

Evaluation of the Problems Militating Against Effective Implementation of the Introduced Cultural and Creative Arts Curriculum of the Upper Basic Education

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DOI: <https://dx.doi.org/10.47772/IJRISS.2023.7011090>

Received: 08 November 2022; Revised: 22 November 2023; Accepted: 27 November 2023; Published: 13 December 2023

ABSTRACT

Obviously, the introduced Cultural and Creative Arts (CCA) subject curriculum for upper basic education has not yielded the laudable objectives as expected. This study therefore has x-rayed the problems militating against its effective implementation. A sample of sixty (60) music teachers of Universal Basic Education (UBE) 1-3, derived from the six (6) educational zones in Anambra State was used for the study. A structured questionnaire containing twenty seven (27) test items arranged in clusters was used for data gathering. The data analysis was done using frequencies, percentages and Chi Square (χ^2) statistical inference techniques under competence, material, attitude, managerial and methodology clusters. It was found that when all the test items were collated, 81.5% of them negatively affected the introduction of CCA. A paltry 7.4% positively affected the introduction while 11.1% were insignificant test items. The problems adversely affecting the introduced CCA curriculum include insufficient and unqualified music teachers, non uniformity of standards, reduction of scope, insufficient time allocation, irrelevant contents in achieving objectives, inequality in distribution, scarcity of indigenous contents, insufficient practical, improper coordination, diffusion of sense of responsibility, inefficient harmonization, lack of evaluation details, lack of skills in playing musical instruments, etc. The study proffered possible solutions with a view towards achieving the basic education needs that resulted in the curriculum.

Keywords: Curriculum, Music Teachers, Cultural and Creative Arts, Upper Basic Education

INTRODUCTION

The Federal Government of Nigeria restructured and merged Visual Arts, Music and Drama subjects into one subject referred to as Cultural and Creative Arts (CCA) with targeted needs for Basic Education in Nigeria (Obioma, 2007). The curriculum for the new subject has the Upper Basic Education Class (i.e. Junior Secondary 1-3) as one of the parts to Universal Basic Education (2008:v). As laudable as the planners of this programme thought it to be, there is a need to evaluate the extent the objectives have been achieved and its prospects for the future. This is pertinent because it is one thing to set up lofty and laudable policies, but quite another thing to achieve the set objectives. Music teaching in upper basic education could be seen as a foundational stride towards producing musicians with great touch of professionalism (Ugoo-Okonkwo, 2013a:309). Indeed, music has a natural inherent attraction which makes it attractive to all humans (Esimone, 2020:30). The teacher should provide both stimulating and challenging environment where the child [the learner] can explore to achieve his/her objectives Onyiuke (2003:69). Therefore, the curriculum that involves music should be properly planned, manned and executed.

Statement of the Problem

Cultural and Creative Arts as a subject combines Music, Visual Arts, Drama and Dance. The subjects were

studied differently on their own before the introduction. Even though they have uniformity and similarity in outlook touching Arts, culture, and performance; yet are peculiar in the study one from the other. The study of music is swallowed up in the amalgamation as not many topics are covered in the CCA curriculum and the consequent syllable among other factors. The objectives set out for the amalgamation of the CCA subjects are far from being achieved. Therefore this paper looked at the problems influencing the non-achievement of the set CCA objectives, the laudability notwithstanding.

Research Question and Hypothesis

This study sets out to find out the problems that militate against effective implementation of the introduced CCA curriculum of the Upper Basic Education in Anambra State. In order to investigate this problem, the research question is stated thus:

What are the problems that militate against effective implementation of the introduced CCA curriculum of the Upper Basic Education in Anambra State?

A null hypothesis stated that ‘no difference’ or ‘no relationship’ exists between two or more variables. It is a hypothesis of ‘no effect’ or ‘no difference’ (Nworgu, 1991: 46). In this study, statistical hypothesis formulated in null form is employed to enable the researcher accomplish the work. Hence, the postulated null hypothesis is stated thus:

There is no significant difference in the mean ratings of the respondents on the problems that militate against effective implementation of the introduced CCA curriculum of the UBE in Anambra State.

