

## MUSIC EDUCATION FOR EMPLOYMENT AND SELF PRODUCTIVITY IN NIGERIA

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### **Abstract**

The significance of music education in both human and national development are too numerous to mention. Its importance in the teaching and learning of other subjects within the academic scene are also many. Its power in job creation is second-to-none. Among all courses, it seems to be the one that has the potentials to create more jobs for people than any other. This is due to the fact that it trains individual in the acquisition of physical skills which enables them to be self reliant and engage themselves in meaningful production process. Therefore, the aim of this paper is to examine the power of music education in job creation and self productivity.

Music Education has many definitions attached to it. The way it may have been defined is not the issue, but the most important thing is that all explanations by various music educators express that it trains one in the acquisition of knowledge and skills.

Yudkin (2008), described music education as the field of study associated with the teaching and learning of music. According to him, it touches on all domains of learning, including the psychomotor domain (development of skills), cognitive domain (acquisition of knowledge), and, in particular and significant ways, the affective domain, including music appreciation and sensitivity.

That music education trains one in the acquisition of music skills, gives it the credence of being able to create job for the individual and makes him or her become productive. Training of one in the acquisition of skills will be done in accordance with the objectives of the National Policy on Education (2009) which is the acquisition of appropriate skills, abilities and competencies both mental and physical, as equipment for the individual to live in and contribute to the development of his society.

Adesokan (2000), Ademefun (2000), Olaniyan (2002), Nwaneri (2006), and a host of other music educators believe that music education actually trains one to acquire physical skills in music. The acquisition of these skills makes one to become self reliant and productive. Hence, Nwaneri (2005:197), opined that music education has the potentials and ability of making or training one to become self reliant through self employment. Universally today, music is ruling the world. In the global economic scene, music has made much impact in the creation of employment for the teeming population of the youth who are roaming the streets doing nothing, making them productive by engaging them in musical performances.

The power of music in job creation and self productivity are too numerous to mention. Despite all these, the government seems not to give it due attention, especially, in terms of funding and provision of music facilities. This is the problem. This paper will try to find out the roles music education plays in the creation of employment as well as making one productive in the economic sense.

### **Significance of Music Education**

The significance of music education in the all round training of an individual cannot be overemphasized. Its significance cuts across all disciplines within the academic field. For example, research has shown that music enhances learning. Hester and Scowen (1999), Wallace (1994), Smith (1985) and a host of other researchers all agree that music education plays significant roles in the

academic development of an individual. According to them, an education in music increases overall brain activities and improves learning. Music education serves as a mnemonic device and helps in text recall. This agrees with Nwaneri's (1997) assertion that music makes memorization easier. Music inspires creativity and performance, and academic performance overall is seriously impacted.

According to Morrison (1994), 'music enhances knowledge in the area of Mathematics, Science, Geography, History, Foreign language and Vocational training'. This is possibly why music education is described as that which encompasses the teaching and understanding of all things music-related. It includes music history, theory, and research as well as voice and instrumental lessons. It also involves organology, musicology, musicianship, performance and several others. All these can help to improve one's academic abilities and social skills. Learning a musical instrument from the knowledge acquired in music education has been proven to help students excel in other subject areas such as Mathematics and Vocal training available in choirs, music classes or as private lessons. The knowledge of music education can help somebody improve in speaking habits; through it, one can learn foreign languages or other peoples' languages easily.

Apart from this, music education unites people, helps to promote and project our culture, and contributes in economic, social and political development of a nation.

### **Role of Music Education in Employment and Self Productivity**

The role of music education in the creation of employment opportunities and self productivity are enormous. Among all other courses music education seems to be the one that has more job opportunities than others as well as engage one in self productivity. According to Nwaneri (2005), music education trains one to become self reliant and self reliance means being self employed and being self employed means to become independent of one self job wise. Being independent of oneself job wise therefore brings about the theory of self productivity.

Today, as earlier on said, many youths that could have become jobless are gainfully employed in one aspect of music performance or the other. A watch of music video clips and millions of CDs, tapes and listening to cassettes over the television and radio are clear attestations to this fact. The knowledge of these musical performances, they may have acquired through formal or informal music education. Formal music education according to Nwaneri (1992), is that which is acquired inside the four walls of a classroom while informal music education according to Okafor (2005) is that which is acquired outside the classroom. It could be through the apprenticeship system, imitation or observation and the like.

