

Teachers' Perception on the Functionality of the Introduced Cultural and Creative Arts Curriculum of the Nigerian Universal Basic Education

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Abstract

This study examined the perception of teachers on the functionality of the introduced Cultural and Creative Arts (CCA) curriculum of the Upper Basic Education (UBE) as it affects Music. In the study, a sample of 60 music teachers that teach CCA in UBE 1-3, derived from the six (6) educational zones in Anambra state was used. The instrument used for the study was a structured questionnaire containing test items arranged under competence, attitude, materials, managerial and methodology factors. Frequency, percentage and chi-square (χ^2) statistical inference technique were the applied analytical tools for the study. The summary of the results obtained showed that those test items that are negatively affecting the introduction of CCA got 86.67%. Those test items that were positively affecting and those that were insignificant got 6.67% each. The identified factors impacting on the introduction of CCA were discussed in line with the results obtained, highlighting the problems and proffering possible solutions.

Key words: Cultural and creative arts, curriculum, teachers' perception, music education.

Introduction

Any organization or institution that is planning to use education to propel its developmental programmes must ensure that their curriculum encapsulates the totality of the body of knowledge, competencies, skills, attitudes and values as well as the basic needs of the people for whom the curriculum has been designed. Adaralegbe (1974) concurred as he wrote that: "the proper education of our children with respect to the total culture and the acquisition of skills, understandings, appreciations and attitudes necessary for successful living is the primary purpose and reason for existence of the educational enterprise" (p. 54).

Unlike what used to be practiced in the past when there were options between Visual Arts, Drama and Music, the present curriculum collate all these into a single subject referred to as Cultural and Creative Arts (CCA) which has to be taught as such. The Federal Government of Nigeria decided to merge and restructure Visual Arts, Music and Drama subjects into one subject called CCA for Basic Education in Nigeria. Obviously, the lumping together of three different subjects into one, obviously creates problems in the teaching and learning process.

It is important to note the indispensability of teacher in any progressive society. Hence, (Adenipekun, 2005:31) has asserted that "the development of human capital is the most important duty of any progressive country. Man is the centre of development and the teacher is the key". The general aim of music education is to equip the individual to perform music in the society and to contribute to the economy. The person so prepared is to perform either as an artiste or as a teacher, (Okafor, 2005:200).

Teachers are one of the major determinants of quality in any educational system since no education can rise above the quality of its teachers. Their mastery of subject matter is an important issue that affects teaching and learning in Nigerian schools. On a general note, National Commission for Colleges of Education (2002) has observed that it is imperative that the 9-Year basic education teachers should be competent, highly motivated, conscientious and efficient, so as to enhance the image of the teaching profession. Specifically to music, the Federal Government of Nigeria recognizes the importance of music in National development and so listed music as one of the subjects for which specialist teacher should be provided (Federal Republic of Nigeria, 2004:15). In the light of the above stated roles of the teacher, it is

therefore imperative that their perception is required in determining the functionality of the introduced CCA curriculum.

Research Method

Considering the nature of the research being descriptive in nature, a survey research design was chosen for this study. Ali (1996) defined survey research as a “descriptive study which seeks to document and describe what exists or present status of existence or absence of what is being investigated” (p. 84). In other words, “only a part of the population is studied, and findings from this are expected to be generalized to the entire population” (Nworgu, 1991:68). Efforts were made to ensure that the results were uncontaminated, unbiased and pure from their natural settings without experimental manipulations. The case study was Anambra State of Nigeria. The researcher employed quota sampling for selecting the total number of respondents for each of the six educational zones. At the end, the sample of the population of this study stood at sixty (60) music CCA teachers. The instrument used was a structured questionnaire arranged in five clusters consisting of competence, attitude, materials, managerial and methodology factors considered crucial for effective determination of teachers’ perception of the functionality of CCA introduction in the Nigerian universal basic education as it affects music.

Chi square (χ^2) and simple percentages were applied in the study. There were four alternative responses as provided in the questionnaire for categorizing the opinion of the teachers’ responses against each item as applicable to their school. It was against that background that χ^2 test was applied to test whether or not a significant difference existed between the observed and expected frequencies (number of responses) falling independently into the four categories against each test item. Thus, wherever the categorical distributions of the responses was found significant, the category which pooled greatest number of responses was used as an indicator for predicting the category of randomly sampled opinion which could be applied inferentially to the population.