Alternate Hypothesis is stated thus:

There is significant difference in the mean ratings of the respondents on the problems that militate against effective implementation of the introduced CCA curriculum of the UBE in Anambra State.

REVIEW OF LITERATURE

Most curriculum reforms over the years have sought to make a thorough re-examination of the aims, goals, objectives, methods, and materials involved in the effective implementation of the music curriculum. According to Obanya (2002), “in ideal situations there would be a perfect match between what is prescribed, what is practiced, and consequently what is achieved (outcome)”. (p. 204). Hence, the evaluation of the music curriculum from time to time, so as to ensure that it addresses the changes and challenges facing the society which should be made a co-operative endeavour (Ugoo-Okonkwo et al., 2022:320). The interaction of the four curriculum elements which are purpose (goals and objectives), content or subject matter, methods or learning experiences and evaluation was well captured by Gatawa (1990:11). Indeed music touches all the nooks and crannies of man and his universe (Esimone & Ojukwu, 2014:115).

It is imperative that music should be taught using a good teaching method. Supporting this, Ajewole (2001) carrying out a study on the scientific approach to teaching of music in Nigerian schools stated that “music as a specialized area of discipline has to be learnt and understood properly and this can only be achieved through good and appropriate teaching method” (p. 36).

In a study of curriculum imperatives for music education in secondary schools in Nigeria, Aninwene (2003) asserted that the music curriculum though has attempted to incorporate the three primary behaviours, lacks the right materials, prescribed the wrong instruments and has discouraged creativity in contrast to the need of the Nigerian society (p. 51). Ojukwu & Echezona 2022: 451, in their study made a case for the inclusion

of the more recent musicians and their music genre in CCA because the learners will easily relate to them. The Cultural and Creative Arts this is taught as one subject in Nigerian Basic Education, learners have the privilege of being exposed to making arts and crafts, drama, music, dance, and cultural values. Music and Visual arts have been taught as separate subjects and merging the subject parts into one necessitated that many topics were definitely jettisoned from the individual parts.

METHODOLOGY

For this study, a survey research design was adopted. Anambra state was the area that the study was carried out, consisting of six (6) educational zones. Quota sampling was deployed in selecting the respondents for the educational zones. A sample of the population was sixty (60) CCA teachers of UBE 1-3. A structured questionnaire containing twenty seven (27) test items arranged in clusters was used for data gathering. The data analysis was done using frequencies, percentages and Chi Square (χ^2) statistical inference techniques.

There were four alternative responses (i.e. Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD)) as provided in the questionnaire for categorizing the opinion of the respondents against each test item. Each test item was tested whether or not a significant difference existed between the observed and expected frequencies. Hence, whenever 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 = observed number of responses in a given category.

F_e = expected number of responses in that category.

Having 60 teachers respondents and 4 response categories, F_e in each category is $60/4=15$. The degree of freedom (df) considering the four categories of teachers is 2 while the level of significance (α) is taken to be 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. 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. As a result 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, but 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 result of the test items for competence cluster is shown in table 1. Majority of the respondents strongly agreed with test items 1 and 4 while they agreed with test items 2, 3 and 5. Ranked in accordance to the percentage of the majority opinion of the respondents, are test items 1, 5, 3, 4 and 5 having 46.7%, 45.0%, 41.7%, 40.0% and 38.3%, respectively. All the five test items in Table 1 were significant. On a closer reasoning of the contents of the test items in line with the majority opinion of the respondents, it was observed that all the significant items were militating against the said integration.

