

**MUSIC AND ITS THERAPEUTIC ROLES ON THE EXCEPTIONAL PEOPLE IN OYO STATE: A SURVEY OF OLUYOLE CHESHIRE HOME, IBADAN**

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**Abstract**

Exceptional people suffer various health issues which range from stress relief to mental, emotional, and behavioral disorders. These people need effective strategies such as motor skills, social/interactive skills, and cognitive skills to support them in their interactions and communication with others in society. The study explored the roles of music therapy on the exceptional people of Oluyole Cheshire Home in Ibadan. It developed better communication, socially interactive, psychomotor, and cognitive skills for clients through the aid of songs accompanied by musical instruments to treat clients. It employed a qualitative design method, dividing ten exceptional people into two groups of five clients each; and these include the mentally retarded, emotionally disturbed, physically challenged, hearing impaired, and partially sighted. These clients were treated with music. The first group was used as the control group; the second group as the experimental group. The control group was compared with the experimental group to determine the impacts of music. A comprehensive analysis of comparison, personal observation & feedback from questionnaires gathered from the respondents were used to ascertain the effect of music on the participants (clients). It was discovered that Music, particularly when used as therapy plays significant roles by providing an amazing way of captivating the attention of exceptional people and inspiring them on social interactive ability, communication skill, psychomotor ability, and cognitive ability.

Keywords: Cheshire, Clients, Exceptional people, Music therapy

**Introduction**

Music has many historical meanings and definitions over the world to sooth types, purposes, and circumstances. Music creates moods, feelings, and emotions which spring forth from the human brain. It, therefore, has significant therapeutic effects on exceptional people when is used as a treatment. The mental analysis of the human brain reveals that music stimulates part of this organ such as food, drugs, and sex do (Steve .F June 2006 ,Canadian geographical magazine).

Hence the paper is concern with the roles of music therapy on exceptional people. It is therefore imperative that this paper begins with a background on a case study to evaluate the impacts of music therapy on the exceptional. Thus this study explores the roles of music therapy on the exceptional people at Oluyole Cheshire Homes in Ibadan.

**Brief History of Oluyole Cheshire Home**

Oluyole Cheshire home comprises a home and a special school for its exceptional people. Oluyole Cheshire's home Ibadan which is the first home to be established in Nigeria came into being in June 1959. It was established by the late Justice Sir Adetokunbo Ademola. It was initially situated in a rented house at College Crescent, along the then Ijebu bypass which is now known as the Obafemi Awolowo Way, Oke-Ado, Ibadan. Later in 1968, the home moved to its present location near the polytechnic, Ibadan, Sango-Eleyele Road. Oluyole Cheshire Home was established to serve as a home away from home. The Home provides in a manner compatible with the ideals of the founder, for care,

treatment, education, and maintenance of physically handicapped and mentally retarded persons. Since its inception, the home has continued to take care of disabled children, most of who were abandoned and found on the streets by social workers and sympathizers and brought to the home. As a result of the godly vision and positive influence of the home on the exceptional people in the society, it gained support from philanthropists and has expanded to the establishment of other branches across a few states in Nigeria.

### **Exceptional People**

These are people above average or persons who need special educational help because of mental or physical challenges. The exceptional people concerned in this study include the Mentally Retarded, Emotionally Disturbed, Physically Handicapped, Hearing Impaired, and Partially Sighted. These exceptional people need special education services and treatment to improve their health. Special education according to the National Policy on Education (1981:20) is defined as the education of children and adults who have learning difficulties because of different sort of handicaps such as blindness, partial sightedness, hardness or hearing impaired, mental retardation among others. Some of these abnormalities which emanated from circumstances of birth, inheritances, mental and physical health pattern have caused some persons unable to cope with the conventional education. The exceptional persons also include specially gifted who are intellectually precious and find themselves insufficiently challenged by the program of the normal school and who may take to stubbornness and partial resistance to it.