The formula for applying the χ^2 test is as follows:

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Where: F_o = the observed number of responses in a given category.

F_e = the expected number of responses in that category.

Σ = directs to sum this ratio over all the categories.

Having 60 teachers' respondents and 4 response categories, F_e in each category is $\frac{60}{4} = 15$. The degree of freedom (df) considering the four categories of teachers is 2 while the level of significance (α) is taken to be 0.05. With the above information, the critical value of χ^2 shows that a value of 5.991 or more is required for significance to occur. Thus, where the χ^2 of a given distribution of the responses was found significant, it was interpreted that the distribution did not occur by chance. Besides, there was also a supplementary application of percentage analysis of number of responses in each category with a view to quantifying and ranking the polled number of responses. Thus, because of the directional nature of all the items in the question, the investigator was not only interested in finding out whether the test item is significant or not. She was also interested in finding the direction in which the significant difference is tilting towards (i.e. whether it was positively affecting or negatively affecting), by taking percentage bearing of each test item.

Results and Analysis

The questionnaire for this study which contains 30 test items arranged in 5 clusters consisting of competence, attitude, materials, managerial and methodology factors considered important for effective music teaching is analysed in Tables 1 – 5. The tables contain the test items, the number of respondents that chose the available options together with the worked out percentages, the calculated χ^2 and the decision.

Table 1:*Results of 'Competence' Test Items ($F_e = 15$, $\chi^2 = 5.991$)*

Sr No.	Items	SA (%)	A (%)	D (%)	SD (%)	χ^2	Decision
1	There is the use of unqualified music teachers in teaching music contents of CCA in many schools	17 (28.3)	24 (40.0)	10 (16.7)	9 (15.0)	9.733	Significant Agreed
2	Music cannot be taught on 'read and teach' basis	34 (56.7)	19 (31.7)	7 (11.7)	0 (0.0)	44.400	Significant Strongly Agreed
3	Tertiary institutions do not offer CCA as a course of study/discipline	19 (31.7)	25 (41.7)	9 (15.0)	7 (11.7)	14.400	Significant Agreed
4	Music teachers that can teach with practical examples are lacking	26 (43.3)	24 (40.0)	5 (8.3)	5 (8.3)	26.800	Significant Strongly Agreed
5	Music teachers are being overburdened with teaching additional subjects to make up for the CCA that has been shared	12 (20.0)	25 (41.7)	12 (20.0)	11 (18.3)	8.933	Significant Agreed

In each of the frequency distributions corresponding to each of these 5 test items in Table 1, the differences in the opinions expressed by the respondents was significant. In ranked order of relative significance of the test items are items 2, 4, 3, 1 and 5. Similarly, on a closer reasoning of the contents of the test items in line with the majority opinion of the respondents, one can observe that they are all in the direction of negatively affecting the said integration.

Table 2:*Results of 'Attitude' Test Items ($F_e = 15$, $\chi^2 = 5.991$)*

Sr No.	Items	SA (%)	A (%)	D (%)	SD (%)	χ^2	Decision
6	Shared responsibility on CCA subjects in situations where more than one teacher teaches it makes them show minimal concern to duty	11 (18.3)	24 (40.0)	15 (25.0)	10 (16.7)	8.133	Significant Agreed
7	Negative attitude of parents towards arts subjects as against science subjects encourages lack of their children interest in music	16 (26.7)	24 (40.0)	11 (18.3)	9 (15.0)	8.933	Significant Agreed
8	Students have low interest due to the vast nature of the CCA subject	11 (18.3)	15 (25.0)	24 (40.0)	10 (16.7)	8.133	Significant Disagreed
9	There is a more enthusiastic student response to learning with the introduced CCA curriculum	18 (30.0)	17 (28.3)	16 (26.7)	9 (15.0)	3.333	Insignificant
10	CCA diversity provides chances of studying music in senior secondary school	12 (20.0)	14 (23.3)	26 (43.3)	8 (13.3)	12.000	Significant Disagreed
11	CCA enhances student achievement and positive teacher response	6 (10.0)	12 (20.0)	26 (43.3)	16 (26.7)	14.133	Significant Disagreed

Table 2 shows that only test item 9 was insignificant while the remaining 5 test items were significant. It is important to note that while the 4 out of the 5 test items that are significant are negatively affecting (i.e. items 6, 7, 10 and 11), item 8 shows that notwithstanding the vast nature of the CCA subject, students still have the capacity to learn which indeed can be taken to be positively affecting as it stretches their learning capacity.

