

## CHALLENGES FACING PRIMARY SCHOOL MUSIC EDUCATION IN RURAL AREAS OF AWKA, ANAMBRA STATE

OKEKE, I. N.  
[in.okeke@unizik.edu.ng](mailto:in.okeke@unizik.edu.ng)  
+2348038562309  
&  
NNAMANI, E. C.  
+2349031168347

### ABSTRACT

Music education is a critical component of holistic basic education, encompassing the teaching and learning of music theory, history, performance, and related skills. This study investigated the challenges facing music education in primary schools located in rural areas of Awka, Anambra State, with the aim of identifying these challenges and proposing viable solutions. A mixed-method research approach (qualitative and quantitative survey methods) was adopted, with data collected through oral interviews and direct observation. A total of four schools (two public and two private primary schools) were surveyed, with head teachers, school directors, and Cultural and Creative Arts (CCA) teachers serving as participants. The findings revealed several key issues: music is largely non-existent in the curriculum of most rural primary schools. Where it is present, it is often substituted with general musical activities and subsumed under Cultural and Creative Arts (CCA), rather than being taught as a distinct subject. There is also a shortage of qualified music teachers, inadequate instructional materials and resources, a lack of community and administrative support, and low awareness of the benefits of music education among parents, schools, and the wider community. The study recommends the sensitisation of rural communities to the relevance of music education in the formative years of children; the training and recruitment of competent music teachers by higher institutions and the government; the prioritisation of music education in rural schools; and the recognition of music as a distinct subject in both primary and post-primary school curricula.

**Keywords:** Music education, remote areas of Anambra State, holistic basic education)

### INTRODUCTION

Music Education in the Primary School system is an essential aspect of a balanced and comprehensive educational system, providing numerous and various cognitive, mental, emotional and social benefits for students (Hallam, Price & Katsarou 2012). In Nigeria, Primary Education is the foundation of the country's educational system and Music Education is seen as an integral part of the primary school curriculum (Federal Ministry of Education 2014). The National Policy on Education (2014) emphasizes the importance of music education in promoting creativity, self-expression, and cultural appreciation. However, rural areas face significant challenges in providing and implementing a quality and proper music education. The provision of quality music education in rural areas of Nigeria, particularly in primary schools, is often hindered by various challenges, resulting in lack of access to musical instruments, qualified and trained music educators, musical programs and resources.

Music education is seen as a waste of time and children take this mind-set to school and thus snub music lessons or take it as child's play. But contrary to the notion above, formal child- hood music education has been found to be desirable and indispensable (Leonhard,1972; Swanson, 1981; Onwuekwe,1998; Okafor for, 2005; Onyuike, 2005; Aniwene, 2009).

Awka, the capital city of Anambra State is an Urban-Rural area with a high population of primary school pupils. Despite the importance of music education, most primary schools in Awka face significant challenges in providing quality music education to their students.

Previous studies have identified various challenges facing music education in Nigeria, including inadequate funding, lack of qualified teachers and educators and insufficient resources (Adeogun, 2001; Eze, 2013). However, these studies have focused mainly on the urban areas, with little or no attention paid to the specific challenges facing music education in rural areas like ifite, Amansea etc. of Awka, Anambra State.

This study aims to fill this knowledge gap by investigating the challenges facing primary school music education in rural areas of Awka, Anambra State. The findings of this study will provide valuable and helpful insights into the specific challenges facing music education in these areas and inform the development of effective strategies to address these challenges.

### **Statement of the Problem**

The provision of quality music education in primary schools in rural areas of Awka, Anambra state is being hindered by numerous challenges. These challenges give a gap to the evaluation of adequate music education in primary schools. This study aims to investigate the challenges facing music education in rural areas of Awka, Anambra State with a view to identifying strategies for improving the quality of music education and enhancing the educational experience of primary school pupils.

The importance of music education can never be overemphasized as this is the first foundation built for the effectiveness of primary school education. Music has to be seen and taken as a core subject in Primary Schools just like Mathematics, English language, Basic science etc. are taken seriously and adapted into the primary school education curriculum.

### **Purpose of the Study**

The primary aim of this study is to investigate the challenges confronting the effective teaching and learning of music education in primary schools located in rural areas of Awka, Anambra state

Specifically, this study seeks to examine the current state of music education in selected rural primary schools, identify the key challenges affecting the implementation of music education in these schools and propose practical strategies for improving music education delivery in rural primary schools within Awka, Anambra state.