Table 1: Results of ‘Competence’ Test Items for RQ5 (Fe = 15, =5.991)

S/N	I T E M	SA (%)	A (%)	D (%)	SD (%)	X ²	Decision
1	Insufficient music teachers teach CCA	28	17	12	3	1.733	Significant Strongly Agreed
		-46.7	-28.3	-20	-5		
2	Unqualified teachers teach music aspect of CCA	16	23	11	10	7.067	Significant Agreed
		-26.7	-38.3	-18.3	-16.7		
3	Teachers are not prepared in tertiary institutions to handle CCA	13	25	13	9	9.600	Significant Agreed
		-21.7	-41.7	-21.7	-15		
4	Different competences are required to teach CCA	24	15	14	7	9.733	Significant Strongly Agreed
		-40	-25	-23.3	-11.7		
5	Inadequate teaching of the practical aspects of Music aspects of CCA	15	27	13	5	.53	Significant Agreed
		-25	-45	-21.7	-8.3		

Table 2 contains answers to the question of whether ‘Material’ factor affected the implementation of CCA, and if it did, in what direction?

Table 2: Results of ‘Material’ Test Items for RQ₅ (F_e = 15, =5.991)

S/N	I T E M	SA (%)	A (%)	D (%)	SD (%)	X ²	Decision
6	There is insufficient musical instruments in schools	25	20	10	5	16.667	Significant Strongly Agreed
		-41.7	-33.3	-16.7	-8.3		
7	Skills to play the musical instruments are lacking	17	24	14	5	12.4	Significant Agreed
		-28.3	-40	-23.3	-8.3		
8	There is lack of standard CCA textbook as it affects music	15	19	13	13	1.6	Insignificant
		-25	-31.7	-21.7	-21.7		
9	Musical studios are lacking in schools	18	30	5	7	26.533	Significant Agreed
		-30	-50	-8.3	-11.7		
10	Music contents in the CCA curriculum is not enough	19	22	14	5	11.067	Significant Agreed
		-31.7	-36.7	-23.3	-8.3		

From Table 2, test item 6 strongly agreed while test items 7, 9 and 10 agreed, going by the majority opinion of the respondents. Test Item 8 was the only one that is insignificant in the cluster. It is also glaringly noticeable on further study of the contents of the test items and the majority opinion that all the significant test items were in the negative direction as they constitute the problems that need to be remedied.

Analysis of ‘Attitude’ Factor

In considering the results of the attitude test items as given by the respondents, Table 3 becomes handy.

Table 3: Results of ‘Attitude’ Test Items for RQ₅ (F_e = 15, =5.991)

S/N	I T E M	SA (%)	A (%)	D (%)	SD (%)	X ²	Decision
11	Shared responsibility in CCA teaching reduces effectiveness	17	24	13	6	11.333	Significant Agreed
		-28.3	-40	-21.7	-10		

12	CCA diversity reduces chances of studying music in senior secondary school	12	17	14	17	1.2	Insignificant
		-20	-28.3	-23.3	-28.3		
13	Parents' negative attitude to music encourage their children's lack of interest	20	23	10	7	11.867	Significant Strongly Agreed
		-33.3	-38.3	-16.7	-11.7		
14	There is inability to give students musical experiences that foster enthusiasm and encourage them to study music in higher level	30	18	7	5	26.533	Significant Strongly Agreed
		-50	-30	-11.7	-8.3		

The majority poll in the four-categorical opinions expressed by the respondents Strongly Agreed with test items 13 and 14; and Agreed with test item 11. Just like the cluster of test items for material factor which has all the test items significant except one in Table 2, the cluster of test items for attitude factors under discussion has only one insignificant test item (i.e. item 12) while the rest (i.e. items 11, 13 and 14) were significant as shown in Table 3. Hence, attitude factor failed to support the effectiveness of the developed CCA curriculum. Similarly, the identified significant test items were in the negative direction, so a remedial measure is required.

Analysis of 'Managerial' Factor

Table 4 contained test items handling the managerial factor for testing the problems that militate against effective implementation of the introduced CCA curriculum of the UBE in Anambra State.