Table 3:*Results of 'Materials' Test Items ($F_e = 15$, $\chi^2 = 5.991$)*

Sr No.	Items	SA (%)	A (%)	D (%)	SD (%)	χ^2	Decision
12	Insufficient musical instruments affects CCA teaching	25 (41.7)	21 (35.0)	12 (20.0)	2 (3.3)	20.933	Significant Strongly Agreed
13	There is inability to use musical instruments by the CCA teachers	6 (10.0)	23 (38.3)	17 (28.3)	14 (23.3)	10.000	Significant Agreed
14	Many CCA textbooks are lacking adequate musical contents	6 (10.0)	8 (13.3)	31 (51.7)	15 (25.0)	25.733	Significant Disagreed
15	Authors that did not study music write music topics in CCA textbooks	15 (25.0)	25 (41.7)	14 (23.3)	6 (10.0)	12.133	Significant Agreed
16	There is financial constraints to purchase musical instruments	29 (48.3)	18 (30.0)	9 (15.0)	4 (6.7)	24.133	Significant Strongly Agreed

From material viewpoint, all the 5 test items were identified to be significant. In ranked order of significance are test items 14, 16, 12, 15 and 13. Reading meaning into the test items it will be noted that they are all negatively affecting or militating against the CCA introduction in upper basic education as it affects music.

Table 4:

Results of 'Managerial' Test Items ($F_e = 15, \chi^2 = 5.991$)

Sr No.	Items	SA (%)	A (%)	D (%)	SD (%)	χ^2	Decision
17	Weekly lesson periods are overloaded with topics	30 (52.6)	24 (42.1)	6 (5.3)	0 (0.0)	45.000	Significant Strongly Agreed
18	There is inadequate time for teaching the merged subjects (Visual Arts, Music, Drama and Crafts) since they are taken as one subject	28 (43.8)	25 (42.2)	7 (14.1)	0 (0.0)	38.267	Significant Strongly Agreed
19	Principals fail to respond to various interests of the amalgamated subjects, as they treat them as one subject	20 (33.3)	26 (43.3)	9 (15.0)	5 (8.3)	18.800	Significant Agreed
20	There is insufficient consultation of CCA teachers while preparing the timetable	12 (20.0)	14 (23.3)	26 (43.3)	8 (13.3)	12.000	Significant Disagreed
21	Practical periods for CCA on the timetable are unspecified	32 (53.3)	16 (26.7)	12 (20.0)	0 (0.0)	34.933	Significant Strongly Agreed
22	Proper coordination in teaching CCA where different teachers teach it is lacking	16 (28.3)	23 (31.7)	12 (21.7)	9 (18.3)	7.333	Significant Agreed
23	There is lack of music workshops and seminars for the CCA teachers	17 (28.3)	25 (41.7)	12 (20.0)	6 (10.0)	12.933	Significant Agreed
24	CCA offers all students the	30	15	8	7	22.533	Significant

opportunity to learn something on music	(50.0)	(25.0)	(13.3)	(11.7)	Strongly Agreed
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All the 8 managerial test items in table 4 were identified to be significant. However, the first seven test items (i.e. 17, 18, 19, 20, 21, 22 and 23) were significant in the negative direction while the last test item (item 24) was significant in the positive direction.