Herward and Orlansky(1980) defined special education as " The individually planned and systematically monitored arrangement of physical settings and special equipment and materials, teaching procedures and other interventions designed to help exceptional children achieve the greatest possible self-sufficiency and academic success". Though music is effective in teaching any child, it is of particular value in the training program for retarded children.

Hurban (1975) asserted that "Because most children love the music they respond quickly to it and focus rapt attention on musical activities."

### **Statement of The Problem**

Some of the persons who can be relevant in the society are abandoned because of their ailments which range from stress relief to mental, emotional, and behavioral disorders. The attitudes of society at large towards exceptional people especially the disabled according to Kirk (1975) are in three categories:

I. First stage: The disabled were neglected, ridiculed, and even destroyed at birth.

II. Second: This referred to era of missionaries which is characterized by the active participation of Christian bodies and individual philanthropists in the care and education of the disabled.

III. Three: This is characterized by the active involvement of the Government in the education and care of the disabled. Hence this paper provides music as a treatment to these ailments and explores the roles of music therapy on exceptional people and if these roles are obtainable. Since music therapy had been justified from different historical knowledges, this paper mapped out its evidence and effects on exceptional people.

### **Objectives of The Study**

This paper aims to examine the roles of music therapy on exceptional people as it impact their social interactive, communication, psychomotor and cognitive skills. Hence, objectives of the study are to,

- a. examine the roles of music therapy on the exceptional people;
  - b. examine how exceptional people can respond to music;
  - c. evaluate the effects of music therapy in improving the health challenges of exceptional people;
- and
- d. suggest music therapy as a treatment that can be used to enhance the attention and concentration of exceptional people for classroom activities.

### **Theoretical Framework**

The paper adopted the medical theory of four bodily fluids propounded by Hippocrates (400BC) as stated according to Gouk & Horden (2000) since perfect health is a result of balance among four bodily fluids.

### **Research Questions**

In specific terms the study would be guided by the following questions derived from the objectives:

- a. what are the roles of music therapy in exceptional homes?
- b. what are the behavioral reactions and responses that exceptional people give during and after music therapy sessions?
- c. what are the effects that music therapy creates in improving the health issues of exceptional people?
- d. how can the use of music therapy enhance the concentration of exceptional people for classroom activities?

### **Operational Definitions of Terms**

**Sekere** is a Yoruba traditional musical instrument consisting of a gourd surrounded by a net of the bead. It was twisted, shaken, and slapped by two of the clients, to enhance concentration and psycho-motive ability during the music therapy session.

**Clients** to exceptional persons who need treatment.

**Respondents** as used in the paper refer to participants in the survey and exceptional persons.

### **Therapy**

This can generally be defined as a curative treatment of diseases. Mereni (2004) "Therapy comes from the Greek word: THERAPIA which means **HEALING** in the same sense as treatment of disease a curative intervention to heal the sickness or restore health.

Bram (1847) explained therapy as the "Treatment of disease by various approaches". It involves the management and care of the patient to combat a mental or physical disorder.

### **Music Therapy**

The American Music Therapy Association (1998-2019) supports music for all and applauded the efforts of individuals who share their music-making and time and says the more music the better our health. This implies that music improves our health status. However, clinical music therapy is the only professional, research-based discipline that actively applies supportive science to the creative, emotional, and energizing experiences of music for health treatment and educational goals.

Mereni (the component in music 2004, p. 1) asserted that the therapy proposed by Juliette Alvin the founder of the British Society for music therapy, is that it is the controlled and reasoned use of music in the treatment and rehabilitation of those affected by physical, mental and psychic ailments of various sorts. He says controllability is one of the principal mark of the scientific process and that controllability is one of the major differences between the chance of healing one can gain from a musical activity and a music therapy intervention. He remarks further that it is also one of the major differences between music therapy as a scientific practice and the traditional music healing practiced in various cultures of the world today. From the remarks above, it is deduced that professional music therapy is scientific while music healing as it is presently is yet to lend itself to a scientific process. It is important to add here that the arts have always been the foundation of science and so within the framework of this discourse, the scientific process should be seen to include the humanities and the social sciences since the client's cultural values and social practices are important healing.

