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## VISION 2030 AND THE TRANSFORMATION OF MUSIC EDUCATION IN NIGERIA: INSIGHTS AND STRATEGIES FROM THE FEDERAL COLLEGE OF EDUCATION, OKENE

### Abstract

*This study investigates the role of the Federal College of Education, Okene, in nurturing educators in musical arts education aligned with Nigeria's Vision 2030. Recognizing the importance of musical arts in national development, the research focuses on understanding the college's efforts in preparing educators to meet the evolving demands of the cultural and educational landscape. Employing a qualitative approach, data was gathered through interviews, document analysis, and observations to assess the college's curriculum, faculty expertise, and infrastructure related to musical arts education. Findings indicate a commitment to fostering a holistic understanding of music's cultural significance and its role in national development. Challenges such as limited resources and the need for continuous professional development were identified. Recommendations include enhancing practical training opportunities, investing in modern musical equipment, and promoting collaboration with industry professionals to enrich the educational experience. Ultimately, this research contributes to the discourse on the importance of nurturing educators in musical arts education to achieve the broader goals outlined in Vision 2030, paving the way for a culturally enriched and educationally vibrant Nigeria.*

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**Keywords:** *Vision 2030, Musical Arts, Educators, Empowering*

### Introduction

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The trajectory of a nation's development is intricately linked to its cultural and educational endeavours. In the context of Nigeria's Vision 2030, which sets ambitious goals for national progress, the role of educational institutions in nurturing competent educators becomes paramount. The teachers are seen as being indispensable in the success of every educational system. Alsheria and Gharamah (2021) opine that the teacher is one of the most important components of the learning process; the teacher directs the educational process towards

achieving its goals and accordingly its success or failure depends on him/her. They further narrate that education does not progress without the presence of a distinguished and specialized teacher. In addition, and in the light of the changing role of the teacher and the types of tasks, the teacher is no longer just a lecturer and a carrier of experiences, but as a director, facilitator and inspiration for students. The teacher must be aware of new developments in the field of education (Alsheriah & Gharamah, 2021). The central figures in the educational process are teachers; the success of training and education depends on their preparation, erudition, and performance quality (Nessipbayeva, 2012). Teachers are the linchpin of the education system, and their ability to effectively teach and engage students has a direct impact on the success of the educational process. Without well - prepared and knowledgeable teachers, students would not have the opportunity to reach their full potential. Quality of performance is also key as it determines how well students can learn and retain information. Teachers are essential to the success of the educational system.

Teachers play a crucial role in the educational system, and their impact on students is immeasurable. But to be effective, teachers need to be properly trained and equipped with the skills and knowledge they need to be successful. This is especially important as Nigeria strive to achieve the vision of 2030, which emphasizes the importance of a skilled and educated workforce. Teachers play a key role in shaping the future, unlocking every learner's potential, and achieving the Sustainable Development Goal of inclusive and equitable quality education (UNESCO 2024. "We are leaving no stone unturned in our quest to ensure that teachers are professionally qualified, empowered and adequately remunerated, motivated and supported for efficiency and effectiveness."(Nwajuiba, 2019:2).

## **Vision 2030**

The vision for 2030 emphasizes the need for a skilled and educated workforce, and teachers are an essential part of that vision. With proper training, teachers can help to prepare students for the workforce of the future and can play a vital role in achieving the goals of the vision

This study delves into the pivotal role played by the Federal College of Education, Okene, in shaping educators in the sphere of musical arts education, aligning with the broader aspirations of Vision 2030. Musical arts education is not merely about imparting technical skills; it is about fostering a deep appreciation for culture, heritage, and national identity, thereby contributing significantly to the socio-cultural fabric and economic growth of a nation. Recognizing the transformative potential of musical arts education, this research explore the strategies and initiatives undertaken by the Federal College of Education, Okene, to equip educators with the necessary competencies to meet the evolving demands of the cultural and educational landscape. A qualitative approach was employed in this study and aimed at providing nuanced insights into the college's curriculum, faculty's expertise, and infrastructures dedicated to musical arts education. Through interviews, document analysis, and observations, the research seeks to unravel the underlying ethos driving the college's efforts in nurturing educators in musical arts.