Table 5:

Results of 'Methodology' Test Items ($F_e = 15$, $\chi^2 = 5.991$)

Sr No.	Items	SA (%)	A (%)	D (%)	SD (%)	χ^2	Decision
25	The integration provides a deeper understanding of specialty areas of the subject by the learner	6 (10.0)	14 (23.3)	25 (41.7)	15 (25.0)	12.133	Significant Disagreed
26	Insufficient instructional materials are used for teaching	17 (28.3)	24 (40.0)	11 (18.3)	8 (13.3)	10.000	Significant Agreed
27	Students are directed to evaluate their own learning progress	11 (18.3)	20 (33.3)	16 (26.7)	13 (21.7)	3.067	Insignificant
28	Student music learning progress is evaluated by the teacher using group activities	10 (16.7)	17 (28.3)	23 (38.3)	10 (16.7)	7.867	Significant Disagreed
29	Students are evaluated by the teacher individually	12 (20.0)	14 (23.3)	26 (43.3)	8 (13.3)	12.000	Significant Disagreed Agreed
30	There are some irrelevant contents in achieving CCA objectives	16 (26.7)	26 (43.3)	12 (20.0)	6 (10.0)	14.133	Significant Agreed

One test item (i.e. item 27) was insignificant while the rest (i.e. items 25, 26, 28, 29 and 30) were all significant in the negative direction. But in differentiating the

extent that it is being affected, the ranked order of significance is test items 30, 25, 29, 26 and 28.

Findings

Stretching back the memory to Table 1 through Table 5, one would recall that 5 competent test items, 6 attitude test items, 5 materials test item, 8 managerial test items and 6 methodology test items, making it a total of 30 test items were used in the study. The summary of the results obtained are shown in Table 6. For clarity, the composite charts are shown in Fig 1 and 2.

Table 6:
Result of Question 2 and Hypothesis 2

Decision	Competence	Attitude	Materials	Managerial	Methodology	Total Test Items	Percentage
Significant Negatively Affecting	5	4	5	7	5	26	86.67
Significant Positively Affecting	0	1	0	1	0	2	6.67
Insignificant	0	1	0	0	1	2	6.67
Total	5	6	5	8	6	30	100

Table 6 did not only show whether the test items are significant or insignificant but also the direction that it is tilting to. It is glaringly clear from the table that those items that are negatively affecting the introduction are 26 out of 30 test items which is 86.67%. The results are further depicted clearly in Figures 1 and 2.

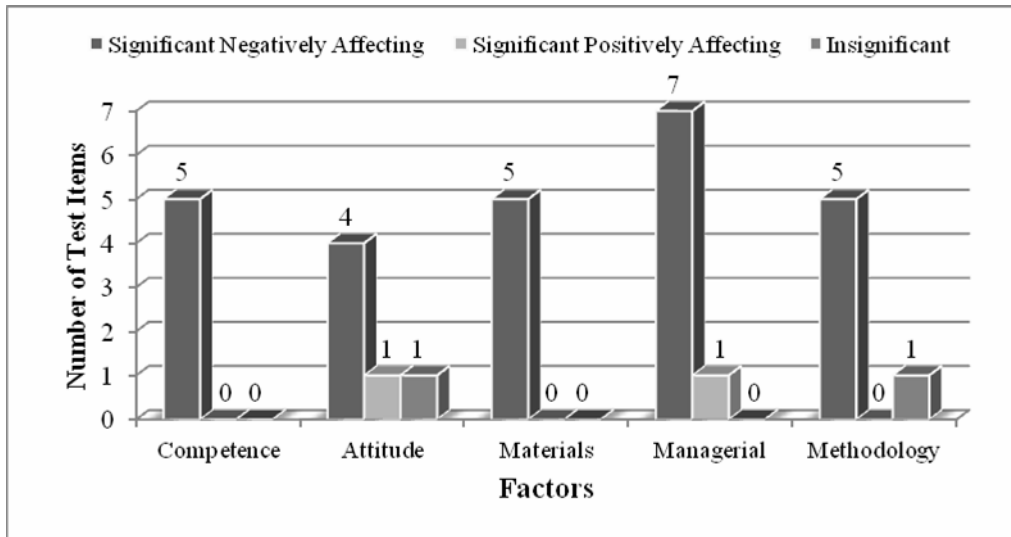


Fig 1: Number of Test Items Significance on Factors Affecting Question 2 and Hypothesis 2

