

# DEVELOPING HUMAN RESOURCES THROUGH MUSIC EDUCATION AT THE SECONDARY SCHOOL LEVEL

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## **Abstract**

The article focused on two aspects of developing human resources through music education in the secondary school. Firstly, it examined ways through which the nature of music can produce strong, virile and faithful resource men and women to improve on our economic, social and political organizations. Secondly, it looked at producing people who will explore our musical resources in the area of musical instruments, different musical genres and performance techniques to acquire capital for national development and to sustain our musical cultural heritage.

## **Introduction**

In the past years, music has made impact in the life of man generally in its specific touch on people's behaviour. Apart from it being a source of entertainment, it enriches the life of people by appealing to their senses. Commentators have spoken of the relationship of music to the human senses and intellect. Plato (428-348 B.C.) saw a relationship between a man and the music that represented him. To him "music echoes divine harmony, rhythm and a melody imitate the movement of heavenly bodies, thus delineating the music of the spheres and reflecting moral order of the universe". This implies that rhythm and harmony have great impact in the innermost part of the soul making him who is rightly trained in music graceful in character. From the above, one can realize that music has the power to mould and shape people's character. Through exposure to music, the spirit of love, tolerance and discipline are inculcated into the child in secondary school level. It is in recognition of these qualities in music that the federal government included it as a core subject in Junior Secondary schools (NPE, 1981).

Music education is a series of programme based on every aspect of music. It is designed to stimulate the creative potentials of the students. Pascun (1993) did say that "the main purpose of music education programme is to develop the aesthetic potentials of the children to its highest possible level". Music education programmes are designed to equip students with appropriate skills in music that will make them useful to themselves and the society. At the end of the programme therefore, the student would have been prepared to either earn a vocation in music or in any other subject area but they would have been prepared to exhibit acceptable behaviour that will make them better human resources in the society.

## **Human Resources and National Development**

A nation is made up of both human and natural resources. The natural resources refer to a nation's natural endowment as regards trees, minerals, animals, precious stones etc. Human resources on the other hand, refer to the human populace in the nation. Harbison (1973) according to Izuwa (1983) sees human resources as the "total energies, skills, talents and knowledge of people which can or should be applied to the production of goods and services". Izuwa (1983) on the other hand, refers to it as the skill, knowledge and capacities of people related to their actual or potential participation in the labour force". Thus, it reflects human beings in relationship to the world of work which involves proper co-ordination and utilisation of appropriate levels of cognitive, affective and psycho-motor skills, energies and competence in producing goods and services in the social, political, cultural and economic development of nations. A nation is said to be developed when the human resources are able to exploit the available natural resources in the nation to acquire capital for building virile, social, economic and political organizations that will ensure personal fulfillment and national development,

Human resources development therefore, forms the basis of a nation's development. The government recognizes the importance of education to the development of human resources hence its policies concerning education, are geared towards developing different levels of human resources qualitatively to produce low level, semi-skilled and skilled human resources to feed the different sectors of the economy. The objectives of the National Policy on Education as slated in 1981 as regards the development of human resources is to inculcate the following values:

1. Faith in man's ability to make rational decisions;
2. Shared responsibility for the common good of all; and

### 3. Respect for the dignity of labour.

The question is to what extent can music inculcate these virtues in to secondary school students?

#### **Developing Human Resources Through Music Education**

Human resource development refers to training given to individuals to enable them acquire the skills and abilities needed to exploit the natural resources of a country. For the individual to successfully make rational decisions, to work towards the common goals of all and to respect the dignity of labour, he has to be morally, socially and emotionally sound, A nation whose human resources are deficient in these values cannot attain development. Thus exposing children to music education at the secondary school level will not only make them to discover their potentials but will also make them good citizens. As the student participates in music, he discovers his hidden musical potentials as they manifest in either singing, dancing or in playing of instrument. In addition to discovering these potentials which he can develop and earn his living from it, he also acquires team spirit as performance in music is carried out in group. He learns how to work and cooperate with others to achieve a common goal. Moreover, the laws of the land, and the acceptable behavioural patterns in the society are assimilated through music and dance. Thus as he participates in singing and dancing he is learning and acquiring the acceptable behaviours that will make him a good citizen. Oladokun (2001) opines that the arts generally "assist in developing the children into becoming good citizens and in some cases, good leaders". Confucious (551-479 B.C.) on the other hand, saw music and government as reflecting one another and believed that only the superior man who understands music is equipped to govern.

Music as an act has great impact on the life of man generally, be it as a spectator or a participant. It has powers to influence man's behaviour through the impacts of harmony and rhythm on the soul. Rhythm and harmony are elements of music that have great effects on the innermost parts of the soul, thereby developing the moral and the spiritual life of human beings. Our country needs faithful and sincere human resources to move it forward economically and politically.

In addition to this, a nation needs strong and healthy human resources to sustain it. Music-enhances the development of good body rhythm through singing and dancing and through playing an instrument. As Agu (1990) rightly puts it. music does not serve only "as a medium for entertainment' and social relationship but as an intricate part of the development of the mind, body and soul". Participating in music serves as a good exercise for the lungs and other vital organs of the body which leads to the development of a healthy body (Dobbs,1966).