Table 4: Results of 'Managerial' Test Items for the RQ ($F_e = 15, =5.991$)

S/N	I T E M	SA (%)	A (%)	D (%)	SD (%)	χ^2	Decision
15	Workshops and Seminars to handle CCA subject are lacking	25	17	12	6	12.933	Significant Strongly Agreed
		-41.7	-28.3	-20	-10		
16	There is unequal distribution of the amalgamated subjects in CCA to the detriment of music	21	24	10	5	16.133	Significant Agreed
		-35	-40	-16.7	-8.3		
17	Insufficient time allocation of CCA subject in the school timetable is observed	23	18	14	5	11.6	Significant Strongly Agreed
		-38.3	-30	-23.3	-8.3		
18	Attention was not given to the actual demonstrative needs of learners in drawing up the CCA curriculum	18	25	12	5	14.533	Significant Agreed
		-30	-41.7	-20	-8.3		
19	The amount of music time is reduced in the new curriculum	15	26	14	5	14.8	Significant Agreed
		-25	-43.3	-23.3	-8.3		
20	Weekly lesson periods is overloaded	23	18	14	5	11.6	Significant Strongly Agreed
		-38.3	-30	-23.3	-8.3		
21	Coordinating the teaching of the amalgamated subject is difficult	18	17	16	9	3.333	Insignificant
		-30	-28.3	-26.7	-15		
22	Practical periods for CCA on the timetable is unspecified	15	26	14	5	14.8	Significant Agreed
		-25	-43.3	-23.3	-8.3		

As Table 4 indicated, majority of the respondents strongly agreed with test items 15, 17, and 20; and agreed with test items 16, 18, 19 and 22. Test item 21 was insignificant. while the rest were significant as shown.

The majority poll together with the contents of material test items showed that all the 7 significant test items were in the negative direction.

Analysis of ‘Methodology’ Factor

This last cluster was used to test how methodology constitute problems or otherwise to implementation of the introduced CCA in many schools. In this regard therefore, the results of the respondents with regard to methodology factors for question five are shown in Table 5.

Table 5: Results of ‘Methodology’ Test Items for the RQ ($F_e = 15, =5.991$)

S/N	I T E M	SA (%)	A (%)	D (%)	SD (%)	χ^2	Decision
23	Instructional materials for teaching music are inadequate	13	27	14	6	15.333	Significant Agreed
		-21.7	-45	-23.3	-10		
24	There is lack of direction to students to evaluate their own learning progress	9	11	24	16	8.933	Significant Disagreed
		-15	-18.3	-40	-26.7		
25	Various types of evaluation instruments like test and practical are insufficient	16	22	16	6	8.8	Significant Agreed
		-26.7	-36.7	-26.7	-10		
26	Inadequate reporting of students’ music learning progress to the students’	6	15	22	17	8.933	Significant Disagreed
		-10	-25	-36.7	-28.3		
27	There is inability to improvise materials for music teaching	5	14	26	15	14.8	Significant Disagreed
		-8.3	-23.3	-43.3	-25		

The majority poll in the four-categorical opinions expressed by the respondents agreed with test items 23 and 25 while they disagreed with test items 24, 26, and 27. Table 5 showed that the entire test items were significant. On a closer study of the contents of the test items together with the majority response by the respondents, two test items (i.e. items 26 and 27) were significant in the positive direction while the remaining three test items (i.e. items 23, 24 and 25) were significant in the negative direction.

The given five competence test items, five material test items, four attitude test items, eight managerial test items and five methodology test items identified in Tables 1 – 5 are summarized in Table 6 and depicted clearly in Fig. 1 and Fig. 2.