The basic objectives of this research work include:-

1. To trace and identify the primary challenges faced in the practice of teaching music education in rural areas.
2. To trace and highlight how these challenges impact and affect the quality of music education in rural areas.
3. To identify and find out why there is no formal music education in some of the rural area schools
4. To find out strategies that can be implemented to overcome these challenges and help improve greatly music education in rural areas schools.

### **Significance of the Study**

This study is significant as it sheds light on the persistent challenges affecting music education in primary schools within rural areas of Awka, Anambra State. The benefit analysis cuts across society, school, administrators, government, teachers and pupils.

These stakeholders will find the following benefits from this study:

- Policy makers would identify gaps in curriculum implementation and resources allocation, leading to better-informed decisions aimed at promoting music education.
- School administrators and head teachers would recognize the importance of including music as a core subject, encouraging them to prioritize its implementation and seek qualified music educators.
- Curriculum developers get helpful insights into how music is currently treated in rural schools, which can inform the development of more inclusive, context-relevant music curricula.
- Parents and local communities will benefit from this study as it raises awareness among rural communities about the value of music education in child development, fostering community support and advocacy for improved arts education.
- Music educators and prospective teachers will benefit also as it highlights the demand for qualified music teachers in rural areas, encouraging trained professionals and music education graduates to explore teaching opportunities in these communities.
- Pupils will gain a richer knowledge and experiences both in (theory and practice) thereby enhancing their creative development, cultural identity and academic engagement.
- Academic researchers will also benefit from this study as it provides a foundation for further academic inquiry into music education in underserved regions, serving as a reference for further studies.

Ultimately, this research contributes to the broader discourse on equitable access to quality education and the revitalization of music education at the foundational level.

### **Research Questions**

The following questions guided this research work:

1. What are the challenges facing music education in rural areas of Awka, Anambra state?
2. How many primary schools in these rural areas teach music?
3. How do these challenges impact the quality of music education in these areas?
4. Why is there no formal music education in some of the rural areas?
5. What strategies can be implemented to overcome these challenges and improve music education in rural areas of Anambra State?

### Scope of the Research

This study focuses on examining the challenges affecting music education in primary schools located in rural areas of Awka, Anambra State. It is limited to exploring factors such as availability of qualified music teachers, adequacy of instructional materials, curriculum implementation, attitudes of school administrators, and government support towards music education.

The research is restricted to selected public and private primary schools within rural communities in Awka, and does not cover urban schools or secondary school settings. The study uses interviews and observations to gather data from CCA teachers, head teachers, and School directors. This scope ensures that the study provides a focused and realistic assessment of the specific challenges within the rural education environment, without generalizing findings beyond the defined geographical area and school level.

### Review of relevant literature

Relevant literature that spanned across a wide range of concepts, theories, and empirical works of several scholars were explored in this research and are highlighted here:

#### Some Pertinent Concepts

- **Rural**

The Oxford Advanced Learners' Dictionary defines 'rural' as something connected with or like the countryside. It describes areas that are typically characterized by low population density, dominated by natural environment such as agricultural lands, forest and people living in these areas, often with distinct cultural and social characteristics. In the context of this paper we have adopted 'rural' to refer to those communities which are the outskirts of Awka metropolis, that is, Awka suburbs such as Amansea in particular.

- **Music Education**

Music is a powerful tool that can enhance children's learning experiences, offering a wide range of benefits. With its universal appeal and timeless nature, music can be a valuable asset in education whether through formal instruction or informal exploration, musical knowledge can have a profound impact on young minds.

Music education plays a role in forming up a person's world view, cultivate their thinking and enhances their personal communication skills. Music education encompasses the teaching and learning of music skills, theory, history and performance and it also fosters collaboration, discipline and cultural understanding, contributing to a more empathetic community.

Leonard and House (1972) explained that:

Music education has a highly important function in the educational program and that music education must be shaped logically and realistically within the framework of the total program of the school. The primary purpose of the music education program is to develop the aesthetic potential, possessed by every human being on its highest possible level (p.3).

Onyeji and Onyeji (2023) emphasised that: 'Formal music education in Nigeria is a legacy of colonial and missionary activities. Before formal and institutionalised music education, aspects of semi-formal music pedagogy existed through private lessons on using musical instruments in marching bands, schools and church choirs'.