Findings showed the College's commitment at fostering a holistic understanding of music's cultural significance and its instrumental role in national development. However, amidst the commendable endeavors, challenges such as limited resources and the imperative for continuous professional development were overt. In response, this study proposes actionable

recommendations aimed at enhancing practical training opportunities, investing in modern musical equipment, and fostering collaborations with industry's professionals to enrich the educational experience. By addressing these challenges and capitalizing on opportunities, the Federal College of Education, Okene, can play a catalytic role in realizing the objectives outlined in Vision 2030. This research not only underscores the importance of nurturing educators in musical arts education but also contributes to the broader discourse on the pivotal role of education in national development. Ultimately, it envisions a culturally enriched and educationally vibrant Nigeria, where musical arts education serves as a cornerstone for societal progress and resilience in the face of evolving global dynamics.

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## Statement of the Problem

The Federal College of Education, Okene, plays a pivotal role in nurturing educators in musical arts education, aligning with Nigeria's Vision 2030. However, there exist challenges and areas for improvement in the college's approach. These include limited resources, the need for continuous professional development, and potential gaps in the curriculum or faculty expertise. Addressing these challenges is crucial for ensuring that educators are adequately prepared to contribute to the cultural enrichment and educational vibrancy envisioned in Vision 2030.

## Research Questions

1. What faculty expertise and infrastructure are available at the Federal College of Education, Okene, for musical arts education?
2. How effective is the college's curriculum in preparing educators to meet the evolving demands of the cultural and educational landscape?
3. What role does the Federal College of Education, Okene, play in training educators in musical arts in alignment with Nigeria's Vision 2030?
4. What challenges does the college face in nurturing educators in musical arts education?
5. What recommendations can be proposed to enhance the college's efforts in preparing educators in musical arts education, including practical training opportunities?

## Research Objectives

The objectives of the study are to:

1. evaluate the faculty expertise and infrastructures available at the Federal College of Education, Okene, in relation to musical arts education,
2. assess the effectiveness of the college's curriculum in preparing educators to meet the evolving demands of the cultural and educational landscape,
3. examine the role of the Federal College of Education, Okene, in training educators in musical arts education in alignment with Nigeria's Vision 2030,
4. identify challenges faced by the college in nurturing educators in musical arts education, and
5. propose recommendations for enhancing the college's efforts in preparing educators in musical arts education, including practical training opportunities, investment in modern musical equipment, and collaboration with industry

## Methodology

This study employed a qualitative research design to explore the role of the Federal College of Education, Okene, in nurturing educators in musical arts education is aligned with Nigeria's Vision 2030. Qualitative methods are well-suited for gaining in-depth insights into the experiences, perceptions, and practices of stakeholders involved in the educational process. Semi-structured interviews were conducted to gather rich, nuanced perspectives on the college's efforts in musical arts education. Relevant documents such as curriculum materials, institutional policies, and reports were analyzed to understand the formal structures and processes in place for preparing educators in musical arts education.

## Musical Arts Education

Arts education is a component of 'teacher preparation' degrees for generalist primary pre-service teachers, Music is one of five art forms, alongside Drama and Dance (comprising the performing arts) and Visual and Media arts (King, 2018). Musical arts have been an integral part of Nigerian culture for centuries, with diverse ethnic groups across the country expressing their heritage through music, dance, and other forms of artistic expression. According to Nzewi (2009) the musical arts embodied and processed education in most aspects of life and societal institutions. He further opined that the ideal in education was to nurture a responsible citizen's mind that cherished communal ideals in acquiring and deploying life skills. Traditional music and dance played significant roles in social, religious, and ceremonial contexts, serving as vehicles for communication, storytelling, and community cohesion. According to Omuku and Onyedum (2021:12), "Music deepens understanding, and not limited by space or distance as it is referred to be an international language, a universal language. It is part of life and is crucial for preparing Nigerian youths for the future. The nation cannot afford to deprive youths of the invaluable experiences of school music. All learning and education are important so also is musical learning via music education." Music serves as a unifying force that enriches understanding, which is crucial for every Nigerian youth and child. It plays a pivotal role in cultural enrichment and personal development, fostering a deeper connection with diverse perspectives and enhancing communication skills.

