

**THE IMPACT OF MUSICAL ACTIVITIES ON SCHOOLS IN NIGERIA: A CASE OF  
FIVE SELECTED SCHOOLS IN BENIN CITY**

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BENIN CITY.**

**NOVEMBER, 2025**

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**A PROJECT WORK SUBMITTED TO, THE DEPARTMENT OF THEATRE ARTS,  
MUSIC PROGRAM, UNIVERSITY OF BENIN, IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF ARTS (B.A)  
DEGREE IN THEATRE ARTS.**

**NOVEMBER, 2025**

## **DECLARATION**

I declare that this project work is based on a study undertaken by me in the Department of Theatre Arts, Music Program, Faculty of Arts, University of Benin under the supervision of Dr Innocent I. Akioya for the purpose of acquiring a Bachelor of Arts (BA) degree in Theatre Arts, Music Program. All ideas and views are product of my research, where the views of others have been used and expressed, they were duly acknowledged.

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**BLESSING OGBEDE ADOGA**  
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## **CERTIFICATION**

I certify that this study was carried out by BLESSING OGBEDE ADOGA in the Department of Theatre Arts, Music Program, University of Benin under my supervision.

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**DR INNOCEN I. AKIOYA**  
*Project supervisor*

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**DATE**

## **DEDICATION**

This project work is dedicated to my family, myself, my friends and lecturers who gave me all the support, advice, prayers and counselling throughout my stay in school.

## **ACKNOWLEDGEMENT**

My utmost gratitude goes to Almighty God for his Grace, steadfast and undying love, protection and provision. I am also grateful for the Grace to finish successfully.

I would also like to thank my supervisor Dr Innocent I. Akioya, Prof. Mrs. Josephine Abbe and my other lecturers who have impacted me greatly, am grateful.

To my friends, Uche, Treasure, Victoria, I appreciate y'all for your effort and emotional support. Thank you for been there for me.

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## **ABSTRACT**

This study focused on investigating the impact of musical activities on schools in Nigeria, focusing on five selected schools in Benin City. The study aimed to determine if musical activities is impactful or not and if yes how it impacted the schools, the students and the society at large and how much it impacted us. Response to the questionnaire used revealed that majority of the respondents affirmed that musical activities have an impact on the students and by extension the school. The respondents also reported that involvement in musical activities helped to create cultural awareness and reminded us of our history, furthermore, while some respondents believed that musical activities impact the student's attendance and emotional state, others believed otherwise. Based on these findings, it is recommended that schools introduce musical activities into their curriculum and more musical instruments and music teachers be made available.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Music as a universal language, has long played a significant role in the development of human society. Across cultures and civilizations, music has served educational, cultural, social, and psychological purposes. In recent years, musical activities have increasingly gained attention in educational systems across the world for their potential to enhance cognitive development, improve social behaviour, creativity and enrich the school experience for students. In the Nigerian context, music is deeply embedded in cultural and traditional practices, yet its role in formal education is still evolving. Music has long been recognized as a universal language, being used in our day to day activities in societies and also in the educational system transcending boundaries and enriching human experiences. In Nigerian schools, musical activities have become increasingly significant, serving not only as a creative outlet but also as a tool for enhancing education, fostering social integration, and promoting cultural heritage. This chapter sets the foundation for understanding the impact of musical activities on academic and social development in Nigerian schools, emphasizing their relevance in a culturally diverse society.

In Nigerian schools, especially at the primary and secondary levels, musical activities typically take the form of music classes, school bands, choirs, cultural dance groups, and inter-school music competitions. While music as a subject is included in the curriculum, it often does not receive as much emphasis as other subjects like Mathematics, English, and the Sciences. However, a growing body of evidence suggests that musical activities can influence students' academic performance, discipline, creativity, emotional intelligence, and social

interaction. Despite the documented influence of music education, many Nigerian schools face challenges in implementing an effective music program. These include inadequate funding, lack of trained music teachers, insufficient musical instruments, and poor infrastructure. Understanding the impact of musical activities within the Nigerian school system is crucial to gauging its influence on the educational system.

## **1.2 Statement of the Problem**

Despite the growing evidence of the impact of musical activities, many schools in Nigeria continue to overlook their importance. Limited resources, insufficient training for music teachers, and a lack of awareness about the potentials have contributed to this situation. This study seeks to address the gap in understanding how musical activities impact the students' academic performance, emotional well-being, and social skills in Nigerian schools.