- **Primary School Music Education**

Onyeji and Onyeji (2023) opined that music education was formally introduced in the primary school program in the 1980s. Despite the existence of music in the school curriculum, the program was made up of singing, dancing, folktale songs, storytelling and background music for school dramas among others without teaching the theory of music. Contemporary Nigerian formal music education has continued to witness challenges at the primary level in non-provision of facilities (musical instrument, books, teaching resources, conducive classrooms), lack of qualified teachers, curriculum implementation issues, religious misconceptions, the hegemony of other subjects and socio-religious biases. Music education represents the overall quality of the nation, it expresses our country's cultural power and an important manifestation of our nation's overall strength. This calls for driven efforts, passion in building capacity in music practice. This requires that all cultural foundation of music education must be firmly defined and clear to enable strong rooting of the learning processes.

Nye and Nye (1970) reasoned that:

A child needs the opportunity to participate spontaneously, enthusiastically and completely in the various aspects of music. No other life experience can bring more thrills and enjoyment, a feeling of individual worth and self completeness than the experience in some or all areas of music. With many opportunities, music provides the child with self involvement and personally initiated activities.....self respect, acceptance and respect by his peers may result from satisfying musical accomplishments (p. 23).

### Some Theoretical Perspectives

#### • Constructivist Learning Theory

The constructivist learning theory, championed by Lev Vygotsky, Jean Piaget and other theorists, emphasizes that learners construct their own understanding and knowledge of the world through experiences and reflections on those life experiences. Constructivism posits that learning is most effective when students are actively involved in a process of meaning and knowledge construction rather than passively receiving information. Applied to music education, Constructivist Learning Theory supports approaches that allow children to actively engage with music through singing, instrument playing, movement and creative expression. In this context, the classroom becomes a safe space for shared activities, collaboration and hands-on engagement, rather than note memorization or abstract theory (Child, 2004).

This theory is highly relevant to the present study, which investigates the challenges music education in rural primary schools in Awka, Anambra state. This theory provides insights for understanding how the absence of qualified music educators, inadequate infrastructure and misclassification of music under Cultural and Creative Arts undermines effective music learning.

In rural schools, where resources are limited and music is often neglected, the constructivist approach reveals the critical importance of contextual, participatory and practical music education. By employing this theory, the study emphasizes the need to bridge the gap between curriculum and classroom practice through student-centered and activity based teaching that aligns with learners' socio-cultural realities. Hence, the constructivist learning theory not only frames the investigation but also supports the call for reforms in curriculum delivery, teacher training and policy implementation in rural primary schools.

"Community-based music programs, cultural exchange initiatives & parental involvement can also foster a sense of ownership and support for music education in rural areas" (Nnamani, 2019).

This methods enable learners develop a deeper understanding of subject matter through active construction of knowledge and retain information gained better when they are actively engaged in constructing their own knowledge. Learners develop critical thinking and problem solving skills through inquiry based learning and also through social interaction.

### Some Empirical Reviews

So far, we have been able to arrive at a particular point where it is safe to state that music education is a subject that is peculiar and holds a whole lot of promises for the Nigerian child and his/ her future. Music education opens the doors to a broader cognitive development which paves the way and path for other developmental forms. It is imperative to look at the research findings of some scholars with regards to music education.

#### • Implementation of Music Education Curriculum

Umezina (2015) carried out a comprehensive investigation into the implementation of the music curriculum in Anambra State primary schools, with a particular focus on rural settings. His study revealed that music education, though officially part of the national curriculum, is grossly neglected in rural schools due to several systemic challenges. Chief among these were the absence of professionally trained music educators and the inadequacy of instructional materials such as musical instruments, textbooks, and visual aids. Alarming, his findings indicated that over 70% of the rural schools surveyed did not offer music as an independent subject. Instead, music was often subsumed under the umbrella of Cultural and Creative Arts (CCA)—a composite subject that also includes fine arts, drama, and dance—without adequate time allocation or subject-specific pedagogy. This practice, according to the study, has led to a dilution of music content and limited the depth of musical knowledge imparted to pupils.

