

## **The Impact of Funding Music in Secondary Schools, Sapele Local Government Area of Delta State**

**By**

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### **Abstract**

In Sapele Local Government Area of Delta State, the project investigates the effects of supporting music in secondary schools. The problem of the study was covered in-depth in the study's background, among other things. To assist in addressing the study's difficulty, two research questions were derived. In accordance with the study's sub-themes, a number of relevant literatures were evaluated. The study's justification was provided by the constraint theory. The population that was used in this study's descriptive survey was used to collect quantitative data from respondents. The study's sample size is 374 respondents, including music teachers, principals, and Ministry of Education Board members, who were chosen from a variety of schools. The survey participants were chosen through the use of a purposeful sampling technique. Information from the study participants was gathered via a questionnaire. Descriptive statistics were used in the study, and the mean was used as the instrument for analyzing the data. The study discovered that secondary schools in Sapele Local Government Area have low levels of music financing, which has an impact on students' enthusiasm in the subject. Among other things, the study suggested that school officials look for methods to enhance the funding for music through some of the channels available for supporting education. In order to effectively address the issue of limited finance, they can make contact with alumni organizations and parent teacher associations.

**Keywords:** Secondary school, Sapele Local Government Area, music, funding, and Delta State

## Introduction

The Nigerian government generally underspends on education, with a large portion of the funds allocated going toward hiring teachers and purchasing lab equipment for science subjects like math, biology, physics, chemistry, and more recently computer science, given the prominence of ICT in today's society. The neglect of topics like music, which is regarded as a universal subject, is the result of this. Although music is a universal topic, just like mathematics, recognized and accepted by the government, Zuhumben, Maikano, and Gokun (2017) point out that it has not been given great importance in the nation's curriculum. The new, redesigned basic education curriculum rather combines it with other arts courses under the heading of Cultural and Creative Arts (CCA). In the majority of Nigerian primary and secondary schools, music is almost never taught as a subject. This is due to the place it holds in the curriculum, which is evident from the fact that it is underfunded.

The majority of secondary schools lack music teachers, much less music studios with instruments for the subject's instruction and study. Some public schools with music professors, according to Olisaeke & Olisaeke (2018), exclusively use theoretical methods to teach the topic because there aren't any musical instruments available to demonstrate the practical side of the subject. Because of how badly it has been underfunded, students no longer view music as a crucial subject. It is crucial to remember that most schools do not value music and would prefer to request a French teacher for a foreign language rather than a music instructor. According to Emielu's research, which Olisaeke and Olisaeke (2018) cited, only 18 schools in Kwara State offered music as a subject of study in 2004, and those 18 schools only did so at the junior secondary school (JSS) level. This fact was confirmed by the study. This figure only represented 6.4% of the total secondary schools in the state of Kwara. 67% of these schools were run by nonprofit organizations, 22% by the state, and 11% by the federal government. It was also noted that the majority of kids who registered for music classes only did so at JSS 1 and JSS 2 levels. In the final year of junior secondary school, music was commonly discarded by students.

### **Statement of the Problem**

Secondary schools in Sapele Local Government Area and Delta State as a whole are affected by the problem of music funding. The issue is made clear by the inadequate support for music education in secondary schools where the subject is taught. That possibly explains why it isn't taught in some schools, particularly public secondary schools (Konyango, 2011). Uncertainty exists regarding the number of secondary schools in the region that have the necessary musical instruments and equipment for both theoretical and practical lessons to be taught and learned about the topic effectively. Although these facilities have not been examined to determine their sufficiency and quality, music as the study of sound requires infrastructure such as music studios, customized music boards, and classrooms that promote students' interest and learning (Olusoji, 2013). There has been no investigation to determine if the sampled schools have access to the infrastructure required for the secure storage of acquisitions—musical instruments and equipment rooms. A lack of research has prevented us from knowing whether or not professional music teachers, particularly in private schools, are affected by funding. There has been no research done to determine how funding might be the cause of student interest in music, enrolment rates, or music performance at the secondary school level in external exams.