Although several studies have highlighted the benefits of musical activities in educational settings globally, there is a lack of comprehensive research that addresses their impact in the specific context of Nigerian schools. In many institutions, music is undervalued or entirely absent due to logistical, financial, and administrative challenges. This neglect may lead to a loss of potential developmental benefits for students, such as improved cognitive skills, better emotional regulation, enhanced social behaviour, and even academic achievement.

Furthermore, where musical activities exist, they are often limited in scope and reach, affecting only a small percentage of students. This disparity creates an uneven learning environment where only privileged students gain access to the practice of music. As Nigeria continues to pursue educational reforms, there is a need to understand the specific contributions of musical activities to student development and overall school culture.

### **1.3 Objectives of the Study**

The main aim of this study is to examine the IMPACT OF MUSICAL ACTIVITIES ON SCHOOLS IN NIGERIA. The objectives of the study were to;

- I. Examine the role of musical activities in influencing students' academic performance.
- II. Explore how musical activities influence students' social and emotional development.
- III. Identify the challenges faced by schools in implementing music programs.
- IV. Examine the influence of musical activities on school culture and student behaviour.
- V. Propose strategies for improving the integration of musical activities in the school curriculum.

### **1.4 Research Questions**

The following were the Research Questions:

- I. What was the relationship between musical activities and students' academic performance in Nigerian schools?
- II. How do musical activities contribute to students' emotional well-being and social development?
- III. What challenges do schools face in incorporating musical activities into their curriculum?
- IV. What strategies can be employed to improve the impact of musical activities in Nigerian school?
- V. Are musical instrument gender based?

### **1.5 Significance of the Study**

This study is significant for various stakeholders in the Nigerian education sector, especially Music Educators. For educators, it highlights the importance of integrating music into the curriculum to foster holistic development. For policymakers, it provides insights into the need for resource allocation to support music education. Additionally, the study contributes to the body of knowledge on the role of arts in education, offering practical implications for improving educational outcomes. This study is significant in several ways. First, it will contribute to the growing body of knowledge on music education in developing countries, with specific reference to Nigeria. It will provide insights to policymakers, school administrators, and educators about the potentials of music to enhance the students' development. Second, the findings will help in advocating for the inclusion and funding of musical programs in schools, particularly in public institutions where such activities are often neglected. Third, the research may inspire curriculum developers to re-evaluate the importance of music and arts in the Nigerian education system, paving the way for a more balanced and inclusive curriculum.

## **1.6 Scope of the Study**

The study focuses on primary and secondary schools in Nigeria, examining both urban and rural settings. It investigates the implementation of musical activities, their impact, and the challenges faced by schools. While the primary focus is on formal education settings, the study also considers informal musical practices that influence students' learning experiences. This study focuses on primary and secondary schools in Nigeria, with particular attention to the impact of musical activities on student development and school culture. It will cover a sample of about Five [5] schools both public and private schools in Benin City, Nigeria to

ensure a broad representation. The study will involve distribution of questionnaires to teachers, school administrators, students, and parents.

### **1.7 Explanation of Key Terms**

- **Musical Activities:** Refers to organized practices such as choir, band performances, music classes, and cultural festivals involving music.
- **Academic Performance:** The measurable outcomes of students' educational achievements, including grades and test scores.
- **Social Development:** The process by which students acquire the skills to interact effectively and harmoniously with others.
- **Emotional Well-being:** The mental state of students characterized by positive emotions, self-awareness, and resilience.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter highlights the global significance of musical activities and narrows the focus to the Nigerian context, examining trends, challenges, opportunities and history of musical activities in five selected schools in Benin city which can be representative of other schools and other cities. Music plays a significant role in Nigeria culture and education. Research has shown that musical activities can have a positive impact on student's academic performance, social skills and emotional wellbeing. This research aims to explore the impact of musical activities on schools in Nigeria highlighting the challenges and potential areas for improvement. The benefits of musical activities are; cognitive development which says that musical activities can improve cognitive skills such as memory, language development and spatial-temporal skills. Emotional wellbeing which says that music can help students express and manage emotions, reducing stress and anxiety. Social skills which says that music can foster teamwork, communication and social interaction among students. The challenges faced by schools include; Limited resources which states that many schools in Nigeria lack adequate music facilities, instruments, and qualified teachers. Cultural relevance which states that

music education in Nigerian schools may not always reflect the country's diverse cultural heritage.