#### • Towards the Resuscitation of music in Anambra State Primary Schools

Okeke (2011) in a pivotal work found out that music education in Anambra primary school system is merely surviving. He recommended several measures towards a resuscitation such as:

- (i) Developing an empirical music curriculum.
- (ii) Training and Re-training of music teachers by the Government and Higher Institutions.
- (iii) Provision of adequate music instructional materials as stipulated in the National policy on Education (2007) by the Government.
- (iv) Re-introducing Recorder playing for effective music teaching / learning in schools.
- (v) Re-educating parents on the gains of childhood music education through seminar/workshops/symposia.
- (vi) Motivating pupils through music concerts, festivals and excursions.

It is regrettable that many of these empirical discoveries by scholars have not been considered by the government neither have the recommendations been given reasonable attention.

## RESEARCH METHODOLOGY

### • Research Design

This research was a survey, designed to capture the realities about music education in primary schools in rural areas of Anambra state using just a few sampled schools in Amansea. In order to realize valid data, certain persons were interviewed and given questionnaires to respond to which involved school proprietors, directors and C.C.A teachers of selected public and private primary schools in Amansea, Awka Anambra state.

### • Population of the Study

The total population of this study is four (4) primary schools (two (2) private and two (2) public) in Amansea. The total population of these schools is about 1,500 students comprising both the public school sector and the private school sector.

### • Sample Size and Sampling Technique

The two (2) private schools do not teach music, they only offer Drama and Fine Art which fall under Cultural and Creative Art (C.C.A). In the same way one of the public schools does not offer music as a subject; they have no fore basic knowledge of music education. The other (1) public school has music in their timetable and curriculum but it is neglected by the teachers in charge. Majority of times the time slated for music is replaced by another subject. Music is only done for pleasure or during assembly and Angelus time for the Catholics, the reason being that music is neglected and it is not written in exams. C.C.A is what is offered in these schools which comprises of Fine art or fine art and drama. Music in these areas is not considered a core subject worthy of study.

### • Data and Data Collection

Data was largely collected firsthand by the researchers. On the 18th of June, 2025 we went to Bride of Christ Int'l School and interviewed Mrs Celestina Nwaora. She is the teacher in charge of CCA in the school, and her report was that drama and dance were what was offered in the school and that they only offer music education in their secondary school section and that the school management has never considered including music as a subject in their primary school curriculum.

St Stephen's Holy Infant Schools was also visited on the same 18th of June, 2025 Mrs Onyinyechi, the CCA teacher of the school, was interviewed. Her report was that they do not offer music but that the school management is planning on inculcating it in their curriculum. She also said that what they offer under Cultural and Creative Art (Dance, Drama and Fine art) and that they have musical instruments but they are local instruments.

Visit was made to Ezigbo Primary School on 1st of July, 2025, with interview session with Mrs. Chukwuma Chinyere, the headmistress of the school. It was gathered that Music was not offered in the school and that CCA only consisted of Fine Art.

We also visited the Community Primary School on 4th of July, 2025 and Mrs Ezulike Ukamaka, the head teacher, was interviewed. In the interview she said that they offer music but it is not taken serious by the teacher in charge, it is taken for pleasure and they do not have musical instruments only band drums. Music is done orally only on the assembly grounds and CCA only consists of Fine art and Drama. All the interviewed primary schools are in Amansea of Awka, Anambra state.

After the field work, the collected data was gathered, and based on the data collected; analysis was made using items analysis and simple percentage.

## DATA ANALYSIS

Data collected from the field was analyzed and findings were presented in relation to the research questions that were asked in chapter one of this research work.

### **Table 1: Responses gotten from Head teachers, school directors and teachers**

**1. RESEARCH QUESTION ONE**

**What Are The Primary Challenges Facing Music Education In Rural Areas Of Awka, Anambra state?**

From the responses of the teachers and directors in this area (Amansea). It is revealed that music education is not offered as a separate subject, instead it is subsumed under the cultural and creative art as drama and dance. This

SCHOOLS	RESPONSES GOTTEN
Bride Of Christ Int'l School	They do not offer music in their primary school level, only in their secondary school level. Music is classified as Drama and Dance.
St. Stephen's Holy Infant Primary School, Amansea	They have an interest in music and are planning to include music in their school curriculum.
Eziogbo Primary School, Amansea	They do not offer music and they have little knowledge about music education
Community Primary School, Amansea	Music education is in their curriculum but the teacher in charge does not take it seriously

lack of recognition may contribute to the marginalization of music education in these schools. The primary challenges based on the research findings are:-

**Poor Musical Background:-** Many pupils in rural areas grow up with little or no exposure to structured music education at home and in early schooling. A lack of foundational exposure limits learners' ability to grasp basic music concepts. Some of these students do not have a fore background knowledge of music; they have never heard about music or even seen a musical instrument.

