and qualified music teacher.
2. Teacher education programs should require mastery of information on the pedagogy of teaching preschool-aged children, including: knowledge of teaching and learning and child development as well as how to integrate them into practice.
3. Music as a core subject should be appropriately included into the curriculum of Pre-Primary and Primary school level.
- 4 Adequate and relevant musical equipment should be provided for suitable learning process in the Pre- Primary and Primary school level.

References

- Adedeji, A. (2010). Yoruba Culture & its Influence on the Development of Modern Popular Music in Nigeria (Doctoral dissertation, The University of Sheffield).
- Adjepong, B. (2020). The Value and Importance of Music to Children's Growth and Development. *IOSR Journal of Humanities and Social Science*, 25(4), 1-9.
- Amuah, I. R., & Adum-Attah, K. (2016). Music and dance for basic school teachers. *Cape Coast: College of Distance Education, University of Cape Coast*.
- Amuah, R. I., Adum-Attah, K., & Arthur, K. (2011). Music and dance for colleges of education: Principles and practice. *Cape Coast: Kramad Publication Ltd*.
- Badly, F. (2010). *Theories of social capital: Researchers behaving badly*. Pluto press.
- Chukwuma, L. & Onwuekwu, J. (2021). On the Concept of Music. In *Aesthetics* (pp. 192-195). Routledge.
- Derrington, C. (2005). Perceptions of behaviour and patterns of exclusion: Gypsy Traveller students in English secondary schools. *Journal of Research in Special Educational Needs*, 5(2), 55-61.
- Eeralo, A. & Eeralo, B. (2014). Developmentally appropriate strategies of teaching music In selected primary schools in Ashanti region of Ghana (Doctoral dissertation).
- Essa, I. (2003). Graphcut textures: Image and video synthesis using graph cuts. *Acm Transactions on graphics (tog)*, 22(3), 277-286.
- Faseun, F (2001). Public Perception of Music as a School Subject in Contemporary Nigerian Schools" in *African Art Music in Nigeria*. Ibadan: Starling-Horden Publishers (Nig.) Ltd., pp. 83-93.
- Federal Republic of Nigeria (2004). National Policy on Education. Abuja: NERDC Press.
- Fonseca-Mora, C. (2000). Melodies that help: The relation between language aptitude and musical intelligence. *International Journal of English Studies*, 22(1), 101-118.
- Gillon, G. T. (2004). Facilitating phoneme awareness development in 3-and 4-year-old children with speech impairment.
- Herrera, L., Al-Lal, M., & Mohamed, L. (2020). Academic achievement, self-concept, personality and emotional intelligence in primary education. Analysis by gender and cultural group. *Frontiers in psychology*, 10, 3075.
- Lawali, Y. K. (2008). The challenges of making early childhood education accessible to all. *Journal of childhood and Primary Education*, 4(1), 129-135.
- MENC (2000). A history of music education advocacy. *Music Educators Journal*, 89(1), 44-48.
- Odigie, N.P. (2012). Perception of Children"s Reading with Literature and Audio Visual Materials in the Public Library. *Information Impact: Journal of Information and Knowledge Management*, 11(4), 48-58.
- Ogunrinade, D.O.A (2016) Contemporary Nigerian Popular Music: A Menace to National Development. *Journal of Arts and Humanities*, Vol. 5 No. 1
<https://www.theartsjournal.org/index.php/site/article/view/865/441>
- Ogunrinade, D.O.A, Babarinde, B. J. and Owolabi, I. O. (2020) "Assessment of Contemporary Music on Academic Achievement of Students in Adeyemi College of Education, Ondo" *African Musicology Online* 10 (1) 42-65,

- Ogunrinade, D.O.A, Owolabi, I. O. and Shosanya, B. O. (2020) "Application of Information and Communication Technology (ICT) in Music as a Subject in Ondo Secondary Schools of Ondo State, Nigeria" *African Musicology Online* 10 (2) . 27-50,
- Okafor, R .C (2005) *Music in Nigerian Society* Enug: New Generation Book
- Onyiuke, Y. S. (2001). Music as a Source of Aesthetic Education. *Journal of Arts and Humanities*, 2, 45-56.
- Peters, M. (2010). From Strange to Impossible: Interactive Attractor Music. *Contemporary Music Review*, 29(4), 395-404.
- Welch, B., Corina, D.P. & Williams, K.E. (2011). The effect of music intervention on kindergarten phonological awareness skills.
- Wigram, T. & Baker, F. (2005). *Songwriting: Methods, techniques and clinical applications For music therapy clinicians, educators and students*. Jessica Kingsley Publishers.