It is obvious that music education has a lot of job opportunities which can as well create room for self productivity. One who studied music has opportunity of being employed as a music tutor in our institutions of learning. Also, an individual that read music can work with the media both print and electronic. A music graduate can also work with the arts and culture departments of both the state and national levels. One who practices music, has the opportunity of establishing a private music school, thereby, becoming an employer of labour; hence engaging oneself in self productivity. There is also the chances of one establishing a private music studio, thereby, engaging oneself in the production of music. One can as well become a music arranger, sound engineer, etc. Through this also, the owner of a music studio becomes an employer of labour. Some who practice music end up as music technologists; these are the group of people who engaged in the construction, designing, fabrication, repairs and maintenance of musical instruments. As a matter of fact, they are engaged in self productivity. Some also end up as composers and performers, thereby producing music that are sold for masses consumption. They also go from one place to another to perform their music to make money, hence they are self employed and engage in self productivity. One can work as a music therapist in clinics and hospitals. Chances are there for graduates of music to become church

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musicians, thus, composing music for the church and playing other musical instruments such as keyboard and the like. Many musicians today are engaged by the church where they are employed as church musicians. There are also those who are employed by Ministry of Education as WAEC and JAMB syndicates.

Some music practitioners work in the film industries and engage themselves in the production of film music and sound tracks. Others work as music librarians in the higher institutions of learning; while some engage in music retailing. Despite these employment opportunities available in music education, it has continued to face a myriad of challenges

#### **Challenges Facing Music Education**

Irrespective of all the employment opportunities inherent in music education, there are challenges facing it. Lack of funding by government is a serious challenge that government should take cognizance of. Lack of instructional materials and infrastructural facilities such as musical equipment, textbooks and the like should also be provided by the government. Also, dearth and lack of qualified, experienced and competent music teachers and lack of encouragement from school heads and administrators as regards music education are also challenges that must be taken care of.

However, ignorance/wrong attitude of parents and the society towards music education, lack of music programme through which music awareness could be created, and lack of motivation on the part of music teachers, and the government on the part of teachers are serious problems facing music education. Absence of printing / publishing efforts and facilities for instructional materials such as textbooks, music scores, and audio-visual recordings and non-availability of recording rooms / music studio, library, storage facilities and Bad methods / techniques of teaching employed by some music teachers are discouraging as far as music education is concerned.

#### **Conclusion**

The write up so far, had make it clear, that music education yields much influence and creates much impact in job creation. This is as a result of its numerous benefits. There is also the evidence that through its ability in training individuals in the acquisition of physical skills, that it creates room for self productivity and self employment, having the potentials of making one self-reliant. The power of music education in creating room for employment and self productivity is vividly demonstrated and made manifest in it enviable role in providing jobs for large number of youths who could have become touts, hooligans and street boys fermenting troubles in the society. Most of them tagged “Area boys” in Lagos today have taken to music and are doing marvelously well in terms of music production. The truth is that they have given themselves the employment through their music creativity and productions. With the trend of events now, especially, in the musical arena, most parents now wish there children to become musicians taking into cognizance, the financial gains as well as the popularity. A watch of the video clips of P-square, Keffi, late Michael Jackson, and a host of others both the living and dead entices one to take to music. Therefore, there is no doubt that music education in its capacity is an important subject to reckoned with in terms of employment and self productivity. To justify this claim, Afolabi (1998:4) remarks that amongst subject’s that leads to self employment after the student might have been trained are ‘music’, fine and applied art and so.

#### **Recommendations**

Having critically examined some of the challenges facing music education in our higher institutions of learning, the following solutions are proffered.

- i. The government should provide adequate funds for the purchase of musical instruments and other equipment for music teaching and learning. This will encourage the study of music and make it more interesting and enjoyable.
- ii. Carrying out music awareness programmes both in print and electronic media.

- iii. giving scholarships for those who are interested in music study
- iv. providing music studio / library
- v. Sending music teachers for in-service training as well as sponsoring them for higher degrees.
- vi. ensuring the availability of printing machines / materials for music textbooks, scores and the like which are costly for individual to purchase, and
- vii. Providing free textbooks and affordable instruments for pupils.

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