**Lack of awareness:-** There is minimal public understanding of the educational and developmental benefits of music education. The undervaluing of music contributes to its marginalization in schools. Communities often see music only in entertainment terms, not as a formal academic subject. School authorities, teachers and even parents often see music as non- essential, focusing more on core subjects like English language and mathematics.

**Lack of qualified music teachers:-** Most rural area schools lack trained music educators. Reports state that general teachers without music background are assigned to teach music, affecting quality delivery. The lack of music- specialized teacher training programs in rural areas worsens the situation

**Limited recognition and prioritization:-** Music is often treated as a non-essential within the curriculum The systemic neglect of music as a core subject contributes to its exclusion from proper timetables and assessments. It is often merged under Cultural and Creative Arts (CCA) without attention to its uniqueness.

**Insufficient resources and infrastructure:-** Most rural schools lack musical instruments, instructional materials, audio- visual aids or even music classrooms. The absence of teaching aids and facilities discourages practical engagement without instruments or media, teaching becomes theoretical and rather boring.

**Inconsistent implementation of curriculum:-** Even where a music curriculum exists, it is rarely implemented effectively. Lack of monitoring and enforcement from education authorities leads to irregular or symbolic inclusion of music.

**2. RESEARCH QUESTION TWO**

**How Many Primary Schools In Rural Areas Teach Music?**

Given the survey results from the four different schools which show that most schools do not offer music as a subject. It is likely that a significant number of primary schools in rural areas of Anambra State do not priorities music education. Out of 100% of primary schools in Amansea, 85% of schools do not offer music as a subject while 15% offer Drama and Fine Art submerged under Cultural and creative art (C.C.A).

Results from responses gotten from the four (4) selected schools in Amansea, Awka Anambra state.

**Table 2: Status of Music in selected surveyed primary schools.**

Music Teaching	Yes	No	Total
No & percentage	0 ( 0%)	4 (100%)	4 (100%)

From the table, we observe that (1.) 0 (0%) of the schools teach music

(2.) 4 (100%) of the schools do not teach music.

This was analysed from the responses of Head teachers, School directors and CCA Teachers from the selected surveyed primary schools.

**Table 3: Variables results of the faced challenges in surveyed rural primary schools**

Variables	No music teacher	Lack of Instructional materials	No awareness of music education	C.C.A misbalance
Percentage	100%	100%	100%	100%

**School 1: Bride of Christ Int'l School Amansea (Private)**

**School 2: St Stephen's Holy Infant Primary School (Private)**

**School 3: Eziogbo Primary School Amansea (Public)**

**School 4: Community Primary School Amansea (Public)**

Out of the four (4) selected schools; there is no formal music education in their schools.

1. One of them has musical instruments but they are local musical instruments but no music teachers.
2. They have neither a music teacher nor instructional materials for music.
3. School 1: Bride of Christ Int'l school offers music but only in their secondary school section..

Point 2. Above was discovered by the researchers in the course of the field work. Headd teachers of these three schools attested to having no music and the students not having to come in contact with musical instruments in their school before while the last school has music in their curriculum but do not have teachers that take the subject seriously.

**Table 4: Results discovered in the course of field work.**

Variables	Interest in music	Music Teacher	Instructional materials	Musical Instruments
School 1	Nil	Nil	Nil	Nil
School 2	Yes	Nil	Nil	Local music instruments
School 3	Nil	Nil	Nil	Nil
School 4	Yes	Yes	Nil	Nil

### 3. RESEARCH QUESTION THREE.

#### How Do These Challenges Impact The Quality of Music Education In Rural Areas?

These challenges that hinder the full implementation of music education in these rural areas and it goes a long way in having disadvantages for pupils in primary school as music is as important as other core subjects.

These challenges affect the impact of music education; its impacts are huge and heavy.

**Limited Musical Knowledge:** - Lack of trained teachers leads to shallow music instruction and stunts foundational understanding as when non-specialists teach music, pupils receive only surface-level exposure, missing out on essential elements like theory, notation and instrumental skills.