## 2.2 Theoretical Framework

Several theories underline the relationship between music and education. This section examines prominent theories:

- **Multiple Intelligences Theory:** Proposed by Howard Gardner in 1983, this theory suggests that music intelligence is one of the core intelligences. It emphasizes how musical activities enhance cognitive skills such as memory, language development, and problem-solving. It suggests that intelligence is not a single general ability but rather a collection of distinct types of intelligences. The core Intelligences
- **Linguistic Intelligence** (word smart) Skill in reading, writing, storytelling, and memorizing words, Think authors, poets, journalists. problems logically, perform mathematical operations, and conduct scientific reasoning. For example; scientists, engineers, accountants.
- **Spatial Intelligence** (picture smart) Capacity to think in three dimensions—visualizing, drawing, and mentally manipulating objects. For example; architects, pilots, graphic designers.
- **Bodily-Kinaesthetic Intelligence** (body smart) Using the body skilfully for expressive or goal-directed purposes. For example: athletes, dancers, surgeons.
- **Musical Intelligence** (music smart) Sensitivity to rhythm, pitch, melody, and tone. For example: composers, singers, instrumentalists.
- **Interpersonal Intelligence** (people smart) ability to understand and interact effectively with others. For example: teachers, therapists, politicians.

- Intrapersonal Intelligence (self smart) Deep understanding of oneself—emotions, motivations, and goals. For example; philosophers, psychologists, spiritual leaders.
- Naturalistic Intelligence (nature smart) Ability to identify and classify elements of the natural world. For example; botanists, ecologists, farmers. To qualify as a distinct intelligence, Gardner proposed that a skill must: Be isolatable in brain damage cases, Have an evolutionary history, Be supported by psychological and psychometric findings, Be teachable and symbolically expressible, Show developmental progression over time, Educational Impact. Gardner’s theory revolutionized education by encouraging personalized learning. Instead of a one-size-fits-all approach, teachers began designing lessons that cater to different intelligences—like using music to teach math or storytelling to explain science.

### **Criticism & Debate**

While widely embraced in education, some psychologists argue that Gardner’s “intelligences” are better described as talents or learning styles, and that the theory lacks strong empirical support and that the intelligence may not be as distinct as he says which may cause overlapping. Still, it remains a powerful framework for understanding human potential.

- **Social Learning Theory:** Introduced by Albert Bandura, this theory underscores the role of musical activities in fostering collaboration, teamwork, and social interactions among students. Students learn social skills, behaviours and attitudes through observing and imitating others in musical activities.
- **Core Concepts of Social Learning Theory Observational Learning (Modelling):** People can learn new behaviours simply by watching others called models. These models can be: Live (e.g., a parent or teacher demonstrating a skill) Verbal (e.g., instructions or

descriptions) Symbolic (e.g., characters in books, movies, or online media) Vicarious Reinforcement We don't need to experience rewards or punishments ourselves to learn. Watching someone else get rewarded or punished for a behaviour can influence whether we imitate it.

- **Cognitive Processes:** Bandura emphasized that learning involves internal mental states.

He identified four key processes:

- I. Attention: Noticing the behaviour
- II. Retention: Remembering what was observed
- III. Reproduction: Physically and mentally being able to replicate the behaviour
- IV. Motivation: Having a reason to imitate the behaviour (e.g., expecting a reward)

Reciprocal Determinism Behaviour, personal factors (like beliefs), and the environment all influence each other in a continuous loop. For example; children who see their parents fight at home often times will Later imitate the same aggressive behaviours, showing that aggression can be learned through observation.

- i. Education: Teachers model behaviours and attitudes they want students to adopt.
- ii. Therapy: Used in behaviour modification and social skills training.
- iii. Media Influence: Helps explain how exposure to violence or prosocial behaviour in media affects viewers Criticisms, Some critics argue that the theory underestimates biological influences and overemphasizes the role of environment and cognition. However, it remains a foundational theory in psychology and education.

### **2.3 Musical Activities and Academic Performance**

A substantial body of research supports the relationship between musical activities and improved academic outcomes. Key findings include:

- **Cognitive Benefits:** Studies reveal that participation in musical activities enhances memory retention, attention span, and critical thinking.
- **Language Development:** Music aids in creating awareness, helping students improve reading and communication skills.
- **Mathematical Skills:** The rhythm and patterns in music are linked to improved mathematical abilities, timing in music has to be accurate hence musician have to be mathematically intelligent, fast, sharp and smart.