### **Research Questions**

1. What is the level of music funding in secondary schools in Sapele Local Government Area?
2. How has funding impacted on students' interest, enrolment in external examinations and academic performance in music of your school?

### **Review of Related Literature**

#### **2.1 Theoretical framework**

Constraint Negotiation is a research theory that emerged from barriers to activity participation, which states that participation in any activity is the result of successfully negotiating the obstacles to participation (Jackson, Crawford, & Godbey, 1993). According to Crawford and Godbey (1987), restrictions function between choice and participation. Individual preferences may also prevent people from engaging in certain activities, in addition to limits. The (Crawford Jackson & Godbey, 1991) hierarchical model of leisure restrictions places activity

participation as the result of the successful negotiation of barriers at three levels: intrapersonal, interpersonal, and structural. From the most proximal (i.e., interpersonal) to the most distal (i.e., structural) level of limitation, non-participation is possible. Crawford, Jackson, and Godbey (1991) argue that this model's sense of limits is tied to a "hierarchy of social privilege" and that social class may have a larger impact on participation and nonparticipation than was previously thought.

Based on its use in explaining the influence of funding on subject selection in public schools and its no-teaching and participation by students (Hubbard & Mannell, 2001; Raymore, Godbey, Crawford, & Von Eye, 1993; Scott, 1991), the theory of constraint negotiation (Jackson, et al., 1993) may have the potential to explain students' experiences in school music programs. For three reasons, the hierarchical model of leisure constraints (Crawford et al., 1991) may be a useful theoretical framework for examining how secondary school music is funded. First off, this theory acknowledges that there are a number of obstacles to funding, such as a lack of resources, social norms (parental preference based on beliefs about the subject), and expectations, as well as other factors like a lack of funding that affect how the subject is taught in schools, particularly secondary schools. Second, the idea recognizes that different stakeholders in education and personal circumstances may affect the types of barriers experienced, and that how people perceive these barriers may differ for each person. The interactions between people (school administrators, governmental authorities, and PTA bodies) and variables under their control and those beyond their control are also taken into consideration by this model.

### **2.1.1 Concept of Music Funding**

It is impossible to overstate the necessity of sponsoring music education in the modern era. This is due to its capacity to inspire, motivate, and urge students to take deliberate and resourceful action (Okafor, 2005). In Nigeria, education in music helps people grow and develop so they may express themselves honestly and practically and support themselves. It is advantageous to support music education because it helps people become musicians or music educators who can contribute to society. When arguing for the necessity of funding music education, Onwuekwe (2004) stated that "music is correlated with all the subjects of the school

curriculum" and that "music could be regarded as subject of subjects." Through music, extremely challenging subjects could be watered down to the level of students involved, whether they be primary school students, students in secondary schools, or students of tertiary institutions. Due to insufficient financing, music education is not offered in many secondary schools, particularly public schools (Ashley, 2002).

As a result, music demands adequate funding, much like other topics in the educational system. The standards and morals of students toward music education will decline if the government continues to cut funding for adequate musical instruments, the employment of qualified professional staff, the provision of adequate teaching aids to facilitate teaching and learning of music, and the provision of adequate scholarship awards for staff and students to further their education in schools, attend workshops, conferences, and seminars, among other things.

Gimba laments: "A research of the funding status of Nigeria's educational institutions shows that the funding assistance for education is another persistent issue. Nigeria's public educational institutions are heavily reliant on government funding, but due to the nation's underdeveloped status, the budgetary allotment is small and the government is increasingly unable to bear the financial burden of the expanding system (Gimba, 2012, p. 6). It is important to note that better funding for music education will not only enhance the quality of subject instruction but also significantly reposition and revitalize the topic within the educational curriculum. Speaking of improving learners' development of practical skills, music education is discussed. In order to effect knowledge and train the students/pupils in general musicianship, musical instruments and facilities should be made available to them with adequate staff who are paid fairly.