**Limited Musical Development:-** Without structured and continuous learning, students' musical growth is hindered. Inadequate instruction and poor curriculum delivery prevent students from progressing from basic to intermediate levels in performance or theory.

**Inequitable opportunities:-** Students in rural areas are deprived of the same quality of music education available in urban schools. This deepens the rural-urban education divide, leaving rural pupils with fewer chances for music competitions, scholarships or professional careers.

**Student Outcomes:-** Low exposure to structured music lessons results in poor academic outcomes in music. It is observed that students from rural schools often perform poorly in music-based assessments due to lack of preparation affecting overall achievement and confidence.

**Impact on Music participation:-** It is found that a lack of engagement in music activities in rural schools discourages participation in music clubs, performance or further studies in music. When music is not properly taught or valued, students lose interest.

**Limited access to resources:-** Without musical instruments, music textbooks and instructional materials; learning becomes theoretical and uninspiring. This limitation reduces experiential learning, which is vital in music education, resulting in a disengaged and underdeveloped student body.

### 4. RESEARCH QUESTION FOUR

#### Why is there no formal music education in some of the rural area schools?

The absence of formal music education in some rural area schools in Awka, Anambra state can be attributed to several factors. In Nigeria, music education is not prioritized and many schools lack the necessary infrastructure, instruments and trained teachers to provide quality music education. Many situations limit the accessibility of music programs in rural areas which include societal and cultural bias, lack of interest by school principals and

proprietors and even parents and guardians as it is believed that those who involve in music or music related are found to be wayward, rough and end up useless in the society which is generally not true. A large percent of primary schools in Amansea do not offer music, it will be a different story if it were to be in the urban areas of Awka, Anambra state as a whole lot of schools offer music in their schools.

The lack of these necessities exacerbates the problem, while some schools in Awka, Anambra state offer music education; it is often limited to basic music classes or extracurricular activities as schools

From the data analyzed thus far, we can objectively make an appraisal of music education in primary schools in these areas.

1. Not one of these four (4) schools teach music.
2. Lack of music teachers, inclusion of music education in their curriculum, instructional materials for formal music education in these areas.
3. **Bride of Christ Int'l School** that offer (Dance and Drama) which they only value core subjects like Mathematics, English Language, Arts, Science etc, it is taken by a teacher that has no fore knowledge about it.
4. **St Stephen's Holy Infant Primary School** have musical instruments but they are local traditional instruments for dance.
5. **Community Primary School** has music in their curriculum but it is for their extracurricular activities and for Angelus time for the Catholics.

To address the shortage of formal music education in rural areas, initiatives such as music workshops, training programs for teachers and community-based music programs could be explored.

## 5 RESEARCH QUESTION FIVE

### What Strategies Can Be Implemented To Overcome These Challenges And Improve Music Education In Rural Areas?

These are very helpful strategies that can be implemented to overcome these challenges and improve music education in rural areas.

**Community Engagement:-** Engaging the local community in music education enhances the sustainability and ownership. Involving local stakeholders such as parents and cultural leaders can bridge the gap between indigenous musical practices and formal music education and also community-based music projects and cultural festivals can also serve as learning platforms for pupils, fostering cultural continuity and local pride.

**Creative Funding:-** Funding strategies are essential and forming partnerships with NGOs, private individuals and alumni associations to sponsor music programs and purchase musical instruments and seek small government grants that support rural arts education.

**Teacher training and support:-** A major barrier is the lack of trained music teachers so investment in the professional development of teachers- through workshops, music education seminars and certification programs- can significantly improve classroom delivery. Support networks, peer monitoring and collaboration with music departments in higher institutions; can help build teacher confidence and skills.

**Flexible curriculum:-** The rigid structure of the current curriculum often fails to accommodate rural realities. A flexible curriculum allows integration of local music forms, oral traditions and folk instruments. This contextualization makes music more relatable and easier to teach using locally available resources.

#### **Awareness of Music Education:-**

Public enlightenment on the importance of music education is key factor as many rural communities undervalue music as a subject. Awareness campaigns via PTA meetings, school events etc. can help reposition music as a vital component of basic education, enhancing community support and students interests.

