

**A STUDY ON MUSIC AND ENTREPRENEURIAL SKILLS AMONG STUDENTS IN SELECTED PUBLIC SECONDARY SCHOOLS IN AKWA IBOM STATE, NIGERIA.**

By

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**ABSTRACT**

*In recent years, the importance of holistic education in Nigeria to integrates both academic and practical skills have gained significant attention. Music education, in particular has been recognized for its ability to enhance cognitive abilities, creativity, and emotional intelligence among students. Hence, in Nigerian school system, entrepreneurship education has become increasingly relevant in preparing students for the challenges of the modern workforce, emphasizing skills such as innovation, problem solving and financial literacy. This study aims to investigate the current state of music education and entrepreneurial skills development in selected public secondary schools in Uyo Municipality. Sources of information came through a comprehensive review of related literature and empirical research design in form of questionnaires titled: Music Students and Entrepreneurial Skill Questionnaire (MSESQ). The findings of the study reveals that due to unavailability of adequate musical instruments and instructional materials, students' development on entrepreneurial skills becomes low. Also it is found out that, despite the musical knowledge acquired by students through entrepreneurial studies, they may not depend solely on that for a livelihood. Thus, by understanding the existing practices and challenges, the researcher recommends provision of adequate musical instruments, and motivational teaching methods to acquire certain musical skills for enhancing music education. Moreover, as one of educational policies, quality feedback to evaluate the holistic development among students in public secondary schools should be emphasized.*

**KEYWORDS: Entrepreneurship, Musical skills, Assessment and Public Secondary Schools**

**INTRODUCTION**

The system of education in Nigeria as a policy has been to develop, shape and respond to many distinct needs and demands of the people in the society. The British system of education inherited by Nigerians has been reformed with the aim of improving the system to suit Nigerian culture and environment, so Nigerian philosophy of education was replaced by the British after gaining the independence. Whereas, Nigerian's view on the philosophy of education from pre-school through university level has specific national aims and objectives of inculcating: national consciousness and unity, the right type of values and attitudes for the survival of the Nigerian society, the training of the mind in the understanding of the world and the acquisition of appropriate skills, abilities and competencies, both mental and physical as equipment for the individual to live and contribute to the development of his society.(The Philosophy of Nigerian Education).

However, aims of education vary; for the acquisition of knowledge, character building, development of vocational skills, civic and democratic responsibilities, but the general philosophy is to prepare individual as a better citizen. Though life is very complex and

complicated, but an approach to life with aim, can make life simple and purposeful. Therefore, education, be it formal and informal aims at accomplishing the desirable goals fit for the individual needs and that of the entire society. In all ages, individual always want to achieve certain goals in life and to become relevance in the society in which he/she is a member.

Music which is the basic universal language that can express the highest form of creativity is better experience than imagined right from early stage of human being. This is because as an art, it expresses ones thought in audio form which involves the three domains in education such as: psychomotor, intellectual and affective domains. Therefore, to achieve this behavioral pattern, the enactment of musical skills and knowledge among students in schools, need great attention to evaluate the curriculum, instructional strategies and materials. Therefore, to gain high quality of music education through entrepreneurship programme in Nigerian school system, learners need to engage and get inspired to develop the musical skills, increase self-confidence through creativity towards the specific and broad goals of music education.

### **STATEMENT OF PROBLEM**

Music, like other subjects have an outstanding part to play in shaping the tone of the society, it permeates into many aspects of lives - religious, politics, social and cultural life. It is through the acquisition of musical knowledge and skills that one can adjust properly in one's own cultural environment and even beyond. Hence, its relevance in the society is expressed universally in social, emotional, religious and cultural life of the individual. One major problem that affect secondary education system is the inability to have solid foundation whereby competent entrepreneurial manpower can be produced to face their own world of work and affect their environment after school. The present inclusion of music in the main stream of the Nigerian school system at all levels of education, is poised for all-round development of individual including – intellectual, social, emotional, physical, social and spiritual life. Having these goals in mind, the pragmatic approach and strategies in delivery system becomes necessary, to reflect the values and needs of the society. Thus, the concepts of musical knowledge acquired, has to be viewed not as a thought but for practical use and achievement as relevance in Nigerian society. The question is, if music education is practiced or skill based, such that individual can develop music skills, and manipulate on musical instruments for future income benefits, what then are problems encountered in the process of implementation? And what are the practical and sensible ways that are to help in solving these problems? This paper seeks to look critically on these issues empirically and probably commend on possible ways of approaching music as a subject with entrepreneurial skills that students can acquire to meet the needed values in the society and reduce job stress.

### **THE AIMS AND OBJECTIVES OF THIS STUDY ARE:**

- To assess the extent to which music education in these schools incorporates entrepreneurial skills development, including such aspects as creativity, innovation and problem solving.
- To assess the relevance of musical knowledge acquired in school and its relationship to the societal needs
- To evaluate delivery methods employed by the teachers and the use of instructional materials to facilitate effective learning.

## RESEARCH QUESTIONS

- To what extent does music education in secondary schools incorporates entrepreneurial skills development, including such aspects as creativity, innovation and problem solving.
- To what extent are the musical skills acquired in school relevant to societal needs?
- How relevant are the teaching methods employed by the teacher during music lessons enhance student's skill acquisition?