### **2.1.2 The Need for Funding Music Education in Secondary Schools**

It is necessary to effectively address the issue of inadequate funding for music education in Nigeria, particularly at the secondary school level. According to Anuforum, cited in Nwaneri (2005), music education is the kind of instruction that prepares students to learn music theory, develop their physical abilities, and acquire the kind of specialized vocational training that could help them form

positive attitudes toward honest work. This means that a person can learn skills through music education that may enable them to find employment independently. In the National Policy on Education (2004), music education has as one of its cardinal objectives, "the acquisition of appropriate skills, abilities and competence both mental and physical, as equipment for the individual to live in and contribute to the development of his society. If this is the case then, government should fund it. Onyeji (2001) describes music education as a systematic instruction given to an individual or group on the meaning, usefulness of music and on the acquisition of relevant skills and technical know-how on music composition, performance, interpretation, appreciation, teaching and criticism. Such skills and knowledge acquired will make an individual relevant in the society and as well contribute meaningfully and positively towards the development of the nation in its entirety. Again, if music education can train individuals not only to acquire skills but also good attitudes and interest that could help to develop the individual and the entire society for good, the government has no option than to give it proper funding.

## **2.2 The Effects of Music Financing on Secondary Education**

The funding of music has become a necessity given the clamour for it in Western Europe societies. In the USA, 'the Arts' are listed as 'core academic subjects' backed by authorisation of funding for school music education (No Child Left Behind Act, 2002). The Music Manifesto (2004, p. 32) in the UK has as one of its key aims the provision of access to music education for all young people, stating that the 'National Curriculum entitles all children aged 5-14 to a music education which includes opportunities to play musical instruments, to sing, to listen and appraise, to compose and perform'. Bray (2000) reports the UK participation rate in music as about 7% for the 16-plus cohort and less than 2% for the 18-plus cohort. In North America, about 10% of high school students in North America take some form of music up to Year 10 and 'probably less than half of that by Year 12' (Walker, 2005). In Hong Kong, McPherson cited in Walker (2005) reports less than 1% for both the 16-plus and 18-plus cohorts participating in the centralised school music examinations. The issues of accessibility and participation in Australian music education have been raised by Bonham. She writes:

When music education is not freely available to all socio-economic groups, it is inevitable that a significant number of musically gifted and talented children will go undiscovered, leading to frustration in later life when it will be too late for them to pursue a career in music. In accordance with the foregoing, Oladipo (2011) asserts that curriculum and instructional materials, such as a keyboard, tape recorder, internet facility, music studio, and practice rooms, must be available for the teaching and learning of music in secondary schools. This can only be accomplished when funds are made available for the purchase of these equipments, which means that music teachers are necessary in order to use these instructional materials.

Again, music education in Nigeria is underfunded and as a result, schools are not well equipped with necessary teaching aids and materials such as instruments, books, and other resources. The funding of the subject generates student interest in the subject; students who have musical abilities and potentials that can be used. Music is a participatory subject and its funding holds the potential of fostering connectivity between students and teachers inside and outside the classroom environment (Ajayi, 2005). Music education at the secondary level of learning becomes profitable for students when music as a subject is adequately funded.

### **2.3 The Effect of Music Financing and Ongoing Music Programmes in Schools**

Students can participate in choir groups and perform in school activities that call for music, dance, and singing thanks to the funding of music, which also allows them to develop their potentials to be able to perform significant parts from memory (taking a solo part or providing rhythmic support), improvise melodic and rhythmic material with ease, and participate in school programs and music activities. Students are more interested in music performance than musical literacy. Thus, with music funding, the teaching of the subject paves way for the application of theoretical knowledge in practical ways. Students are able to be taught with instruments and practice with these instruments in order to be knowledgeable on how to put theory to practical use. A well funded music programme creates opportunity for students to form bands and music clubs where they practice musical notes and how to play songs (Faremi, 2014). With the funding of music education, students are able to form live bands where they practice and perform as part of period for music classes and as extracurricular

activities after school. Also, it make students participate willingly and become interested in listening to or learning facts about different musical styles and traditions that are song from the pages of books. Similarly, students are able to participate in creative tasks set by teachers; with the depth of their responses very high because their understanding about the vocabulary and grammar of musical language is high. This implies that music education must go hand in hand with practical knowledge to make it profitable to the learner.