#### **2.4 Musical Activities and Emotional Well-Being**

Music has been recognized for its therapeutic qualities. In schools, musical activities contribute to students' emotional development by:

- Reducing stress and anxiety through engaging in performances.
- Boosting self-esteem and confidence through participation in choir and band groups
- Encouraging emotional expression and creativity.

#### **2.5 Musical Activities and Social Development**

The role of musical activities in fostering social skills is well-documented and broad. They provide a platform for students to:

- Build teamwork and collaboration skills.
- Develop empathy and understanding through shared experiences.
- Create inclusive environments that transcend cultural and social differences.

#### **2.6 Research Analysis**

Challenges in Implementing Musical Activities Despite their benefits, several challenges hinder the integration of musical activities in Nigerian schools:

- **Lack of Resources:** Many schools face financial constraints, limiting access to musical instruments and facilities.
- **Inadequate Training for Music Teachers:** The scarcity of qualified music educators affects the quality of musical programs.
- **Cultural Bias:** Some communities undervalue music education, prioritizing the academic subjects over creative arts.

Strategies for Enhancing Musical Activities To address these challenges, the following strategies have been suggested:

- **Policy Development:** Governments and educational authorities should implement policies supporting music education.
- **Funding and Sponsorship:** Increased funding and collaboration with NGOs can help schools acquire musical resources.
- **Teacher Training:** Workshops and training programs for music educators can improve the quality of instruction.
- **Community Engagement:** Promoting the value of musical activities within communities can enhance acceptance and participation

## 2.7 Conclusion

This chapter has provided a comprehensive review of literature on the impact of musical activities on Nigerian schools. It highlights their academic, emotional, and social benefits while identifying challenges and proposing solutions. The insights from this chapter serve as a foundation for the subsequent discussion of research findings in Chapter Three.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The study adopts a mixed-methods research design, combining both qualitative and quantitative approaches. This design enables an in-depth exploration of the subject by capturing numerical data and understanding participants' perspectives. The study relies on surveys, interviews, and observational techniques to gather comprehensive insights. The study adopted a descriptive survey research design. This design was considered appropriate because it enables a researcher to collect data from a representative sample of schools in Nigeria especially schools in Benin City in order to determine the impact of musical activities on students' academic, social, and emotional development. The descriptive survey method is particularly suitable as it provides a systematic and factual description of the subject under investigation without manipulating variables.

#### **3.2 Population of the Study**

The target population is 83 respondents which includes students, teachers, school administrators, and parents from selected primary and secondary schools in Benin City Nigeria. Urban and rural schools are included to ensure the findings reflect diverse educational settings. Students who actively participate in musical activities such as choir, band, cultural music groups, and music classes. Teachers who coordinate or supervise music-

related activities in schools. Given the vastness of Nigeria, the study focuses on five schools in Benin City.

### **3.3 Sample and Sampling Techniques**

A stratified random sampling technique is employed to select schools and participants. This method ensures that schools of varying sizes, locations, and types (public and private) are represented. The sample size comprises: 60 students (aged 10-18) 16 teachers, 9 administrators and 15 parents.

### **3.4 Research Instruments**

The study uses the following instruments:

- **Questionnaires:** Structured questionnaires are distributed to students, administrators, parents and teachers to assess their perspectives on musical activities.
- **Interviews:** Semi-structured interviews with school administrators and music educators provide deeper insights into challenges and successes.
- **Observation Checklist:** Observational data is collected during musical activities to evaluate student engagement and program effectiveness.

### **3.5 Validity and Reliability of Instruments.**

To ensure validity, the questionnaire was subjected to expert review by a specialist in music education (my supervisor). His corrections and suggestions were incorporated to improve clarity, relevance, and appropriateness of the items. For reliability, a pilot test was

conducted with 10 respondents (5 students and 5 teachers) from schools not included in the main study. The results were analysed using the Cronbach Alpha method, yielding a reliability coefficient of 83%, which was considered acceptable for internal consistency.

### **3.6 Method on Data collection**

The data collection process involves: Distributing questionnaires during school hours with the assistance of teachers. Conducting one-on-one interviews after obtaining consent from participants. Observing musical practices during school events and extracurricular activities. Ethical considerations such as informed consent, confidentiality, and voluntary participation are upheld throughout the data collection process.

### **3.7 Method of Data analysis**

The data collected were analysed using both descriptive and inferential statistics. Descriptive statistics such as frequency counts and percentages were used to summarize responses. Inferential statistics such as the Chi-square test and t-test were applied to test hypotheses and determine significant differences between groups (e.g., public vs. Private schools, students vs. Teachers).

