

# MUSIC EDUCATION FOR JOB CREATION AND SUSTAINABLE NATIONAL DEVELOPMENT IN NIGERIA

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## **Introduction**

The Nigerian nation has had epileptic development since her existence; which could be linked to a variety of factors which hover around lack of visionary leadership and absence of well defined blue print for national development. Music has always been an indispensable art in human existence which from time immemorial has been one of human kind's most satisfying group activities. Life and indeed development cannot successfully take place without music.

Music is born with each child and accompanies him throughout life. By extrapolation, music also accompanies the birth of any Nation and accompanies her through every development. The job of this piece is to advocate for a music education that will make for job creation and sustainable national development in Nigeria.

## **The Concept of Music Education**

Music is generally defined as an organized sound but its concept varies from one society to another. Okafor (2005) noted that Music is a cultural expression and every culture decides for itself what is music or not. Ekwueme in Omibiyi-Obidike (2001) observed that music is a universal language in that music can be understood across linguistic barriers.

Different types of music have been identified based on cultural or subjective interpretation of what music is. They include:

- ⇒ Sacred Music – This is music used in religious rituals and also ascribed to have influence over the moral and emotional nature of man and credited its origin to their gods. Here both vocal and instrumental music are employed in worship (Osbeck,2001.)
- ⇒ Folk songs/Music – Found in traditional African societies. The age-old minstrel sings the praise of rich men and women, recounts the victories of warriors, and other historical events. Traditional instruments often accompany the songs. (Adesokan,1998).
- ⇒ Popular Music – This is socially related and appeals mainly to the youth in the urban areas and on the electronic media. It is device oriented and finds its expression in pops and night clubs. It is used for entertainment (Okafor,2005).
- ⇒ Art Music-classical and Neo- classical music:- These are purely non-Nigerian musical expressions that came into the country through Nigeria's colonial heritage of western education and Christian evangelizing activities. In its various forms, it is used by the elite who have the power of making decisions, by congregations, disciplined organizations and by a crop of people who have passed through music schools. (Okafor 2005).

According to Home in Bell-gam (2004), education is the internal process of superior adjustment of the physically and mentally developed free conscious human being to God as manifested in the intellectual emotional and vocational environment of man.,

Fafunwa (1974) viewed education as the aggregate of all the processes by which the child or young adult develop the abilities, attitudes and other forms of behaviour which are of positive value to the society in which he lives, that is to say it is the process of transmitting culture in terms of continuity and growth for disseminating knowledge either to ensure social control or to guarantee national

direction of the society or both. It can be seen that education is concerned with the transmission of knowledge and acquisition of skills that will enable the individual not only to survive in the society (create job) but also to contribute to the development of the society.

Music education is seen by Dewey as that which represent the concentration and consummation of elements of good which are otherwise scattered and incomplete. They are not luxuries of education but emphatic expression of that which makes any education worth while. This is to say that if music education does not lead to job creation and development then it is worthless. Thus music education has a unique mandate in our contemporary society – to provide a varied significant and cumulative musical experience for the learner and develop the aesthetic potential possessed by every individual to rise to the highest possible level. The purpose of music education in this wise will therefore be to:

- ⇒ Establish working standards in his valuation of music
- ⇒ Bring imaginative vision to all his experience with music
- ⇒ Develop the resources for the heightened quality of symbolic experience available through music.
- ⇒ Attain the highest level of musical understanding of which he is capable.
- ⇒ Gain sufficient proficiency in singing and in playing an instrument to make it possible to be an active participant in music throughout life.

### **Music Education for Job Creation**

House (1996) noted that the real music programme defines the environmental encounters or experiences which students must have in order to acquire desirable traits of musical behaviour. No specific course or educational activity will automatically supply the needed experience within the training period.

There are different kinds of experiences that the music education learner needs to acquire to make him proficient in musical instruments

- ⇒ Observing the expressive power of the instrument
- ⇒ Noting technical problems which arise in performance
- ⇒ Estimating personal success in meeting demands of the music
- ⇒ Establishing alternate patterns of executions and interpretation and
- ⇒ Perceiving the different quality of musical effects produced.

The curriculum includes all influences which the school brings to bear upon its students. There are three basic styles of curriculum which have their influence on the music programme, they are thus:

- ⇒ The Choral or Music programme itself
- ⇒ The activity curriculum – planned projects an activities between the students and teachers that may be musical
- ⇒ The core curriculum – an attempt to cross subjects line in a different way by setting up topics or areas of study which will draw upon subject matter from several disciplines.