Table 6: Summary Result of the Hypothesis

Decision	Competence	Material	Attitude	Managerial	Methodology	Total Test Items	Percentage
Significant Negatively Affecting	5	4	3	7	3	22	81.5
Significant Positively Affecting	0	0	0	0	2	2	7.4
Insignificant	0	1	1	1	0	3	11.1
Total	5	5	4	8	5	27	100

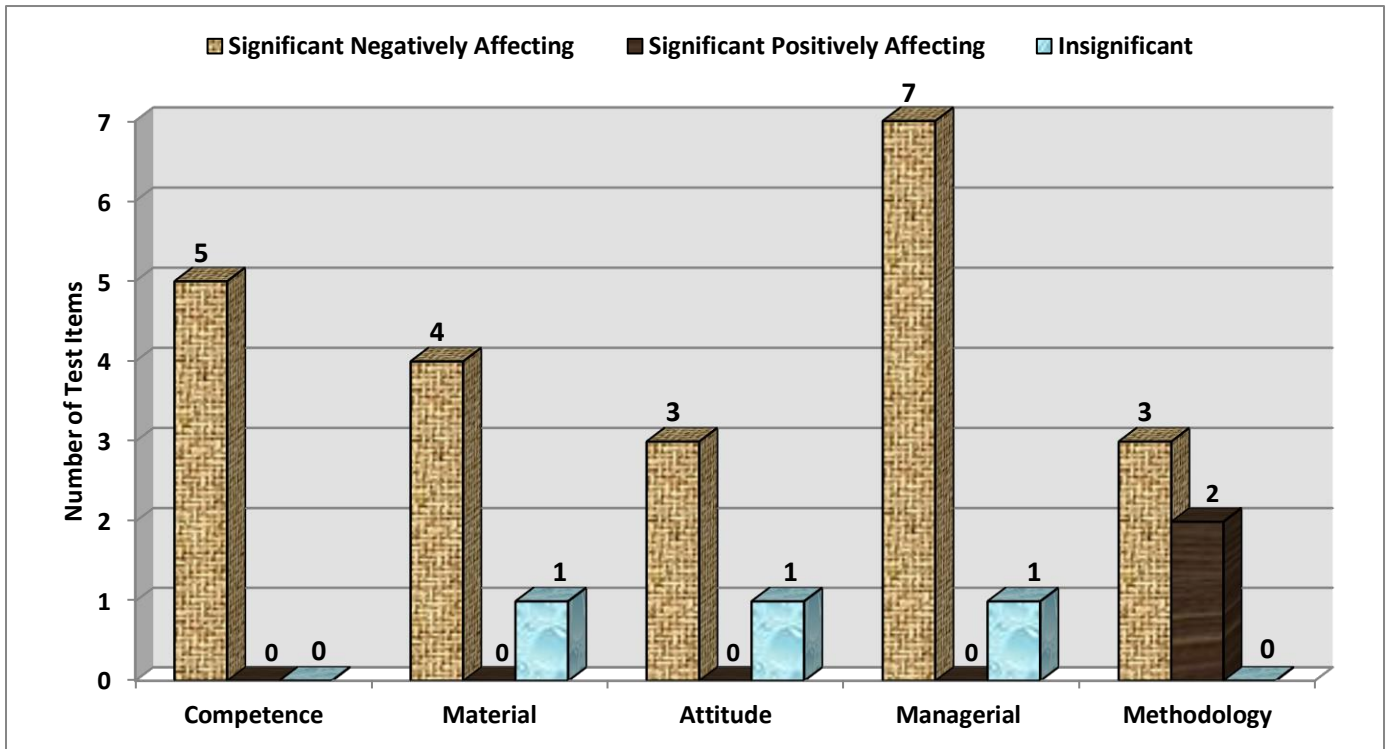


Fig 1: Number of Test Items Significance and their Direction

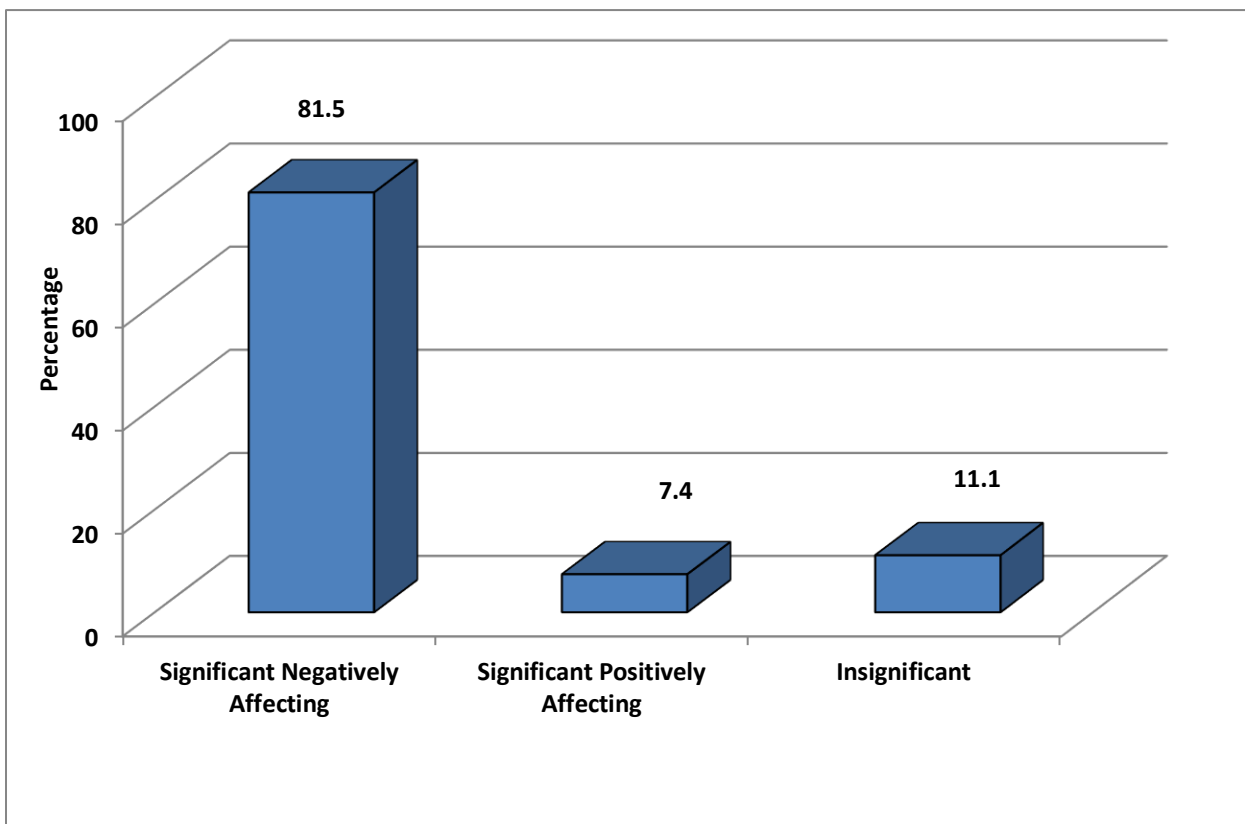


Fig 2: Percentage of the Test Items Significance

Fig. 2 summarized the percentage of the significance levels, lending support to the factors that is adversely affecting the introduction of CCA, which is 81.5%. Thus, the hypothesis for this study was disabused of the

conceptual statement that *there is no significant difference in the mean ratings of the respondents on the problems that militate against effective implementation of the introduced CCA curriculum of the UBE in Anambra State*, and was therefore rejected. The alternate form of the hypothesis which states that *there is significant difference in the mean ratings of the respondents on the problems that militate against effective implementation of the introduced CCA curriculum of the UBE in Anambra State*, was accepted.

DISCUSSION OF FINDINGS

In line with the presentation of results and analysis, the findings were discussion under competence, material, attitude, managerial and methodology factors.