Moreover, self discipline, tolerance, patience and team work are inculcated in the student through music to enhance his social relationship with his fellow man. "Music is clearly indispensable to the proper promulgation of the activities that constitute a society. It is a universal human behaviour. Without it, it is questionable that man could truly be called man with all that it implies" (Merriam, 1964). In African societies, all aspects of life, ranging from birth to death, are integrated with music and such performances are carried out in groups thus promoting social relationship and a healthy environment for development to take place.

Furthermore, music as an art, contributes to the development of the senses especially that of hearing and sight. In ancient times, the sense of hearing was highly developed in man's struggle for survival, but in recent times, it has deteriorated due to lack of training. Since music deals with sound, the student has to listen intently to the sound before he can reproduce it. As this is repeated in a music class, the sense of hearing is stimulated and groomed for a better understanding of the environment. Thus " the more man is aware of his environment and gains knowledge through the channel of the senses, .... the more he can know about his fellowmen and understand his environment" (Oyovwi, 1997).

In the development of human resources, the handicapped are not neglected. The handicapped therefore can be restored to a functional level through music education. Ogundiran (1996) lamented the deficiency of the society and education programmes in providing opportunities for the full development or restoration of the handicapped for self actualization. According to him, the visually handicapped can learn to sing and manipulate any of the instruments. He can also dance. The hearing impaired on the other hand, can be trained to become a technologist in the design and construction of musical instruments.

Finally, music education also offers training to individuals to exploit the musical resources of the nation in the area of instrument, different musical genres and performance techniques. Thus knowledge of music can contribute to the economic viability of the nation as it enhances self reliance and social relationship with others for the common good of the nation.

## **Problems of Music Education In Human Resources Development**

Education policy makers have made the necessary provisions for music education in our educational system from the primary to the tertiary institutions of learning. One cannot but draw attention to the following constraints in the implementation of curriculum of music education. First and foremost, music education in Nigeria lacks basic foundation. For any subject to thrive well and to make (he needed impact, it must have a basic foundation in early childhood. Mainwaring (1962) according to Udensi (1997) is of the view that " a child's music should be a continuous, progressive, purposive kind, and should form part of a coherent and consistently pursued plan of a musical development".

More so, music teachers that are graduated annually are not enough to properly teach the subject. Hence, one can hardly see a music teacher in the primary schools. The few available are in the secondary school and higher institutions. In addition to lack of teachers, is facilities and equipment. The absence of standard music class rooms, soundproofed and acoustically treated studio listening centres, tape recorders also tend to impair the efforts of teachers and students alike in the teaching and learning of music.

Furthermore, parental and societal attitude towards music as a subject of study is not encouraging as music is associated with the never-do-well, in the society. Moreover, the greatest problem of music education programmes is shortage or lack of fund, caused by negligence or abandonment which eventually leads to wastage of both human and material resources.

Finally, our educational system generally has received serious moral battering which has " dented its image, reduce its effectiveness and has prevented education from making the expected impact that it ought to make on character formation, positive life style and development-of our country" (Ojo, 1999). Due to societal attitude towards moral values, those that have been: rightly trained to respect the dignity of labour, forsake (heir ethics and join in the rush for material wealth without minding the means.

## **Recommendations**

Based on the discussion above, the following are recommended for the proper teaching of music in our secondary schools,

1. Music education should have its foundation in the primary schools to reduce the difficult! e- music students often encounter in the secondary schools.
2. There should be an increase in the numbers of music teachers to effectively teach the subject at the primary school level.
3. Music lessons in the primary schools should not just be based on singing alone but to include training in rhythm, instrumental playing, listening aptitude, clapping to time and other relevant musical activities that will enable them to use their live senses effectively.
4. Music teachers on their part should be committed to their work as many often use the present dispensation to yield to the pressure of corruption.
5. Moreover, music teachers according to Udensi (1997), should be able to make the society realize the importance of music as a medium for the promotion of the nation's socio-cultural, political, economic and scientific heritage.
6. The government and school authorities should provide musical instrument and equipment as well as music studios in the secondary schools for proper and efficient music education. Music schools should be well funded in order to achieve the desired goals.
7. Parents and guardians should allow their children to study music if they so desire.

Finally, Nigerians should realize that education is a process whose objective is to achieve a goal. Joseph Addison according to Ojo (1999) recognized these facts when he stated as far back as 1711 that "education is a companion which no misfortune can depress, no crime can destroy, no enemy can eliminate, no despotism can enslave ..... " I therefore enjoin Nigerians not to be enslaved by materialism. We should allow the process of education lo transform our character and renew our mind so that this country can be developed. The human resources we have in this country can bring development if only we respect the dignity of labour, honesty, moral values and eschew corruption, greed, selfishness, covetousness etc that are pulling us apart.

## **Conclusion**

Music is a unique art that has positive effect in the life of man. Music education, being a series of programmes designed to stimulate the creative potentials of students can enhance human resource development in our nation, especially in this era of moral decadence. The truth is that a nation "which

is unable to develop the skills and knowledge of its people and to utilize them effectively is far from attaining full national development". (Izuwah, 1983). Thus through music education at the secondary school level, the students of today that will constitute the work-force of tomorrow will be able to either earn a vocation in exploiting our musical resources or in any other vocation; but they would have been trained to have faith in their ability to make rational decisions, to share the responsibility for the common good of all and to respect the dignity of labour.

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