Job opportunities for the music education graduate abound in so many areas. Job, according to Demerouti (2000) is that work that is the source of income, that helps people to meet their needs and wants. A job means a particular instance of the paid employment relationship – an instrumental arrangement with non instrument aspect always conditioned upon a job's economic meaning. (Rose, 2000).

Education in music creates countless job openings amongst which are:

- ⇒ Music Teaching in Elementary and Secondary schools – clearly, the largest number of full-time music teaching positions exist in public and private schools. The music teacher provides guidance for activities such as singing, listening, playing instruments, moving, dancing, composition and experimenting with music patterns.
- ⇒ Remunerations for service conductors – Music educators in public schools may find opportunities for extra remuneration for conductors in church choir, community music organizations or recreational programmes.
- ⇒ Music Teaching in post – Secondary Schools.
- ⇒ Music Teachers at institutions of higher education usually are expected to specialize in one or two areas such as music theory, music history and literature, music education, musicology performance, electronic music composition, conducting or music therapy. The salaries for College or University music teaching vary considerably with the type of institution and its location.
- ⇒ Studio Teaching – The studio or private teacher may be located in a home, school, office building, or music store. Those who teach in the home are self employed while others have business relationship with a school or store.
- ⇒ Music Therapist – People with disabilities are assisted by music therapists to improve their physical and mental health. Music therapists function in hospitals, schools, nursing homes etc, the earnings differ.
- ⇒ Music performance – This is perhaps one of the greatest income sources to the music education graduate and the nation. Music performance as a career means giving concerts. The glamour of concert artists attract many people into music education. The income varies according to ones ability, musical talent and skill.
- ⇒ Church/Temple Musician – The individual has many functions as organist, choir director, minister of music, liturgist or choir soloist. The earnings differ.
- ⇒ Composer and conductor – Very few composers make a living from composing but the non-monetary rewards for writing classical or popular music are great. Some composers earn a living in arranging music for school.
- ⇒ Performance groups or writing music for radio or television advertising. Successful composers receive commissions to write for specific occasions, ensembles, soloists or institutions.
- ⇒ Music Industry – The music industry is broad in scope and encompasses retail, wholesale, manufacturing, importing, exporting, publishing, recording, repair and rebuilding, training and other businesses. To be successful in the music industry a sound music education knowledge is necessary. State-of-the- art products and services in the music industry are providing new, exciting and profitable business opportunities. Career opportunities are available for the music education graduate at television and radio stations, production houses, production facilities and a host of related organizations involved in producing and distributing programmes for television and radio.

There are huge revenues to be made in this music career and royalties can be generated for life.

### **Sustainable National Development in Nigeria through Music Education**

Oduaran (1994) stated that the concept of development takes on integers and is therefore relative. It is a concept that is value, loaded and frequently seen as almost synonymous with

improvement or growth. In its varied usage it has been used to include economic, political, social and even cultural. Omoruyi (2008) noted a multi-dimensional process of development which include changes in structure, growth, the reduction of inequality and eradication of absolute poverty. Emphasis of development is now placed on remarkable and sustained improvement in socio-economic political and cultural well-being of the people. The main thrust in the concept of development can be summarized as follows:

- ⇒ The introduction of new idea into a social system to produce higher per capita income and better standard of living for the people.
- ⇒ Man's capacity to expand his own consciousness and his power over himself, his environment and his society.
- ⇒ The power of the people to solve their own problems with their own wisdom, experience and resources.
- ⇒ The optimum realization of the well-being of people in their community.

Musicians and Musicologists in Nigeria over the years have been known to be on the vanguard advocating for the development of the communities in Nigeria and the entire Nation. Onyeka Onwemu, realizing the importance of unity in development sang "One Love keep us together"..... This is a motherly voice calling for sustainable development through music. There cannot be sustainable development in the face of war or anarchy, therefore when there was senseless destruction of lives and property in Warri – Delta State, Original stereo man sang thus.

"My brother, we de suffer  
Some dey magger, Them so them  
dey fight here (Kweke!)  
Warri stubborn na to kill their brother ....  
E dey pain me (Gaga O!)  
O be dome Gagao ....."

This is another call through music education for sustainable development. Corruption in our society is inimical to development and late Fela Anikulapo Kuti, in crying out against it in his days sang .....

"ITT .... International Thief Thief". This he did when he noted the conversion of public funds to personal wealth by Late Moshood Abiola in the infamous Nitel contract Award in 1975.

### **Conclusion**

National development is sustained when the efforts of the people themselves are united with those of government authorities to improve the economic, social and cultural conditions of the communities. Music education is geared towards training the young minds to be watch-dogs of the society who through music can call the society to order while making a living for themselves through that.

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