Alvin (1975) pointed that music therapy is the controlled use of music in the treatment, education, training, and rehabilitation of individuals with physical, emotional and mental disorder.

Obidike (1998) work examined the use of music, chants, and associated rituals in bringing about healing. Selected songs were notated and translated into English to enhance the readers' appreciation of the song texts to be able to have a good idea of their relevance in healing. The Yoruba community of western Nigeria was used as a case study. Myths and narratives on the healing power of music are numerous in most cultures.

The tale of Saul and David is one of the earliest histories where music was used as healing. David played the harp for King Saul when he was often depressed by an evil spirit as the scripture verse stated "And it came to pass when the evil spirit from God was upon Saul, that David took an harp, and played with his hand :so Saul was refreshed ,and was well, and the spirit departed from him"(King James Bible,1994,1Samuel 16v23". Thus, we can deduce that music purifies the soul, heals the heart, refreshes the brain ; and improves individuals' health condition.

### **Methodology**

This study employed a qualitative design method. Ten (10) of the exceptional people were divided into two groups five (5) clients per group; these include the mentally retarded, emotionally disturbed, physically challenged, hearing impaired, and partially sighted. These clients were treated with music. The first group was used as the control group; the second group as the experimental group. The control group was compared with the experimental group to determine the impacts of music. A comprehensive analysis of comparison, personal observation & feedback from questionnaires gathered from the respondents were used to ascertain the effect of music therapy used on the participants (clients). It was discovered that Music, particularly when used as therapy plays significant roles by providing an amazing way of captivating the attention of exceptional people and inspiring them on social interactive ability, communication skill, psychomotor ability, and cognitive ability.

To ascertain the reliability of the instrument intended to be used, a pilot study was conducted on ten (10) numbers of exceptional people whose age ranges between 18-43 years. These exceptional people were divided into two groups of five participants each.

Five numbers of exceptional people were used in this study as the control group; they were compared with the experimental group to observe the behavioral and emotional changes of the exceptional people before the music therapy session, during the music therapy session, and during the behavioral situations/ responses after treated with music.

The researcher also adopted reversal design method in collecting data. A(baseline period)-B(experimental period)-A(baseline period). According to Paul C. Cozby (1977:185) this design, called ABA requires that behavior be observed during the baseline (A) period and again during the experimental (B) period, and also during a second (A) baseline period after the experimental has been removed. The researcher used a recorder instrument to snap and record all the data gathered in the fieldwork

The pictures tagged "A-C" below review the emotional state of the exceptional people before, and during the music therapy session



Picture **A** reviews the loneliness and boredom situation of exceptional people before being treated by music.

Picture **B** reviews the reactions, expressions, responses, and moods that were shown on the clients' faces during the music therapy session. These include dancing, clapping, and screaming as a result of the joy that radiated within. And the dumb among them attempted to talk!

Picture **C-Cii** review the behavioral changes after treated by music. After comparing the behavioral situation of these exceptional people before the music therapy session with the behavioral changes after the music therapy session. The following results were collated:

These exceptional people gained more confidence to communicate with themselves. The emotionally disturbed among them gained concentration after the music therapy session. They were more energized and their mood changed from loneliness to a sense of belongingness just to mention but a few. Thus, it is deduced that the research instrument is reliable since the positive responses, reactions, and behavioral changes meet the purpose of the research work. Hence, this ease the main research.

#### Data Analysis & Discussion of Findings

The study attempted to:

1. Examine the roles of music therapy on the exceptional people in the case study centers,
2. Explain in detail who the exceptional people are
3. Evaluate the effects of music therapy in improving the health challenges of exceptional people.
4. Suggest music therapy as a treatment that can be used to enhance the readiness and concentration of exceptional people during classroom lessons

A comprehensive analysis of comparison of the music therapy session, interview, observation, and questionnaire was used to gather information from the participants.