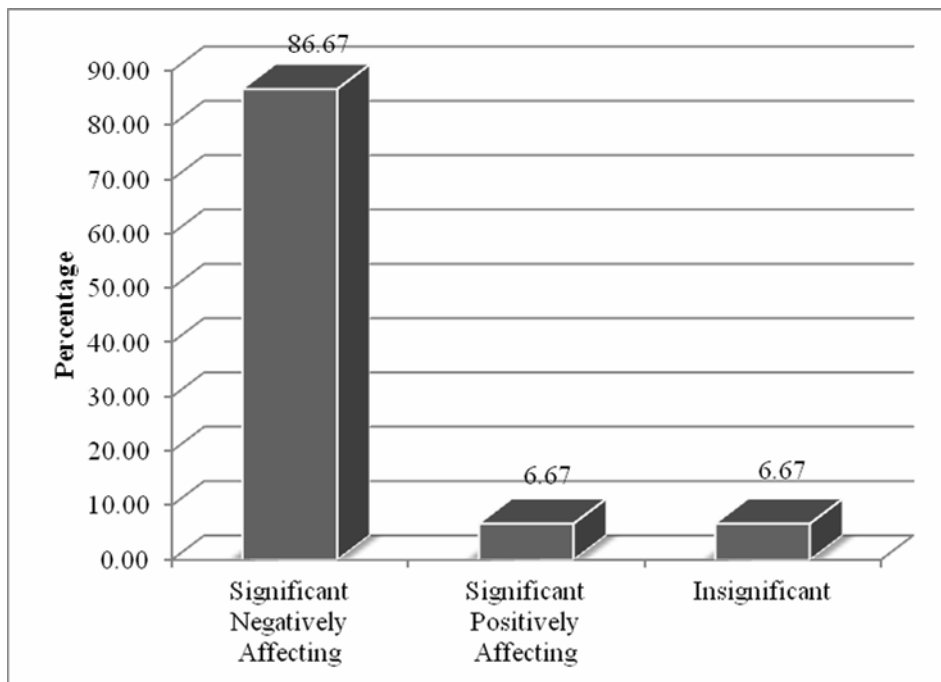


Fig 2: Percentage of the Test Items Significance for Question 2 Hypothesis 2

Discussion of Results

Competence Factors: It is a known fact that teacher's competence is one of the major determinants of quality in any educational system since no education can rise above the quality of its teachers. This study agreed that there is the use of unqualified music teachers in teaching music contents of CCA in many schools, thereby, supporting the findings of Ekwueme (2009), Iriwieri (2009) and Ojukwu (2011). The study also strongly agreed that music cannot be taught on 'read and teach' basis. To confirm the fact that many schools in Anambra state use inefficient method of 'read and teach' Table 7 shows the sharing of teachers for CCA teaching, 23 out of the 60 teachers respondents submitted that one teacher teaches music, visual arts and drama.

Table 7:

Sharing of Teachers for CCA Teaching

Sharing of CCA Teaching	No of Respondents
One teacher teaches music and drama alone while another teacher teaches visual arts alone	32
One teacher teaches music alone while another teacher teaches visual arts and drama alone	5
One teacher teaches drama alone while another teacher teaches virtual arts and music alone	-
One teacher teaches music, visual arts and drama alone	23
Total	60

In a study on the cultural and creative arts curriculum in secondary schools, Iriwieri (2009) stated that:

There is at present a dearth of qualified art and music teachers in secondary schools. Most of the schools lack the professionally trained graduate art and music teachers, who are much more exposed both academically and professionally to handle the programme well at the secondary school level" (p. 351).

We must hit the nail right on the head by noting that the present issue of one teacher teaching CCA subject in many schools is because many schools cannot afford employing more than one teacher to handle CCA and this affects the competency of CCA teaching.

Attitude Factors: This study for the first time discovered the ethical dimension arising from shared responsibility on CCA subjects in situations where more than one teacher teaches it. The shared responsibility makes them show minimal concern for duty as the failure of students' cannot be blamed on a particular teacher. Similarly, congratulations for students' good performance will not be showered on one person. Teachers response in test item 7 (Table 2) agreed that the negative attitude of parents towards arts subjects as against science subjects encourages lack of their children's interest in music. This was supported by Onwuekwe (1998) who asserts:

The society appears to put up nonchalant attitude towards music as a subject. When it comes to listening to good music, they have no objection but when the children of some of the parents want to offer music in external examinations, they are discouraged regarding music as a subject for dropouts. (p. 79)