The main aim of music education is to impart into learners the theory and practice of music in daily school activities. Music teaching and learning in Nigeria is done mainly on theory of music and little or nothing is done on the listening that is, the affective and musical skills, the psychomotor as a result of the poor funding. Adequate funding means that the teacher passes the requisite knowledge as well as skills development (Agu, 2004). Music performance here involves the systematic development of musical skills and participation in the process of making music together. Ekwueme (2010) lists music performance to include: skill acquisition, learning to play specific instruments and learning to sing; motor development; developing technical skills in tone production and reading and interpreting music which adequate funding will bring to pass. When music as a subject is properly funded, teacher and student will enjoy a good and lively atmosphere within the school in their music lessons daily in the school.

### **Materials and Methods for Research**

The study employed the descriptive research design using the survey method. This design is most appropriate and suitable for this study since it helps to describe a phenomenon especially in terms of the relationship between concepts such as funding and its impact on music. The population of the study is 216 comprising of principals/proprietors and teachers. The sample size of the study is 50. Purposive sampling method was adopted for the study to judgementally select schools that offer music in the study area (Sapele LGA, Delta State). Structured questionnaire was used as instrument for data collection. To ascertain the validity of the instrument, face and content validity measures were employed. To determine the reliability of the instrument, a pilot study using the instrument was done sampling the opinions of 30 respondents selected from other secondary schools in Sapele L.G.A of Delta State using method. The data generated was analysed using



Descriptive Statistics such as frequency counts and measures of central tendency such as the mean. The mean was used to describe the level of agreement or disagreement of the respondents to the items in the research instrument.

## Results and Discussion

### 4.1: Data Presentation

Table 4.1.1: Statistics on the level of music funding in secondary schools in Sapele

ITEMS	SA		A		SD		D		UD		Mean
	Fre q	%	Fre q	%	Fre q	%	Fre q	%	Fre q	%	
Music is adequately funded in your school	0	0%	0	0%	9	50	6	33.3	3	16.7	1.80
There is adequate funding for music boards and studios	0	0%	0	0%	12	66.7	6	33.3	0	0%	1.48
There is adequate funding for musical instruments	0	0%	0	0%	10	55.6	8	44.4	0	0%	1.52
There is adequate funding for concerts	0	0%	0	0%	8	44.4	9	50	1	5.6	1.38
There is adequate funding for costumes	10	22.2	6	13.3	13	72.2	3	16.7	2	11.1	1.61
<b>Weighted Mean</b>											<b>1.60</b>

Source: Fieldwork, 2023(Key: SA = strongly agree, A = agree, SD = strongly disagree, D = disagree and UD = undecided)

Table 4.1.1 shows the level of music funding in Sapele Local Government Area. While presenting the first item which states that there is adequate funding for music boards and studios, shows that 0 (0%) of the respondents strongly agree and agree that there is adequate funding of music in secondary schools. However, nine (9) respondents which represents 50% opines for strongly agree, six (6) respondents which accounts for 33.3% opines for disagree while three (3) respondents that stood for 16.7% undecided. Statistically, this item has a mean of 1.80 and standard deviation of 0.77. Thus, having obtained a mean of 1.80 which