The behavioral changes, emotional states, and moods of clients before the music therapy session, during the music therapy session, and the behavioral states/responses after being treated with music were observed.

### Activities

SESSION ONE: This session lasted for about about 10-15 minutes.

Clinical aims: This session aims to know the following:

- i. If clients could easily remember the lyrics of the songs played both as a piece of vocal music and as instrumental music and if they could respond and sing along to the tunes of the songs ( This helped the researcher to find out the cognitive ability and communicative ability that music therapy enhances)
- ii. If clients could move, or shake any parts of their body to the music heard (This helped the researcher to find out the psychomotor ability that music therapy provides)
- iii. If clients could through demonstration, touch, and excitement, interact with one another, with their patrons, matrons, and the researcher during the music therapy session ( This helped the researcher to deduce the interactive ability that music therapy provides)

Songs utilized in this session include,

- i. Omo mi seun rere tie adara o...by Christy Essien-Igbokwe
- ii. Bata mi adukokoka, tinbakawe mi...by Princes Bummi Olajubu
- iii. Awon omo alaigboran po nile iwe...
- iv. Eko darapupo by Bunmi Olajubu

The musical instrument used includes:

- i. Electronic keyboard
- ii. Saxophone
- iii. Drum
- iv. Sekere

Participants in this session were Ten (10) in counts. Five (5) of the participants were used as the control group the remaining Five (5) were used as the experimental group. The Five participants (5) in the experimental group were treated with songs that were performed both in vocal and instrumental music types. One of the students who fall into the category of the physical challenge (has a stroke on his legs) as a result of his passion earlier before the music therapy session began, was instructed to beat the sekere which was accompanied together with other instruments during this session. The pictures below show the moods and responses of the clients during this study.

### SESSION TWO

This session lasted for Just 10 minutes. This session is not the main procedure designed for data collection of the paper though. But came up as a demand from the remaining large numbers of

exceptional people and their respective patrons and matrons in the case study home, it, however, came up shortly after the main procedure designed for this study. This is to establish the fact that music stimulates excitement in exceptional people. All the exceptional people in this case study center were entertained by music. The following songs were used:

- i. Glory be to God in the highest hallelujah
- ii. Eko darapupo by Bunmi Olajubu
- iii. Bata mi adukokoka, tinbakawe mi...by Princes Bummi Olajubu

These songs were collectively selected and accompanied by musical instruments to beautify the performance. The pictures below illustrated the excitation and Joy of all the participants collectively after the study.



A. Picture A shows the general mood of clients /students at the beginning of the therapy session while Picture B shows the mood during the music therapy session.

### Research Findings

Table one & two below summarizes the findings gathered before and after the music therapy session using qualitative analysis. Table one summarized the behavioral observation before and after the music therapy session while Table two summarized the feedback effects of music therapy deduced from the questionnaires given to be answered by the management of the case study center.

**TAB LE ONE**

**BEHAVIORAL OBSERVATION ANALYSIS TABLE**

Categories of the clients used as the control & experimental group	Degree of impairment before music therapy	Degree of impairment after music therapy	Effect of music therapy on the clients
Mentally retarded	Aggressive	Mild calmness	Calm
Emotionally disturbed	Proactive	Mild calmness	Concentrate
Physically handicapped	Intimidation	Self-confident	Self-discovery
Hearing impaired	Indifference to sounds	Mild movement to rhythms	Positive
Partially sighted	Unable to recognize things	Ability by recognizing by touch	Positive

**TABLE TWO** SUMMARY OF QUESTIONNAIRES USED TO EVALUATE THE MUSIC THERAPY ON CLIENTS AFTER THE STUDY

Respondents Questionnaires	1 <sup>st</sup> Respondents	2 <sup>nd</sup> Respondents	3 <sup>rd</sup> Respondents	4 <sup>th</sup> Respondents	5 <sup>th</sup> Respondents
Needs for music therapy	High	High	High	High	High
Impart of music therapy	Positive	Positive	Positive	Positive	Positive
Music therapy succession	Positive	Positive	Positive	Positive	Positive
The emotional state of clients before music therapy	Weak	Weak	Weak	Weak	Weak
The emotional state of clients after music therapy	Improved	Improved	Improved	improved	Improved

**Discussion of Findings**

The purpose of this discussion is to evaluate the roles of music therapy on exceptional people.