## CHAPTER FOUR

### DATA ANALYSES AND INTERPRETATION

#### 4.1 Introduction

This chapter provides a breakdown of all collected and collated data for this study. The analysis and interpretation will be based on the questionnaire distributed for this study. The questionnaire will also be placed in the appendix of this study.

For this study I distributed 100 questionnaires but only 83 were returned so this study is based on the 83 questionnaires that came back in.

#### 4.2 Data Presentation

**Table 1: School type**

<b>Response</b>	<b>No of respondents</b>	<b>Percentage (%)</b>
Public	0	0%
Private	83	100%
Total	83	100 %

The analysis of table 1 shows that all of the respondents fall into the private school sector, with 83% affirming this.

**Table 2: School level**

<b>Response</b>	<b>No or respondents</b>	<b>Percentage</b>
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Primary	6	7.72%
Junior secondary	58	70%
Senior secondary	19	22.28%
Total	83	100%

This table shows that majority of the respondents fall under the junior secondary school range with 58 affirming this, followed by senior secondary school with 19 and a smaller Percentage of respondents within primary school with 6.

**Table 3: Location**

Response	No of respondent	Percentage
Urban	71	85.54%
Rural	12	14.46%
Total	83	100%

This table shows that majority of the respondents come from urban area with 71 and 12 from rural area. This also shows that several schools in the rural area do not have a good music program or know the impact of music.

**Table 4: Respondent role**

Response	No of respondent	Percentage
Teachers	16	19.27%
Students	52	62.65%
Administrator	3	3.61%
Parents	12	14.47%
Total	83	100%

Analysis of this table shows that majority of the respondents are students with 52 students affirming this, followed by teachers with 16, a smaller percentage of respondents are parents with 12, while only 3 administrators.

**Table 5: Sex**

Response	No of respondent	Percentage
Male	44	53.01%
Female	39	46.99%

Total	83	100%
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Age	No of respondent	Percentage
10 - 18	52	62.65%
19 - 30	10	12.04%
30 - 50	12	14.47%
50 and above	9	10.84%
Total	83	100%

**Table 6: Do musical activities occupy much space in your school curriculum?**

Response	No of respondent	Percentage
Yes	31	37.35%
No	23	27.79%
Not much	29	34.94%
Very much	0	0
total	83	100%

This table shows that musical activities occupy much space in school curriculum with 31 saying Yes and 23 responding No and a little higher number saying Not much with 29 and 0 saying very much.

**Table 7: How many areas of music are offered in your school? (Music theory, instrumental music, vocal music, music appreciation)**

Response	No of respondent	percentage
One	21	25.30%
Two	52	62.66%
Three	10	12.04%
More than three	0	0
Total	83	100%

Analysis of table 7 reveals that only one area of music is offered in schools with 21, two areas with 52, a smaller portion offer three areas with 10 and 0 for more than three areas.

**Table 8: how often are musical activities conducted in your school?**

<b>Response</b>	<b>No of respondent</b>	<b>Percentage</b>
Daily	30	36.14%
Weekly	37	44.60%
Monthly	2	2.40%
Rarely	14	16.86%
total	83	100%

Analysis of table 8 shows that music is daily conducted in schools with 30, followed by weekly 37 and monthly with 2 and Rarely with 14.

**Table 9: Are musical instrument gender based? (For example: are violins restricted to girls only?)**

<b>Response</b>	<b>No of respondent</b>	<b>Percentage</b>
Yes	17	20.48%
Rarely	2	2.40%
No	60	72.28%
Sometimes	4	4.84%
Total	83	100%

Analysis of this table shows whether musical instruments are gender based, Yes with 17, Rarely with 2, No with 60 and Sometimes with 4, revealing that they are not gender based judging by the higher number of No response.

**Table 10: How often do your school integrate music in the curriculum?**

<b>Response</b>	<b>No of respondent</b>	<b>percentage</b>
Often	36	43.37%
Rarely	43	51.82%
Very often	0	0%
Not at all	4	4.81%
total	83	100%

Table 10 shows how often music is integrated into the curriculum with 36, Rarely with 43, very often with 0 and Not at all with 4 respondents, proving that music is not often integrated in the school curriculum but Rarely.

**Table 11: How many musical instruments are available in your school (drums, flute, trumpet, shekere, violin, recorder or saxophone)**

<b>Response</b>	<b>No of respondent</b>	<b>Percentage</b>
All	8	9.65%
Few	55	66.26%
None	9	10.84%
many	11	13.25%
Total	83	100%

This table reflects the number of musical instruments available in schools. All with 8, few with 55, none with 9 and many with 11. While some schools have no musical instruments some at least have a few.