Despite the cultural richness and diversity of Nigeria's musical heritage, musical arts education faces several challenges:

- i. **Limited Resources:** Many educational institutions lack adequate funding, facilities, and equipment for music education, hindering students' access to quality instruction and practical training.
- ii. **Curriculum Alignment:** There may be discrepancies between the curriculum and the cultural realities of students, with a tendency to prioritize Western music over indigenous Nigerian music (Abdullahi, 2022).
- iii. **Teacher Training:** The training and professional development of music educators vary, with some teachers lacking specialized training in music education pedagogy and techniques (Ogunrinade, 2015).
- iv. **Cultural Preservation:** Music education plays a crucial role in preserving and promoting Nigeria's diverse musical traditions, fostering cultural identity and pride among students.

- v. **Integration of Technology:** Advances in technology have opened up new possibilities for music education, allowing for the integration of digital tools, recording technologies, and online resources into the curriculum.
- vi. **Community Engagement:** Collaborations between educational institutions, cultural organizations, and community groups can enrich music education through performances, workshops, and cultural exchange programs (Abdullahi, 2022).

Abdullahi (2022) opines that musical arts education in Nigeria is a dynamic and multifaceted field that reflects the country's rich cultural heritage and diverse musical traditions. Despite facing challenges such as limited resources and curriculum alignment issues, music educators and institutions are working to promote cultural preservation, innovation, and community engagement through music education. By addressing these challenges and capitalizing on growth opportunities, Nigeria can continue to empower its citizens through musical arts education, contributing to the realization of Vision 2030's goals for cultural enrichment.

### **Role of Musical Arts Education in National Development**

Musical arts education plays a crucial role in preserving and promoting Nigeria's rich cultural heritage. Through the study and practice of indigenous Nigerian music, students gain deeper understanding and appreciation of their cultural identity. Effion (2020) opines that a Nigerian child in particular is born and nurtured in music. He grows and learns in the society where he lives with music and eventually takes his exit from the world with music. Ogunrinade (2015) affirming the positive role of music on national development posited that if the roles and functions of music are to be critically examined, especially in the development of the nation it is clear that the role of music has gone beyond the narrow perception of the less informed. He further explained that music is fully part of the manifestation of the cultural heritage of a given society, which provides not only an outlet for creativity but that of self-expression of noble thoughts and feelings. Looking at the prevailing circumstances of Nigeria, one can see very closely the connection between music and education as they play a positive impact on national development (Ogunrinade, 2015). By preserving traditional music genres, instruments, and performance practices, music education contributes to the preservation of Nigeria's diverse cultural landscape, fostering a sense of national pride and unity.

Music has the power to bring people together. Man uses music to communicate effectively with the various group members of his community (Ogunrinade, 2015). Musical arts education provides opportunities for students to participate in ensemble performances, community choirs, and cultural festivals, fostering social cohesion and community engagement. Music is one of important means through which human communities are organized for handing over of culture from one generation to another. Therefore, music is one of the complex means used to express the totality of human thoughts ideologies, feelings and emotions which are paramount and important to national development (Ogunrinade, 2015). By collaborating with local communities, schools, and cultural organizations, musical arts education promotes intercultural dialogue, understanding, and mutual respect, strengthening the social fabric of Nigerian society.