The study did not agree that students have low interest due to the vast nature of the CCA subject (Table 2). This is quite encouraging which shows that notwithstanding the vast nature of the CCA subject, students still have the capacity to learn. However, they disagreed that the diversity provides chances of studying music in senior secondary school (Table 2). Hence, the amalgamation had not arrested the fear expressed more than a decade ago by Faseun (2001) following a research that he carried out thus:

The general populace has negative attitude to music as a subject in schools today. 23.9% of the population is of the view that the attitude of Nigerians is positive to the school subject, 61.9% viewed that the general public has negative impression of the subject and would always choose other subjects for their wards if given the opportunity. (p. 90)

Materials Factors: The two factors that the respondents strongly agreed with under this context are that insufficient musical instruments affect CCA teaching and that there is financial constraint to purchase the said musical instruments (Table 3). At this juncture, attention should be drawn to the fact that voice is a musical instrument that should be fully exploited as it does not require fund to purchase it. In this line, Ugoo-Okonkwo (2013a) noted that "the teaching and learning of voice should not be

taken for granted. For a good sound production in singing, the voice should be nurtured against all odds into a beautiful resonant instrument". However, it requires a music specialist to do so.

The findings so far re-echoed the traditional economic problems of music in schools which bordered on perennial problems of finance, materials and personnel. On the indispensability of instructional materials (in this case musical instruments) to the teacher, Ezeani (1999) asserted that "the use of instructional materials make teachers' work simpler because by serving as illustrations for certain abstract concepts, they make teachers' lesson more understandable, nearer home and so more meaningful" (p. 160). In this regard, Iriwieri (2009) asserted:

Most of the schools lack equipment, teaching aids and materials. Musical instruments such as piano, xylophone and basic equipment such as gramophone records, tape-recorder, cassette and video tapes are not provided in the Music Department in these Secondary Schools... With the non-availability of these basic equipment, tools and materials, the Creative Arts curriculum is adversely affected. (p.351)

Beyond the issue of having musical instruments, the study also found out that there is inability to use the available musical instruments by the CCA teachers. This is obvious when you have incompetent CCA teacher teaching the music aspect of CCA.

Managerial Factors: In this study, it was found that weekly lesson periods are overloaded with topics hence there is inadequate time for teaching the merged subjects since they are taken as one subject (Table 4). It is worthy to note that music aspect of CCA is the worst hit because of inequitable allocation of time and topics. In this regard, Ugoo-Onkonkwo (2013b) asserted thus:

One can discover that there is no equitability in the distribution of the three subjects (i.e. Music, Drama and Visual Art). Music was swallowed up completely, not even up to half (1/2) of Drama and is one fifth (1/5) of Visual Art. (p. 8)

Similarly, this finding is in line with the finding of Iriwieri (2009) who submitted that "inadequate time of Fine Arts and Music periods on the timetable of some of the schools result in the non-completion of the curriculum contents by the teacher" (p. 350). Similarly, Ogunrinade et. al. (2012) concurred on this inadequate time on the time table. (p. 395)

Furthermore, the study observed that practical periods for CCA on the timetable are unspecified. Ekwueme (2009) pointed out that “CCA as a subject is practical or skill oriented. There should be time allocated for practical, but unfortunately no time is allocated for music practical” (p. 41). It is interesting to note that the inadequacy of time in the timetable for practical and lack of adequate support is not only peculiar to Nigerian secondary schools, In a study of secondary school music education in Australia, Smith (2006) in Crawford (2009) submitted that

Other subjects tend to be given precedence over music. Other subjects have specific timetabled classes in the computer rooms. I can request a period in the computer room for my classes, but the chances are I would end up in a room... where you won't be able to hear anything. (p. 480)

It is against this background that this study sorts to know whether the CCA teachers are sufficiently consulted while preparing the time table (item 20, Table 4). The finding was that they were not. If there is any subject teacher that requires consultation, CCA teachers should be the first. Reasons abound, first is that it requires harmonization of teachers involved in teaching it, others are fixing of time for practical since it is practically oriented and avoidance of ill-timing of the subject.

Apart from the time issue, the study found out that proper coordination in teaching CCA where different teachers teach it is lacking (item 22, Table 4). This coordination can be in the area of setting questions for classroom test and examinations, marking of students answer scripts, sharing of periods, registering of students scores, etc. Proper guideline should be given in this area.