## DISCUSSION OF FINDINGS

In the course of this research, the researchers found out that music is not being offered in most schools in the rural areas. The schools visited in the course of this research work: Bride of Christ Int'l School, St Stephen's Holy Infant School, Eziogbo Primary School and Community Primary School have little or no idea of music education and their curriculum is misbalanced with music education being undervalued in few schools where it is being taught, it is submerged under CCA, as a result there are lack of sufficient and qualified music teachers handling music and no availability of instructional materials. It was also discovered that applied music has not received sufficient attention, and this is because of lack of man power.

It is noted that music is not prioritized in these areas of the State. Additionally, the absence of musical instruments and learning materials further limit student engagement and creativity, aligning with the view that African music education suffers from infrastructural neglect. The implications of these findings suggest that without strategic intervention, the goals of music education as a tool for cultural and intellectual development will remain unmet in rural areas.

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### • Summary

This study critically examined the challenges facing primary school music education in rural areas of Awka, Anambra state, with a focus on implementation gaps and the structural limitations hindering effective music instruction. The study revealed that music education is significantly undervalued without proper emphasis or structure. This study contributes significantly to the discourse on equitable access to arts education, emphasizing the need to prioritize music education in rural Nigeria as a vital part of holistic learning and cultural preservation. The results gotten from this study will aid school administrators, curriculum planners and policy makers to evaluate and formulate better schemes and policies that will facilitate the learning and teaching of music education in rural primary schools.

Through qualitative analysis of interviews and observations, the following issues were identified:-

1. A lack of qualified music teachers in most rural schools
2. Inadequate musical resources and infrastructure
3. Poor curriculum implementation and oversight
4. A general undervaluing of music as an academic subject
5. The practice of merging music under CCA, often taught without depth or expertise.

### • Conclusion

Music education in the primary school curriculum is essential, as it fosters strong engagement and promotes a deeper and more empathetic understanding of diverse lives and cultures across the world. It is widely acknowledged that music education contributes significantly to the development of well-rounded personalities, enhances children's cognitive abilities, supports the growth of future musicians, and promotes social equality. This study aimed to investigate the problems, loopholes, and challenges facing music education in primary schools located in rural areas. The findings from this research will assist music educators and curriculum planners in evaluating and formulating improved schemes and policies that can enhance the teaching and learning of music in rural primary schools.

The study revealed that the primary schools examined do not offer music as a distinct subject, and in some cases, music education is entirely absent from the curriculum. Consequently, the government should organise seminars, workshops, and training programmes for music educators, as well as integrate music education more effectively into the primary school curriculum to address these gaps.

Furthermore, the findings indicate that the government has a critical role to play in ensuring that music education is given equal recognition alongside other subjects. Key findings also reveal a persistent shortage of qualified music educators, insufficient instructional materials, poor curriculum implementation, and a general neglect of music education by school authorities and policymakers.

This study highlights the consequences of these challenges, including limited student exposure to musical knowledge and restricted opportunities for talent development.

### • Recommendations

In this work, because music is not a distinct subject and has been submerged under CCA, there will be lack of serious attention to those core musical topics such as; applied music, staff, transcription, notation, sight reading and so on, because most of the teachers teaching music are not trained through music or did not receive proper music education training, that way students will suffer especially in music related topics.

The following recommendations have been made:

1. Music should be extricated from the shackle of Cultural and Creative Arts (CCA) so that it can stand as a separate subject. If music is made a subject of its own, it gains freedom, capacity, and visibility so that it emerges to plume and blossom as it should.
2. Qualified music teachers should be recruited and posted to rural schools and regular training and workshops should be arranged for the growth.
3. Basic music facilities and instruments should be supplied to schools to aid practical teaching and learning in classroom setting.
4. Curriculum monitoring units should enforce proper implementation and assessment of music education at the primary school level..

### Suggestions for Further Studies

The findings and recommendations of this study contribute to the existing body of knowledge and provide a useful reference for future scholars in the field of music education. The researchers further suggest that additional studies should be conducted in other rural areas of Anambra State and beyond, in order to promote a more effective and inclusive music education experience for children.

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**LIST OF PLATES**



**BRIDE OF CHRIST INT'L SCHOOL AMANSEA**



**ST STEPHEN'S HOLY INFANT PRIMARY SCHOOL AMANSEA**



**EZIOGBO PRIMARY SCHOOL, AMANSEA**



**COMMUNITY PRIMARY SCHOOL AMANSEA.**