Competence Factor: It seems as if insufficient music teachers and unqualified teachers teaching music aspect of CCA is a recurring decimal. Test items 1 and 2 of Table 1 supported this issue, confirmed by some document studies. Adeogun (2007) also seemed to have observed these problems over and over again that made him to assert thus: “But of all problems presently besetting modern music education in Nigeria, one can say for certain that none is as chronic, requiring urgent attention, as the unavailability of music teachers adequate in quantity and quality” (p. 4).

The major remedial measure to this chronic ailment may lie on lack of adequate and qualitative preparation of the teachers in higher institutions. Hence, this study went to the root of the matter by sorting to know whether teachers are prepared in tertiary institutions to handle CCA. Majority of the responds submitted in Table 1 that they were not. Many of the tertiary institutions offer either Music, Fine Art or Theatre Art (Drama). Hence, there is no provision for Cultural and Creative Arts Department in our Universities. It is indeed a shocking irony that Fine Art Department in Nigerian Universities have now dissociated themselves from the Faculty of Arts in favour of Sciences, as they have aligned with Faculty of Environmental Sciences in many Nigerian Universities. With this new development, they will thwart every effort that will try to merge them with the Faculty of Arts where Music and Dramatic Art fall in with the introduction of CCA Department in question.

It is worthy of note and as confirmed by this study, that different competences are required to teach CCA. If a single teacher must teach it, then such a teacher need to be competent in all the sections of CCA. Otherwise, no serious scholarly achievement will be witnessed. It is quite discouraging that music education in the Nigerian lower and upper basic education is quite dysfunctional. Most times music ends with singing, clapping and dancing without any serious scholarly attention.

Inadequate teaching of the practical aspects of CCA as it affects music is another factor militating against effective implementation of the introduced CCA. It is worthy to note for instance, that the teaching of how to play a musical instrument is one thing but teaching how to play the instrument properly is another issue. So it is not enough to teach it but to teach it correctly which can only be done by a competent music teacher. A situation where only theoretical concepts are taught and the students merely read them in preparation for the BECE examinations should no longer be accepted.

Material Factors: In the material test items, the study noted that there is not only insufficient musical instruments in schools but skills to play the musical instruments are lacking. Virtually all the schools lack musical studio. Hence, the policy that brought about the laudable objectives of the introduced CCA in schools was not matched with the provision of adequate instructional materials, infrastructural facilities, manpower, and funds. Consequently, majority of the people that passed through the education programme has not been able to live up to expectation in that it has failed to make significant contributions to the development of the country’s resources and add to its material wealth.

The study also noted that the music contents in the CCA curriculum are not enough as was empirically

proven by Ugoo-Okonkwo (2013b). That notwithstanding, the topics appear jam-packed because of the fact that few weeks were allocated to the study of music compared with the other two subjects that made up the CCA.

Attitude Factors: The study observed that shared responsibility in CCA reduces effectiveness. It also strongly agreed that there is inability to give students musical experiences that foster enthusiasm and encourage them to study music in higher level. When the right musical experiences are not given, the teacher will definitely face negative responses to lessons, such that some students may go to the extreme of running out of class the moment there is music on the timetable. In this regard, Ibekwe (2008) stated that “music plays a significant role on the societal life’s style. Through music, the people’s behaviour and mode of conduct are shaped. In other words, music is a character molder. It condemns as well as appraises good morals” (p. 37). Good musical experiences are necessary to stop students from developing a ‘mind set’ averse to learning.

The study agreed that parents’ negative attitude to music encourage their children’s lack of interest. From the findings of this study, it appears the parents have succeeded in not allowing their wards to notice this negative attitude, but they should go a step further in believing that a student can come out very successfully and surely achieve a lot in life by studying music.

