

CHALLENGES OF MUSIC TEACHING AND LEARNING IN OYO SECONDARY SCHOOLS: A SUMMARY

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Introduction

Music as a subject of study in Nigeria has existed since 1842, marked by the introduction of mission schools that created an atmosphere for teaching and practice of European Music in Nigeria (Adebisi, 2014:12). The current form of music education, however, took off from the Nigerian National Policy on Education (1981), which says that “the Federal Government, realizing the importance of arts and culture in the development of science and technology, has given Arts and Cultural Education their legitimate right in the nation’s educational system from the primary, post-primary and post-secondary institutions with their educational goals clearly stipulated. Therefore, the subject cultural and creative Arts, which comprises of arts and crafts, drama and music was enshrined in both the Junior and Senior Secondary Schools curriculum by the National Education Research Council. Music as a subject which ought to have been included in the primary school curriculum to give the students the opportunity to cover some areas or aspects of the subject before getting to secondary level was removed. The advantages of learning and teaching music early at primary level are so enormous; starting music classes for the first time at secondary level is disadvantageous to the students; especially those offering the subject at the West African School Certificate Examination level.

The importance of providing learning experience that enables African children to acquire knowledge, skills and understanding of traditional music and dance of their own environment and those of their neighbours is now generally recognized

for without this preparation, they may not be able to participate fully in the life of their communities to which they belong (Nketia, 1999). Music determines the totality of human beings. Music is a powerful tool to determine conservation, growth and transmission of cultures of various societies and form part in all activities. Music is reserved for religious rites, recreational activities, political, social and all forms of economic activities. Indeed, it is not practicable to separate music from the life of the African child and cannot be separated from human life. So to deny children our rich musical cultural values means denying part of the child's total and holistic development (Obeng & Osei-Senyah, 2018: 45).

In many secondary schools in Oyo state especially public schools, teachers were given some subjects to teach other than music and in some private secondary schools, teachers were given other subjects in addition to music which they were originally employed to teach. In a situation whereby the music teacher is expected to cover the syllabus, he/she needs to equip him/herself with some basic knowledge of drama; in order to take the aspect of drama together with the music aspect as in the case of cultural and creative arts. As a result, many teachers were unable to cover the syllabus before the commencement of the final examination.

Some of the problems identified in the schools in Oyo include, lack of musical instruments, poor time allotment to the subject on the timetable, laziness on the part of the students, nonchalant attitude of some teachers and uncooperative attitudes of the school management. Other challenges facing music teachers include lack of priority for music, lack of musical knowledge and skills about the syllabus, lack of time to prepare music lessons due to other assignments given, high prices of musical equipment/instruments and the government's/schools' policies on the nature and number of subjects a student could register for during final examinations.

The challenges above are similar to the problems identified by Mills (1989) in England and Van Niekerk (1997) in South Africa. Lack of time and priority for music education were also identified by Lean (1997), and McPherson (1997) identified lack of teachers' confidence and skills as well as inadequacy of training institutions to train teachers effectively in music education as major problems in the implementation of effective music programmes in secondary schools. This

study therefore, examines the challenges of teaching and learning of music in secondary schools in Oyo State, Nigeria.

Problem of the Study

Music teachers in Oyo State secondary schools are required to teach music as part of their duties using the existing curriculum. Music is one of the aspects of cultural and creative arts (CCA) in which the music teachers could not teach alone. This trend has been evident in many secondary schools and has resulted in a decline in candidates registering for music as a subject in the West African School Certificate Examination. Yet, music is considered to be an important subject that contributes significantly to the child's total development (Obeng & Osei-Senyah, 2018).

Purpose of the Study

The purpose of the study was to explore the challenges of teaching and learning of music in selected secondary schools in Oyo State of Nigeria.

Research Questions

1. What are the correlation between students choosing music as a course of study and students taking it as an alternative to their course of choice?
2. What are the challenges secondary school teachers face in teaching music?

Methodology

The research design was a survey design. The research involved some of the teachers presenting candidates for the West African School Certificate Examination for the last few years. Only three towns in Oyo State namely, Ibadan, Oyo town and Ogbomoso secondary schools were the ones presenting candidates for the West African School Certificate Examination; they include; three schools in Ibadan, two schools in Oyo and three schools in Ogbomoso, which made up the eight (8) schools under study. The total number of teachers used for the study was ten (10). This was made up of seven males and three females. The primary instruments for data collection used were interviews and questionnaire.

Results and Discussion

Research question 1: What is the correlation between students choosing music as a course of study and students taking it as an alternative to their course of choice?

Table 1: Music as a course of choice

Music as a Course of Choice		Frequency	Percentage
Chose Music as 1 st Choice	Yes	3	30.0
	No	7	70.0
Chose Music as 2 nd Choice	Yes	1	10.0
	No	9	90.0
Given Music as an alternative	Yes	6	60.0
	No	4	40.0

It is evident from table 1 that most of the respondents did not choose Music as a course of study when they applied for admission into higher institutions of learning.