## METHODOLOGY

The design of this study was the survey method. The public schools used for the study were randomly selected within Uyo Metropolis, Akwa Ibom State, because the number of schools offering music in Akwa Ibom are few. It sought to assess the skill based music education in secondary school system for entrepreneurial development. The target population for the study comprised of all music students in public secondary schools in Uyo Urban of Akwa Ibom. However, the study was limited to only 10 public secondary schools randomly selected, 50 students from each school, bringing the total sample of 500 students. The main instrument used for the study was the questionnaire which was designed to elicit responses from the students. The title of the questionnaire: Music Students and Entrepreneurial Skill Questionnaire (MSESQ) was constructed. Statements for students to respond yes/no to reflect the degree of musical skills and knowledge acquired.

## RESULTS AND DISCUSSIONS

### Music Education and Entrepreneurial Skills Development Among Secondary School Students in Akwa Ibom State

#### Item 1:

To what extent does applied music teaching influence entrepreneurship among secondary school students in Akwa Ibom State?

1.	Do you think that you can earn income for a living solely by the musical skills acquired?	Yes	27	13.5%
		No	173	86.5%
		Total	200	100%
2.	Do you aim at gaining musical skills in school such that it can help you earn money?	Yes	140	70%
		No	60	30%
		Total	200	100%

**Item 2:**

**To what extent are the musical skills acquired in school to help students become self-employed?**

3.	Can you be self-employed with the musical skills acquired from school?	Yes	136	68%
		No	64	32%
		Total	200	100%
4.	Musical instruments in our school are accessible for all music students for constant practice?	Yes	15	7.5%
		No	185	92.5%
		Total	200	100%

**Item 3:**

**To what extent does the musical knowledge acquire in school relevant to societal needs?**

5.	Do you think that the musical knowledge you've acquired in school will meet societal needs ?	Yes	162	81%
		No	38	19%
		Total	200	100%
6.	Do you think music as a career involves practical experiences and skills suitable for life?	Yes	105	52.5%
		No	95	47.5%
		Total	200	100%

**Item 4:**

**Does the teaching methods employed by the teacher during music lessons enhance students' skills acquisition?**

7.	Is the method of teaching music suitable for you to acquire the basic musical skills	Yes	140	70%
		No	60	30%
		Total	200	100%
8.	Can the method employed by the teacher enhance skill acquisition?	Yes	138	69%
		No	62	31%
		Total	200	100%

**DISCUSSION OF FINDINGS**

From the study item 1 it is revealed that 173 (86.5%) of the sample disagree that they can earn a living solely by using their musical skills acquired in school, this agrees with Chukwu (2013), who noted that to excel in music, performers need to combine music with other ventures so that the financial gain derived from music will be channeled to other prospects.

In item 2, the results also showed that 136 (68%) students believe that they can utilized the musical skills acquired in school, this goes in line with Nnamani (2017), who stated that music entrepreneurship is one of such areas of specialization which plays a key role in generating employment. 185 (92.5%), students disagreed that musical instruments in school are inadequate for constant practice, this agrees with Onuwekwe (2018), who says that one of the

problems militating against effective application of teaching music in classroom is due to lack of adequate facilities for teachers to do their work effectively.

In item 3, 162 students representing 81% think that the musical knowledge acquired in school will meet societal needs, this agrees with Peralta (2021), who explains that music is an essential aspect of all human civilizations and has the power to emotionally, morally and culturally affect the society. Also, 105 students representing 53% think that music as a career involves practical experiences and skills suitable for life. Effiong (2009) submits that music education is that aspect of education that leads to the acquisition of practical and applied skills as well as basic scientific knowledge to enable one adopt himself successfully in the society.

In item 4, 140 (70%) of students agreed that the method employed by the teacher can enhance skill acquisition, 60 (30%) of students disagreed that the teaching method is suitable for them to acquire basic musical skills these findings agrees with Nwauzor (2014) who opines that the interplay between educational reform and innovations in teaching and learning of music in secondary schools will be a mechanism that will harness learning outcome and teaching strategies that will improve education. These strategies should be developed and presented by the teacher of music in the classroom situation in a way consistent with the values and goals of the learners and society at large.

## CONCLUSION

Several views have been held concerning the study of music as a subject matter in the school even now. This perception has made people to consider that music is just an aesthetic art without the vocational implication. But despite this, the Federal government through the national policy in education has succinctly stated the philosophy of music education to include among other things, to give the learner the opportunity to create and develop musical skills so as to enable the child functions effectively in the society. It is therefore recognized that, in order to achieve fully the goals of music education in Nigerian school system, certain effort has to be established. Which among other things are: evaluation of course content to meet with contemporary needs of the society. Assessment of teachers' approach to teaching and the teacher / students relationship among other things.

## RECOMMENDATIONS

Based on the findings, the following recommendations are to be considered;

- Adequate facilities and instructional materials should be provided by proprietors/proprietress of schools to improve innovative music education.
- Music educators and teachers should be motivated with some incentives and updated with necessary information needed to know how to enlighten students. They should be attending conferences, seminars and workshops to boost their musical knowledge.

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