Music has long been used as a tool for social justice, advocacy, and political activism. Through music composition, performance, and lyrics, students can address social issues such as poverty, inequality, gender discrimination, and political oppression. Musical arts education empowers

students to express their perspectives, challenge societal norms, and advocate for positive social change.

The creative industries, including music, film, fashion, and visual arts, are increasingly recognized as drivers of economic growth and innovation. Ogunrinade (2015:20) wrote that;

‘Looking at popular music and its prospective, it is a huge channel not only for nation development but for providing job and wealth creation to several numbers of people ranging from songwriters, music publishers, composers, arrangers, producers, music recording and marketing companies, printing companies, cassette, CD, VCD, DVD manufacturers, wholesalers and retailers of musical recordings, dealers on musical instruments, studio and stage sound engineers, musicians, singers, dancers, promoters, talent scouts, entertainment writers, stage designers, lighting crew, structural engineers, advertising practitioners, media houses and many more’.

Musical arts education provides students with the skills, knowledge, and entrepreneurial mindset to pursue careers in the creative industries. By nurturing talents, supporting artistic entrepreneurship, and fostering collaboration between artists, educators, and industry professionals, musical arts education stimulates economic development, job creation, and cultural tourism in Nigeria.

Musical arts education plays a vital role in showcasing Nigeria's cultural richness and creativity on the global stage, enhancing the country's reputation and influence in the international community. Musical arts education plays a multifaceted role in national development, encompassing cultural preservation, social cohesion, advocacy, economic growth, and global cultural diplomacy. Nigeria can harness the transformative potential of music to achieve its developmental goals and build a culturally vibrant, inclusive, and prosperous society for future generations.

## **Overview of Nigeria's Vision 2030 Goals and Objectives:**

Nigeria's Vision 2030 is a strategic development plan aimed at transforming the country into a globally competitive, inclusive, and prosperous nation by the year 2030. The vision outlines a comprehensive roadmap for sustainable economic growth, social development, infrastructure improvement, and governance reform. Some key goals and objectives of Nigeria's Vision 2030 include Economic Diversification and human Capital Development which includes investing in education and healthcare. Infrastructure Development: Improving physical infrastructure including transportation, energy, water supply, and ICT to facilitate economic growth, connectivity, and access to basic services.

## **Alignment of Musical Arts Education with Vision 2030 Objectives**

**Cultural Preservation and Identity:** Musical arts education promotes the preservation and promotion of Nigeria's diverse cultural heritage and it fosters a sense of national identity, pride, and unity. By preserving traditional music genres, instruments, and performance practices, musical arts education contributes to the preservation of Nigeria's cultural heritage.

**Human Capital Development:** Musical arts education equips individuals with creative, critical thinking, and communication skills essential for success in the creative industries and broader economy. By nurturing talents, fostering innovation, and promoting entrepreneurship, musical arts education enhances human capital development and economic diversification.

**Social Cohesion and Community Engagement:** Music has the power to bring people together, transcending social, cultural, and economic barriers. Musical arts education provides opportunities for social interaction, collaboration, and community engagement, fostering social cohesion, mutual understanding, and respect among diverse communities.

**Innovation and Entrepreneurship:** Musical arts education cultivates creativity, innovation, and entrepreneurial skills among students, empowering them to pursue careers in the creative industries and contribute to economic growth and job creation. By nurturing talents and supporting artistic entrepreneurship, musical arts education stimulates innovation and drives economic diversification.

**Global Cultural Diplomacy:** Nigerian music, with its vibrant rhythms, melodies, and diverse genres, has gained international acclaim and popularity, serving as a powerful tool for cultural diplomacy and soft power projection. By promoting musical arts education, Nigeria can showcase its cultural richness and creativity on the global stage, enhancing its reputation and influence in the international community. In conclusion, musical arts education plays a vital role in achieving the goals and objectives of Nigeria's Vision 2030 by promoting cultural preservation, human capital development, social cohesion, innovation, and global cultural diplomacy. By investing in musical arts education and integrating it into broader development strategies, Nigeria can harness the transformative power of music to realize its vision of a prosperous, inclusive, and culturally vibrant nation by 2030.