**Table 12: Has your school participated in a music festival or competition before?**

<b>Response</b>	<b>No of respondent</b>	<b>Percentage</b>
Yes	47	56.65%
No	26	31.32%
Not at all	4	4.81%
More than once	6	7.22%
Total	83	100%

This table reveals that most schools have participated in music festival or competition (s) before with 47 and some No with 26, some not at all with 4 and some have more than once with 6.

**Table 13: Do you think musical activities have an impact on students' academic performance?**

<b>Response</b>	<b>No of respondent</b>	<b>percentage</b>
Yes	62	74.72%
No	2	2.40%
Not really	17	20.48%
Very impactful	2	2.40%
Total	83	100%

Analysis of table 13 shows that musical activities have an impact on student's academic performance with 62 and No with 2 and Not really with 17 and some say Very impactful with 2

**Table 14: do musical activities affect students' creativity and self-expression?**

<b>Response</b>	<b>No of respondent</b>	<b>percentage</b>
Very positive	61	73.49%

Hardly positive	20	24.11%
No impact	1	1.20%
Negative	1	1.20%
Total	83	100%

This table is reflecting whether musical activities affect student's creativity and self-expression with 61 very positive, 20 hardly positive, 1 No impact and 1 Negative. Proving that it's very impactful to the student's creativity.

**Table 15: Do musical activities help to promote cultural awareness and appreciation among students?**

Response	No of respondent	percentage
Yes	76	91.56%
No	1	1.20%
Very often	3	3.62%
Rarely	3	3.62%
Total	83	100.0%

Analysis of table 15 aims at how musical activities help to promote cultural awareness and appreciation among students, the research has shown that it helps with 76 Yes and 1 no and 3 very often and 3 rarely.

**Table 16: Do musical activities contribute to an improved student behavior and discipline in your school?**

Response	No of respondent	percentage
Yes	42	50.60%
No	8	9.63%
Very much	4	4.81%
Not much	29	34.96%
Total	83	100%

Table 16 shows that musical activities contribute to improved student behavior and discipline in schools with 42 Yes, 8 No, 4 very much and 29 response saying not much

**Table 17: How does participating in school musical activities help a child's behaviour at home.?**

<b>Response</b>	<b>No of respondent</b>	<b>percentage</b>
Positive	55	62.28%
Hardly positive	26	31.32%
Negative	0	0%
No impact	2	2.40%
Total	83	100%

Table 17 shows that musical activities can help a child at home positive with 55, hardly positive with 26, Negative with 0 and No impact with 2.

**Table 18: How much does participating in musical activities affect the student's attendance?**

<b>Response</b>	<b>No of respondent</b>	<b>percentage</b>
Very much	26	31.35%
Not much	49	59.03%
Rarely	4	4.81%
Not at all	4	4.81%
total	83	100%

Table 18 shows how much participating in musical activities affect student's attendance, very much with 26, not much with 49, rarely with 4 and not at all with 4. The majority believe that it doesn't help much

**Table 19: Can musical activities in Nigerian schools help to preserve traditional music and dance?**

<b>Response</b>	<b>No of respondent</b>	<b>percentage</b>
Yes	78	93.99%
No	0	0
Sometimes	3	3.61%
Very much	2	2.40%
total	83	83

Analysis of table 19 reveals if musical activities in Nigerian schools help to preserve traditional music and dance, with 78 Yes it is safe to safe it helps and 0 No and 3 sometimes as

some persons believe music now isn't so traditional and 2 very much, which is more prove that it help preserve traditional music and dance.

**Table 20: Do Musical activities promote unity and teamwork among students?**

<b>Response</b>	<b>No of respondent</b>	<b>percentage</b>
Yes	80	96.40%
No	1	1.20%
Very much	1	1.20%
Not at all	1	1.20%
total	83	100%

Analysis of this table is if this study promotes unity and teamwork among students, the research has proven that it does with 80 yes and 1 no and 1 very much and 1 not at all.

**Table 21: Exposure to school musical activities increases students' appreciation of Nigerian culture and traditions?**

<b>Response</b>	<b>No of respondent</b>	<b>percentage</b>
Yes	79	95.20%
No	2	2.40%
Rarely	2	2.40%
None of the above	0	0
total	83	100%

This table affirm with 79 Yes that exposure to school musical activities increases student's appreciation of Nigerian culture and traditions, with 2 No,2 Rarely and 0 none of the above.