**Roles of Music Therapy on the Exceptional People**

The following questions were raised earlier and the answers are given in this heading,

1. What are the roles of music therapy for exceptional people?



Music therapy plays a significant role which enhances the effective communication skills, motor skills, social interactive skills, and cognitive skills of exceptional people within society. Music therapy also provides stress relief and manages the behavioral disorderliness of exceptional people.

2. What are the effects and responses that music therapy creates on exceptional people during and after music therapy

In agreement with the discovery of Dr. Florence Nweke (Rejuvenating the memory of the elderly people through music February 4, 2018), it was discovered that during these music therapy sessions, participants regained their memory of the selected songs and simultaneously recalled the lyrics of these songs that were first played as instrumental music off hand.

This study also discovered that the physically challenged, and the emotionally disturbed in the research danced and responded perfectly to the tunes and rhythms of the selected songs cheerfully and actively.

One of the physically challenged (crippled) among the participants who was instructed to play the *sekere*, played the instrument perfectly. This is to unveil the facts that there are so many talents, and skills that are hidden within these exceptional people but these endowments are denied and lost as a result of abandonment and attitude of the society towards these special people. This concurs with the first stage that Kirk (1975) categorizes the attitude of society at large toward exceptional people, that "The disabled were neglected, ridiculed and even destroyed at birth."

3. How does the use of music therapy improves the health issue of exceptional people?

The researcher compiled the results of the study and used a qualitative analysis to explain the behavioral reactions of the exceptional people and responses from questionnaires after the music therapy session in accordance to Paul C. Cozby's (1977:185) Reversal design method called ABA.

A refers to the baseline period (which was used as the control group in this study). This requires that behavior be observed during the baseline which was used as the control group in this study.

B refers to the experimental period (which was used as the experimental group in this study). This also requires that the behavior be observed during the experimental period.

A refers to the baseline period. (This repeated A requires that the behavior be observed during a second baseline period after the experiment).

It was observed that all the participants in the experimental (B) group having been compared with the control group (A- baseline period) before and after the music therapy session, the experimental group (B- experimental period) were livelier than those in the control group (A) during the music therapy session and after the session. Observations deduced that participants were energized, strengthened, and gained more passion for living. The emotionally disturbed participants who could not relate at length were motivated and started communicating. Many of them could easily remember and interpret the memory of the songs during music therapy sessions.

4. How can the use of music therapy enhance the readiness and concentration of exceptional people for classroom lessons?

Hurban (1975:40) stated that "Most of these people love the music they respond quickly to it and give total attention to musical activities. However, it was also ascertained in this study that most of these exceptional people during music therapy sessions gained concentration. Thus, music therapy is an important tool that can be used to enhance the readiness and concentration of exceptional people for classroom activities.

## Conclusion

Music is very adaptable and can be used to meet the different needs of the exceptional persons that attend music therapy. Having scrutinized the roles of music therapy on exceptional people, results reveal that exceptional people who suffer loneliness, abandonment, several behavioral disorder, and health issues can also improve through music treatment. The roles that music therapy plays in exceptional people have been examined in the study. The paper thus supports the advancement of using music to improve the client's communication skills, social interaction skills, motor skills, and cognitive skills. It is recommended that music therapist will be given a right-hand fellowship in the medical community thereby allowing the exploration of music therapy as another solution to health and well-being across the globe.

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