## **Theoretical Framework**

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The study is hinged on sociocultural theory, pioneered by Lev Vygotsky. The theory emphasizes the role of social interactions, cultural context, and historical influences in shaping human cognition and learning. In the context of musical arts education, this theory underscores the importance of cultural practices, traditions, and community's involvement in shaping students' musical development. Learning is viewed as a social and cultural activity, deeply influenced by interactions within one's cultural environment. Consequently, educators in musical arts education must facilitate learning experiences that are culturally relevant, collaborative, and situated within meaningful social contexts. This involves recognizing and leveraging students' cultural backgrounds, fostering teamwork, and utilizing community resources to enrich musical learning.

Transformative education theory, on the other hand, focuses on the role of education in challenging dominant narratives, promoting equity, and empowering individuals to enact positive social change. Applied to musical arts education, this theory highlights the transformative potential of music as a tool for cultural critique, social advocacy, and community empowerment. Educators, therefore, must go beyond the mere transmission of musical knowledge and skills. They should foster critical thinking, cultural awareness, and social responsibility among students.

This involves facilitating discussions about the socio-political dimensions of music, encouraging exploration of diverse perspectives through musical expression, and empowering students to use music as a medium for advocating social change. These goals align with Vision 2030, which seeks to leverage education for sustainable development and equity.

Integrating sociocultural theory and transformative education provides a comprehensive framework for musical arts education. This integration acknowledges the reciprocal relationship between cultural context and transformative action. It frames musical arts education as both culturally situated and potentially transformative, empowering individuals to critically engage with their cultural heritage while contributing positively to societal development. Such a framework is particularly relevant for preparing educators who are not only proficient in musical arts but also equipped to use music as a tool for fostering cultural awareness, social equity, and transformative learning experiences.

## Data Presentation

**Research question one** - How does educational qualifications and work experience in musical arts education correlate with effectiveness in empowering students?

TABLE 1

Educational qualifications	No of respondents
PhD	3
M.A	2
B.A	2

Work Experience	No of Respondents
Less than five years	-
5 -10 years	1
More than five years	6

The distribution of qualifications and work experience among educators in the music department at Insights College of Education presents an intriguing pattern. With three lecturers holds PhDs, two with M.A. degrees, and one with a B.A., there is likely a diverse range of expertise and perspectives within the department. Additionally, the majority of respondents have over ten years of experience suggesting a wealth of knowledge and teaching proficiency. However, the presence of one educator with five years of experience raises questions about the potential impact of varying levels of seniority on teaching effectiveness and student engagement.

**Research Question Two** - How does the Federal College of Education contribute to the professional development and training of educators in the field of musical arts?

The finding suggests a gap in the training provided by the Federal College of Education in Okene. It implies that the school might not be keeping pace with the changing demands and complexities of the cultural and educational environment in Nigeria. To address this, the college

could consider updating its training programs, incorporating new teaching methodologies, or providing additional professional development opportunities for educators to ensure

**Research Question Three** – How does proficiency of music educators compare to their readiness and capability in delivering newly introduced courses within the musical arts education programme?

This finding suggests that while music educators may excel in the existing curriculum, their expertise may not extend to newly introduced courses like music media and business. This knowledge gap could potentially impact the quality of instruction and the preparedness of students in these emerging areas. To address this challenge, the college could implement strategies such as providing additional training and resources for educators to build proficiency in these new courses. This might involve organizing workshops, inviting guest speakers from relevant industries, or facilitating collaborations with experts in music media and business. By investing in the professional development of educators, the college can ensure a more comprehensive and up-to-date curriculum that better meets the needs of students and the demands of the evolving music landscape.

**Research Question Four** - How often do music educators have access to professional development opportunities, particularly sponsorship to aid professional growth?