**Table 22: What challenges does the implementation of musical activities face in your school?**

<b>Response</b>	<b>No of respondent</b>	<b>percentage</b>
Lack of funding	21	25.30%
Limited resources	16	19.27%
Insufficient trained music teachers	38	45.80%
Lack of administrative support	8	9.63%
Total	83	100%

Analysis of table 22 says the challenges of implementing musical activities in schools are Lack of funding with 21, limited resources with 16, insufficient trained music teachers 38 and lack of administrative support is 8. The biggest challenge Is the insufficiency of trained music teachers.

**Table 23: What recommendations do you have for improving musical activities in schools?**

<b>Response</b>	<b>No of respondent</b>	<b>percentage</b>
Buy more musical instruments	17	20.48%
Train and hire more teachers	33	39.75%
Curriculum development	10	12.04%
All of the above	23	27.73%
Total	83	100%

This table is open to get recommendations from the respondents for improving musical activities in schools, some said buying of more musical instruments with 17, train and hire more teachers with 33, curriculum development with 10 and all of the above with 23. While all of these options are correct as they are all needed. I believe and with the report of this questionnaire that training and hiring of qualified music teachers is first.

**Table 24: What strategies can be employed to improve the impact of musical activities in Nigerian schools?**

<b>Response</b>	<b>No of respondent</b>	<b>Percentage</b>
Students engagement and participation	27	32.53%
Organizing Competitions and festivals	28	33.73%
Use of technology	4	4.81%
All of the above	24	28.93%
Total	83	100%

Analysis of table 24 seeks strategies to improving the impact of musical activities in Nigerian schools, student engagement and participation with 27, organizing Competitions and festivals with 28, use of technology 4 and all of the above 24 respondents.

**Table 25: What social benefits can Nigeria students derive from participating in musical activities?**

<b>Response</b>	<b>No of respondent</b>	<b>Percentage</b>
Cultural awareness	29	34.93%

Improved communication skills	43	51.83%
Conflict resolution	4	4.81%
Reduction of social vices	7	8.43%
Totals	83	100%

Analysis of this table seeks the social benefits of participating in musical activities with 29 respondents believing its cultural awareness, 43 believe it improves communication skills, 4 conflict resolution and 7 reduction of social vices.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 Summary**

This study focused on examining the impact of musical activities on schools in Nigeria (the case of five schools in Nigeria) the study aimed to examine and determine how impactful doing musical activities is in Nigerian society.

From the findings of this research, it can be said that including musical activities in school's curriculum is very important and has impact on the students emotional, social and academic

performance. It also affects their behaviour at home and in the society at large, a majority of the respondents reported that it has affected them one way or the other.

The study also found that different schools have musical instruments and teachers depending on their curriculum and administrative support that they have, respondents also stated that musical activities would be better and more impactful if they have more musical instruments and more qualified music teachers and other factors that will improve the study of music in Nigeria schools.

Regarding how musical activities help to preserve traditional music and dance and how it creates cultural awareness, the respondents reported that offering musical activities in schools can help the students and younger generation to know about the history and their cultural heritage. From holding music festivals and competitions the students get to experience and express their creativity and learn songs and dances of their original languages.

Overall, the study of the impact of musical activities on schools in Nigeria has highlight the way music is valued currently in schools and ways to improve them.

## **5.2 Conclusion**

Music is a vital part of the society, serving as an instrument of peace, bringing about unity and teamwork among diverse people. Based on the findings of this study it is important that musical activities be included in the school curriculum. From the study, the following conclusions can be drawn:

1. Musical activities impact academics – The student’s attendance is positively affected when music is offered in the school as they are excited and therefore wouldn’t want to miss class and also with them doing musical activities they know about their cultural heritage and learn new things this way.
2. Musical activities impact creativity and self-expression. The student’s creativity and self-expression improves when they do musical activities, they are free to explore and express themselves however they like as music is an art form that gives room for creativity.
3. Employment – Employment opportunities is also created when schools and government organize training programs to train music teachers and they are hired to improve music education in Nigeria.
4. Cultural awareness: The implementation of musical activities in Nigerian schools help to create cultural awareness amongst the students and younger generation, things about their culture historical background would be revealed to them during these music activities.