Adebiyi (2014) noted that studies have shown that a substantial number of music graduates did not initially set out to study music, but ended up doing so as a result of the comparatively liberal admission policies in Nigerian universities regarding Music as a course. Music is thus sometimes seen as a 'soft' or easy option to gain a tertiary qualification.

Table 2: Academic and professional qualification of teachers

Teachers' Qualification	Frequency	Percentage (%)
NCE in Music	3	30.0
National Diploma in Music	2	20.0
Higher Diploma in Music	2	20.0
Degree in Music	1	10.0
Higher Degree in Music	1	10.0
Other Qualification	1	10.0
Total	10	100.0

From table 2, it is evident that majority of the respondents have lower qualification. Three (3) out of ten representing 30.0% holds NCE in Music, two representing 20.0% have National Diploma, two also representing 20.0% have

Higher National Diploma. Seven (7) out of ten representing 70.0% did not have Degree qualification which represents majority. This can be supported by the assertion made by Adebisi that aside from universities and polytechnics, another route to obtaining a music qualification in Nigeria is via the church such as Mountain of Fire Ministries (MFM) has the Mountain Top Music Academy; the Nigeria Baptist Convention also has the Annual Baptist Music Workshop for their members. These conservatories and workshops have less strength entry requirements, but still provide a practical course of study with very high standards required for qualification for either a Diploma or a certificate in Music. A university qualification however remains the preferred option for a candidate requiring more formal theoretical grounding and wider career options, especially in the academia. Lawson, et.al (1994) indicates that having specialist teacher for music increases its image as a subject which can be taught in greater quality and depth by specialists.

Research question 2: What are the challenges secondary school teachers face in teaching music?

Challenges secondary school teachers face in teaching music are presented on table 3

Table 3: Challenges teachers encounter in teaching music

Challenge	Frequency	Percentage
Lack of teaching materials	1	10.0
Lack of textbook	1	10.0
Negative attitude of parents	2	20.0
Lukewarm attitude of students	1	10.0
Wide scope of curriculum	2	20.0
Government policy	3	30.0
Total	10	100.0

In this questionnaire, teachers were asked to indicate some of the challenges they encounter in teaching music as a subject, out of 10 representing 10.0% ticked lack of teaching materials as his/her major problems, 1(10.0%) ticked lack of textbooks. Negative attitude of parents towards music were also identified by 2 respondents representing 20.0%, 1(10.0%) responded to the lukewarm attitude of

the students, wide scope of music curriculum and government policy are also represented by 2(20.0%) and 3(30.0%) respectively.

Arguments supporting the view above can be found in the various researches of some scholars. Odam (1979) thinks that music challenges teachers to reveal areas of knowledge and skill which in many are sources of severe feelings of inadequacy. Wragg (1994) opines that confidence to teach music is lower than most other subjects. Akrofi (1998) confirms that equipment like stereos, television and video tapes which are useful to enhance the teaching and learning of African music are non-existence in most of the schools. Nzewi (1999) also re-echoes that one of the problems sub-saharan African countries are grappling with is lack of facilities for music teaching and learning.

Responses from the Interviews and the Questionnaire

Most of the respondents agreed to the fact that one needs to have a degree in music before one can prepare the students for national/final examinations such as West African School Certificate Examination (WASCE) and National Examination Council (NECO). They also stated that the support needed for the enhancement of effective music teaching is not forthcoming. For effective music teaching in the secondary level to be achieved, there is need for the procurement of equipment that will help to promote effective teaching and learning of the subject in the classroom. Materials like textbooks, musical instruments which should be provided by the school to enhance teaching and learning of music are not available. Adequate finances to be used for the organization of programmes involving music in the schools were not provided. Some of these hamper the successful teaching and learning of music, as well as presenting more students for the final examinations.

In view of the above facts, it is therefore recommended that:

1. Music should be separated from cultural and creative arts right from junior secondary school so that the students would be able to cover more areas right from their junior classes
2. Training and retraining programmes should be organized periodically for the music teachers so as to acquaint them with trending issues.
3. Schools should provide adequate fund for the procurement of music materials and programmes.

4. Frequent career talk should be organized by the music teachers in collaboration with the school management to showcase the importance and advantages of study music as a course in the higher institution especially universities.

Conclusion

The main purpose of this study was to explore the challenges of teaching and learning music in some selected secondary schools in Oyo State. It was concluded that one needs to be a degree holder in music before one can teach effectively and present candidates for secondary school certificate final examinations. Other challenges faced by the teachers during teaching/learning process include wide scope of the curriculum, lack of teaching materials, and negative attitude of the parents, lukewarm attitude and laziness on the part of the students.

Solutions to the problems were proffered in form of recommendations, with the hope that if they are properly harnessed and utilized, would help in no small measure to improve music teaching and learning in Oyo.

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