This study also discovered that school authorities fail to respond to various interests of the amalgamated subjects, as they treat them as one subject (item 19, Table 4). The principals should be given orientation on the peculiar nature of CCA and they should as well give extra support and cooperation in terms of funding and otherwise. On the other hand, the CCA teachers should not fold their hands but should make their impact to be felt in schools, because it is often said that if one fails to impact on the society, the society will not recognize that person's existence. For instance the Music CCA teacher can organize music fiesta, carols, music entertainment for august visitors to the school, teaching some songs during assembly et cetra. Ugoo-Okonkwo (2013c) supported this thus:

Choral teaching in secondary schools could be seen as a foundational stride towards producing people with great touch of professionalism in singing.

Singing is done in secondary schools in many ways like in classroom teaching, assembly singing, solo singing and choral singing. (p. 309)

This surely will help in improving the attention of the school administrators to give the subject the attention it deserves.

The study also found out that there is lack of music workshops and seminars for the CCA teachers. Ojukwu (2012) in one of her paper stated that:

It is lamentable that several years after the integration of these art subjects into a single subject named cultural and creative arts, so many teachers of CCA still lack the awareness and knowledge of the concept of CCA. Many teachers still grumble and make scathing remarks about the seriousness of the subject and its implementation.

These managerial deficiencies, haphazard and uncoordinated approaches in tackling the problems and challenges of CCA could have been streamlined and harmonized if music teachers are invited for workshops and seminars. Unfortunately, this was not the case, and they use any method within their disposal at least to get going.

Most of the discussion that have been done had centred on the negative effect of the CCA introduction. However, there is one factor that is a very prominent positive factor with regard to the CCA introduction. That factor is that CCA introduction offers all students the opportunity to learn something about music. The respondents strongly agreed on that (item 24, Table 4). This is because CCA is a compulsory subject to all the students.

Methodology Factors: The study did not agree that the integration provides a deeper understanding of specialty areas of the subject by the learner. The subject has been reduced and in some cases some topics appear shallow. The study also toed the lines of some other authors that there is insufficient use of instructional materials for teaching. It is important to note that instructional materials are indispensable for effective teaching and learning. Yet the instructional materials and facilities are grossly inadequate in our schools for effective music teaching and learning. In this regard Mbanugo (1999) pointed out that “lack of adequate resource mobilization in form of equipment, textbook and instructional materials militate against effective implementation of music education” (p. 235).

The study agreed that the students music learning progress was evaluated by using various types of instruments like written text and practical (item 30, Table 5). This is good considering the wide area that evaluation needs to cover. In this regard,

Onuora-Oguno (2007) observed that “a lot of factors influence the results of evaluation involving human beings. Such diverse matters as the method of teaching, the length of teaching time and abilities of the persons evaluated, significantly affect the outcome of evaluation” (p. 77). Similarly, majority of the respondents disagreed to the fact that music learning progress is evaluated by the teacher using group activities. These group activities often involve practical which time factor and incompetence of the teacher is a major challenge facing it, hence the difficulty in effectively evaluating students uses group activities.

The study also observed that students are not evaluated by the teacher individually (item 29, Table 5). However, it must be noted that pupils/students come from different backgrounds. Some from rich or poor parentage, different religious beliefs, different cultures, some are bright academically, some poor, some are average while some are below average, some from musical families, some from non-musical families. Therefore, it should be the concern of the music teacher to ensure that each child/learner is treated as an individual. This should make for the individual learner to proceed at his/her own pace. That notwithstanding, the problems and challenges that the teacher is battling with in the introduced CCA subject makes it practically impossible to effectively do this. The study also found out that there were some contents that were irrelevant in achieving the CCA objectives.

Conclusion

In this study, the perception of teachers on the functionality of the introduced Cultural and Creative Arts curriculum of the Nigerian Universal Basic Education as it affects Music was handled. The summary of the results obtained showed that those test items that are negatively affecting the introduction of CCA are 26 out of 30 test items which is 86.67%. Those test items that were positively affecting and insignificant were 2 each, translating to 6.67% each. Indeed, the envisaged importance of this study is laid on its applied nature mainly. Its findings have foreseeable potentials for immediate practical application to the on-going task of finding solution to the problems and challenges being faced by the introduction of Cultural and Creative Arts.

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