### **5.3 Recommendations**

Based on the study’s findings, the following recommendations have been made:

1. Buy more musical instruments – Schools can partner with independent philanthropist and NGO and also raise funds on their own to buy more musical instruments and equipment in order to have a more fun and elaborate music program.
2. Train and hire qualified music teachers - The government and the leadership of private schools should organize seminars, workshops and trainings for people to get proper music education training in order to qualify as music teachers who are certified to teach music and also hire such equipped teachers and not just use any teacher as a music teacher.

3. Curriculum development - The educational board should develop a curriculum that includes Music as a core subject and should be given reverence as other subjects and have its time on the time tables of all schools.
4. Organization of music festival and competitions – The school boards should endeavor to organize music festivals and competitions where the students sing, play musical instruments and dance, these events will benefit the students academically and also emotionally even socially.

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- The Impact of Music on Human Development and Well-being* by Graham F. Welch et al: This book examines the impact of music on human development and well-being
- “The Musician’s Way: A Guide to Practice, Performance, and Wellness” by Gerald Klickstein: This book offers insights into the benefits of music education for musicians.
- “The Power of Music” by the National Endowment for the Arts: This study examines the impact of music on children’s cognitive and social development.

## **QUESTIONNAIRE**

Greetings, am Blessing Adoga, a 400 level student of the University of Benin, Department of Theatre Arts (Music) and this is a Questionnaire for my final year project.

# **THE IMPACT OF MUSICAL ACTIVITIES ON SCHOOLS IN NIGERIA (A CASE OF FIVE SCHOOLS IN BENIN CITY)**

## **Section A: Demographic Information**

Please tick where appropriate.

1. School Type A. Public B. Private
2. School Level A. Primary B. Junior Secondary C. Senior Secondary
3. Location A. Urban B. Rural
4. Respondent's Role A. Teacher B. Student C. Administrator D. Parent
5. Introduce yourself A. Sex- B. Age- C. Name of school-

## **Section B: Musical Activities in Schools**

1. Do musical activities occupy much space in your school curriculum? A. Yes B. No C. Not much D. Very much
2. How many areas of music are offered in your school (Music theory, Instrumental music, Vocal music , Music appreciation, etc.) A. One B. Two C. Three D. More than three
3. How often are musical activities conducted in your school? A. Daily B. Weekly C. Monthly D. Rarely
4. Are musical instruments gender based? ( for example: are violins made for girls only) A. Yes B. Rarely C. No D. Sometimes
5. How often do your school integrate music in the curriculum ? A. Often B. Rarely C. Very often D. Not at all
6. How many musical instruments are available in your school?(Drums,flute,trumpet, sekere, violin, recorder or saxophone ) A. All B. Two C. None D. Three

7. Have your school participated in a music festival or competition before? A. Yes B. No C. Not at all D. More than once

**Section C: Impact of Musical Activities**

1. Do you think musical activities have an impact on students' academic performance? A.Yes B.No C.Not really D.Very impactful
2. How do musical activities affect students' creativity and self-expression? A. Very positive B. Hardly positive C. No impact D.Negative
3. Do musical activities help to promote cultural awareness and appreciation among students? A.Yes B.No C.Very often D.Rarely
4. Do musical activities contribute to an improved student behavior and discipline in your school? A.Yes B.No C.Very much D.Not much
5. How does participating in school musical activities help a child's behaviour at home? A. Positive B. Hardly positive C. Negative D. No impact
6. How much does participating in musical activities affect the students attendance? A. Very much B. Not much C. Rarely D. Not at all
7. Can musical activities in Nigerian schools help to preserve traditional music and dance? A. Yes B. No C. Sometimes D. Very much
8. Musical activities promote unity and teamwork among students? A. Yes B. No C. Very much D. Not at all

9. Exposure to school musical activities increases students' appreciation of Nigerian culture and traditions? A. Yes B. No C. Rarely D. None of the above

**Section D: Challenges and Recommendations**

1. What challenges does the implementation of musical activities face in your school?  
A. Lack of funding B. Limited resources C. Insufficient trained music teachers D. Lack of administrative support
2. What recommendations do you have for improving musical activities in schools? A. Buy more musical instruments B. Train and hire more teachers C. Curriculum development D. All of the above
3. What strategies can be employed to improve the impact of musical activities in Nigerian schools? A. Students engagement and participation B. Organising Competitions and festivals C. Use of technology D. All of the above
4. What social benefits can Nigeria students derive from participating in musical activities?  
A. Cultural awareness B. Improved communication skills C. Conflict resolution D. Reduction of social vices.