Managerial Factors: The identified lack of workshops and seminar to handle CCA subject from this study should be given serious attention. With such workshops and seminars, managerial issues will be properly discussed (Ugoo-Okonkwo, 2014:46). Such identified managerial factors from this study includes insufficient time allocation of CCA subject in the school timetable, unspecified practical periods for CCA on the timetable, unequal distribution of the amalgamated subjects in CCA, overloading of weekly lesson periods, lack of attention to the actual demonstrative needs of learners in the drawn CCA curriculum, coordination of the teaching of the amalgamated subjects, etc, will most probably be addressed.

Methodology Factors: The study noted that instructional materials for teaching are lacking. When these materials are available, it reduces over verbalization, excessive use of words by the teacher in an attempt to explain certain concepts to the students. Indeed, it can enliven the teacher’s lessons because the five senses of hearing, taste, smell, sight and feeling are all combined to facilitate teaching and learning” (p. 53). In supporting the above assertion, as Ezeani (1999) noted that “the students learn through these senses which are known to be powerful avenues for acquiring meaningful knowledge” (p. 161). However, the dearth of instructional materials is what is obtainable in our Upper Basic Education schools.

Therefore, Government should endeavour to provide indigenous and imported instruments including piano, clarinet, trumpet, flute, drum sets, guitar and distributed to schools without which the teaching of Music will be a farce. In this line, Aninwene (2003) recommends that “financial provision should be made for music from the education tax fund to adequately equip our secondary schools for music studies. Local and international organizations, parents and other non-governmental organizations should be made to contribute to the funding of music education” (p. 51). The teacher on the other hand should be resourceful and innovative in collecting research materials like pictures, audio/visual instructional materials for his/her classes.

The study did not support that there is inadequate reporting of students’ music learning progress to the students. This discovery is good because feedback in evaluation is very essential as it helps the learner to discover the areas of his progress, strength, weakness and interest so as to make necessary adjustment. Feedback helps the learner in modifying his behaviour in order to meet up with the desired changes in his learning outcome. Feedback to students serves the purpose of guidance. Mehreus and Lehrann (1978) have this view that: The daily interaction between teachers and students should result in the students’ having fairly good knowledge about the quality of their achievements necessary for immediate decision making. Of

course, this depends upon the teacher's skill in daily feedback. Effective feedback depends upon determining what a student needs to know to facilitate further learning, gathering accurate data, and presenting these data to the student in a fashion he will comprehend. (p. 595).

1. Strategies for improving the teaching and learning of music in Upper Basic Education in Nigeria should be pursued.
2. Let there be equal allocation of the amalgamated subjects of CCA in the curriculum
3. There should be a review of the current CCA curriculum, to make room for the inclusion of the identified gray areas.
4. Schools should have teachers from the specialized areas/discipline of the CCA components for effective teaching of the individual subjects.
5. Separation of the CCA subjects to what it used to be since the objectives or the amalgamation in far from being well actualized.

CONCLUSION

In this study, the problems militating against effective implementation of the introduced CCA curriculum for Upper Basic Education has been carried out. This study is very critical as it is envisaged that it has the potential for immediate practical application to the on-going review of CCA. The summary of the results obtained after collation showed that 81.5% of the test items negatively affected the introduction of CCA. A paltry 7.4% positively affected the introduction while 11.1% were insignificant test items. There is need to carry out a comprehensive review of the curriculum and modify it taking care of these problems that have been highlighted.

RECOMMENDATIONS

The following recommendations are in place to arrest the problems associated with the implementation of the objectives as it concerns music teaching and learning:

1. There should be a review of the current CCA curriculum, to make room for the inclusion of the identified gray areas and the relevant stakeholders are to be involved.
2. Let there be equal allocation of the amalgamated subjects of CCA in the curriculum
3. Schools should have teachers from the specialized areas/discipline of the CCA components for effective teaching of the individual subjects.
4. Separation of the CCA subjects to what it used to be since the objectives or the amalgamation in far from being well actualized may be the last resort.

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