is below the decision mean score of 2.50, it therefore stand for strongly disagree. The second item which states that there is adequate funding for music boards and studios shows that 0 (0%) strongly agree and agree. However, twelve (12) respondents which accounts for 66.7% maintains strongly disagree and six (6) respondents which stood for 33.3% accounts for disagree with none for undecided. Statistically, the item has a mean of 1.48 and standard deviation of 0.64. The obtained mean score of 1.48 is below the decision mean score of 2.50, it therefore mean respondents strongly disagree. The third item which states that there is adequate funding for musical instruments shows that 0 (0%) of the respondents strongly agree and agree to the adequate funding of music in secondary schools. However, ten (10) respondents which accounts for 55.6% stood out for strongly disagree, eight (8) respondents that reflect 44.4% opines for disagree with 0 (0%) having undecided as their decision. Clearly, this item has a mean of 1.52 and standard deviation of 0.71. The mean score of 1.52 when weighed against the decision of 2.50, shows that the respondents strongly disagree. The fourth item which states that there is adequate funding for concerts has no responses for strongly agree and agree. Alternatively, eight (8) respondents with 44.4% accounts for strongly disagree, nine (9) respondents which accounts for 50% opines disagree with only one (1) respondents which accounts for 5.6% stating undecided. This item has a mean of 1.38 and standard deviation of 0.69. The obtained mean score of 1.38 is below the decision mean of 2.50, it in essence imply that the respondents strongly disagree to the objective statement. The fifth objective which states that there is adequate funding for costumes shows that two (2) respondents which accounts for 11.1% indicates strongly agree, four (4) respondents which shows 22.2% stood for agree, seven (7) respondents with 38.9% accounts for strongly disagree while five (5) respondents with 27.9% opines disagree with none having undecided as their opinion. This item statistically has a mean of 1.61 and standard deviation of 0.75. The obtained mean score of 1.61 is below the decision mean of 2.50 and this means the respondents strongly disagree.

Table 4.1.2: Statistics on how funding impact students' interest, enrolment in external examinations and academic performance in music in secondary schools in Sapele

ITEMS	SA		A		SD		D		UD		Mean
	Fre q	%	Fre q	%	Fre q	%	Fre q	%	Fre q	%	
Music funding positively affects students interest in the subject	5	27.8	9	50	4	22.2	0	0%	0	0%	2.84
Music funding positively affects students enrolment of the subject	7	38.9	8	44.4	0	0%	3	16.7	0	0%	2.56
Music funding positively affects students performance in examination	6	33.3	9	50	0	0%	3	16.7	0	0%	2.61
Music underfunding produces low morale among music students due to lack of infrastructure	9	50	4	22.2	3	16.7	2	11.1	0	0%	2.55
Music funding positively affects students preference of the subject	10	55.6	4	22.2	0	0%	4	22.2	0	0%	2.70
<b>Weighted Mean</b>											<b>2.65</b>

Source: Fieldwork, 2023(Key: SA = strongly agree, A = agree, SD = strongly disagree, D = disagree and UD = undecided).

Table 4.1.2 shows how funding impact students' interest, enrolment in external examinations and academic performance in music in secondary schools in Sapele. The first item which states that music funding positively affects students interest in the subject shows that five (5) respondents which accounts for 27.8% opines

strongly agree, nine (9) respondents with 50% stands for agree. Also, four (4) respondents which accounts for 22.2% opine strongly agree. There was 0 (0%) responses for disagree and undecided. Statistically, this item has a mean of 2.84 and standard deviation of 0.86. Thus, having obtained a mean of 2.84 which is above the decision mean score of 2.50, it therefore stand for agree. The second item which states that music funding positively affects students enrolment of the subject shows that seven (7) respondents which accounts for 38.9% stands for strongly agree, eight (8) respondents which stands for 44.4% indicates agree. 0 (0%) of the respondents strongly disagree while three (3) respondents which stand for 16.7% maintains disagree and none of them having undecided opinion. Statistically, the item has a mean of 2.56 and standard deviation of 0.85. The obtained mean score of 2.56 is above the decision mean score of 2.50, it therefore mean respondents agree. The third item which states that music funding positively affects students performance in examination shows that six (6) respondents that accounts for 33.3% stands for strongly agree, nine (9) respondents which has 50% stands for agree, there was no responses for strongly disagree option, three (3) respondents which stands for 16.7% opines disagree with 0 (0%) responses for undecided also. Clearly, this item has a mean of 2.61 and standard deviation of 0.82. The mean score of 2.61 when weighed against the decision of 2.50 show that the respondents agree. The fourth item which states that music underfunding produces low morale among music students due to lack of infrastructure has nine (9) respondents stating strongly agree, four (40 respondents with 22.2% maintains agree. Alternatively, three (3) respondents with 16.7% accounts for strongly disagree, two (2) respondents which accounts for 11.1% opines disagree with 0 (0%) respondents stating undecided. This item has a mean of 2.70 and standard deviation of 0.85. The obtained mean score of 2.70 is above the decision mean of 2.50, it in essence imply that the respondents strongly agree to the objective statement. The fifth item which states that music funding positively affects students preference of the subject shows that ten (10) respondents which accounts for 55.6% indicates strongly agree, four (4) respondents which shows 22.2% stood for agree, there was 0 (0%) response for strongly disagree, four (4) respondents with 22.2% opines disagree with 0 (0%) having undecided as their opinion. This item statistically has a mean of 2.55 and standard deviation of 0.79. The obtained mean score of 2.55 is above the decision mean of 2.50 and this means the respondents strongly agree.