This data point highlights inequality in access to opportunities for professional development within the Federal College of Education in Okene. While some lecturers benefit from TETFund sponsorship for conference participation, the majority of music educators are denied this opportunity. This discrepancy suggests a need for more inclusive policies to ensure all educators have equal access to such opportunities for growth and development. Additionally, the college could explore alternative funding sources or seek to expand the TETFund sponsorship to cover a larger portion of its educators.

**Research Question Five** - How does the current infrastructure available at the Federal College of Education in Okene impact the empowerment of educators in musical arts education, particularly in light of the institution's vision for 2030?

This data point underscores the challenges faced by the Federal College of Education in Okene regarding the availability of resources and facilities necessary to keep pace with developments in musical arts education. Despite recent acquisitions of musical instruments, the absence of essential infrastructure such as a music studio, a music library, and a dedicated performance space presents significant obstacles to the effective delivery of education in this field.

To address these shortcomings, the college could explore options such as securing funding for the establishment of a music studio and library, as well as improving existing performance spaces. Additionally, partnerships with external organizations or institutions could provide access to resources and expertise needed to enhance the learning environment for students and educators alike. By investing in infrastructure and facilities, the college can create a more conducive environment for teaching, learning, and staying updated with advancements in musical arts education.

## Conclusion

This study at the Federal College of Education, Okene, highlights key challenges and opportunities in musical arts education. The analysis shows that current teaching methods are not fully aligned with the changing needs of Nigeria's culture and education system. There is also a lack of resources and facilities, as well as limited inclusion of fields like music media and business in the curriculum. While teachers are skilled in traditional methods, the institution needs to adopt new strategies to remain relevant and effective. It is crucial for the school to innovate, gather more resources, and update the curriculum.

These findings point out the institution's challenges but also its potential to become a leader in musical arts education in Nigeria if reforms are made. The insights provided here aim to inspire practical solutions that can improve the quality of education, ensuring a better connection between theory and practice to create a stronger academic and cultural environment. The findings from the interviews conducted at the Federal College of Education in Okene shed light on several key challenges facing the institution in its efforts to empower educators in musical arts education. There are gaps in training, resources, and curriculum alignment with the evolving needs and trends in the cultural and educational landscape of Nigeria. While educators demonstrate proficiency in traditional course offerings, there is a clear need for further development in emerging areas such as music media, and business. Additionally, the lack of adequate resources and facilities poses significant obstacles to delivering high-quality education in musical arts.

## Recommendations

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- I. **Curriculum Review and Realignment:** Conduct a comprehensive review of the curriculum to ensure alignment with current emerging needs and trends in the cultural and educational landscape of Nigeria. This review should involve consultation with industry professionals, educational experts, and policymakers to identify areas for improvement and incorporation of interdisciplinary approaches.
  - II. **Professional Development:** Provide opportunities for ongoing professional development for educators, particularly in emerging areas such as music media and business. This could involve organizing workshops, inviting guest speakers, and facilitating collaborations with experts from relevant industries.
  - III. **Infrastructure Enhancement:** Invest in the establishment of essential infrastructure such as a music studio, a music library, and improved performance spaces. Securing funding and partnerships with external organizations could help in this endeavor.
  - IV. **Equitable Access to Opportunities:** Ensure equitable access to opportunities for professional development, such as conference participation sponsorship, for all educators within the institution.
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- V. Embrace Technological Advancements: Integrate technology into the curriculum to enhance teaching and learning experiences, as well as to stay updated with advancements in the field of musical arts education.
- VI. Strengthen Stakeholder Engagement: Foster collaboration and engagement with stakeholders, including students, educators, industry professionals, and policymakers, to ensure that the institution remains responsive to the needs of the cultural and educational landscape of Nigeria. By implementing these recommendations, the Federal College of Education in Okene can enhance its capacity to empower educators in musical arts education and better prepare students for success in the dynamic and evolving field of music.

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