## 4.2 Discussion of the Findings

The result of the analysis of research question one shows that there is low level of funding for music education based on the responses of majority of the research participants comprising of both music teachers and principals together with staff from Sapele education board. This is established with the grand mean score of 1.60 obtained for all the items in table 4.1.1 that is below the benchmark mean of 2.50 adopted for the study. The research conducted by Ashley (2002) aligns with the finding of this study she reveals that music is not taught and learnt in many secondary schools especially government owned schools owing to the underfunding of the subject. Also, Gimba (2012) work supports the finding above as it argues that one of the problem facing education is reduction in funding from the government. This has affected subjects funding and students' interests and performance in these subjects, music inclusive. The work of Oladipo and Owoaja (2013c) also supports the finding as it maintained music underfunding accounts for the lack of teaching aids for effective teaching of the subject. Onwuekwe (2004) equally advocated for the funding of music in education in order to realize its benefit within the educational system. This attests to the underfunding of the subject that has affected its inability to make meaningful impact on other subjects as it was acclaimed a subject of subjects.

The result of the analysis of the second research shows that music funding impact students' interest, enrolment in external examinations and academic performance in secondary schools. The overall mean score of 2.65 obtained for all the items in table 4.1.6 establishes this research stance. This finding is in line with the work of Ajayi (2005) that posits that the funding of the music creates students' interest in the subject; students who have musical skills and potentials that can be put to use. It further helps to connect teachers and students in the learning process. Ofsted (2012) establish via research finding that music funding create interest in the subject from students as they enjoy taking music lessons. This posits that music funding arouses interest in student that reflects in their enrolment for the subject and performance in examination as the student finding reveals. UNESCO (2004) research further buttress the study finding as it argues the funding of music builds confidence in students who can be left on their own to practice with the appropriate use of electronic devices that aid learning process. UNESCO in its analysis discovered that when this is not the case, that is when devices to practice

with are not available as a result of lack of funds to purchase such, students lose interest, motivation and passion in music as a subject. In some cases, frustration sets in and students abandon the Music discipline or subject for another which they can cope with, that is; students at times abscond art class to commercial or science class, basically, because other disciplines are not as abstract in nature.

### **Conclusion**

The study concludes that lack of adequate funding has a negative impact on music as a subject in secondary schools in Sapele Local Government Area. It is a fact that the low allocation of resources for the subject by government and school administrators at local, state and federal level. This shows that the poor funding of music has implications for students' interest, teachers' engagement and schools teaching of the subject.

### **Recommendations**

The funding of music education through every possible means should be sought by school administrators. They should reach out to parent teachers association, alumni associations and non-governmental agencies to help fund the subject in order to improve students' enrolment and interest in the subject at the secondary school level. This will encourage them to take the subject right from junior secondary school level up to senior secondary school where they will enroll for the subject during external examinations. This also will have a positive impact in their performance in such examinations. This is given the availability of quality teachers and music instruments, both local and electronic.

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