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# The Role of Music Entrepreneurship on Economic Development of Music students in Selected Nigerian Higher Institution

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**Abstract:** Music has a lot to contribute to the society's survival and sustainability. It has been described as a character builder and reformer that might be developed to provide opportunity for professionals to explore and enhance intellectual skills if properly exploited. This study examined music entrepreneurship education as a way forward to economic development of music students to be self-reliant and contribute to the nation economy. The population for the study comprises of Eighty (80) respondents from the concerned higher institutions who were randomly selected for the study. Descriptive research was adopted as a research design and questionnaire was used as the instrument for data collection. The study adopted a quantitative method of data analysis. The findings from the study revealed the purposes of music entrepreneurship education on the Nigerian educational system which are: teaching students crucial life skills, equipping students with the knowledge and skills needed in building sustainable career, Equally, the findings revealed the contributions of music entrepreneurship education to the economic development of music students and the problems facing music entrepreneurship education in Nigeria which includes lack of dedicated educational institution programs and resources. It was recommended that facilities like musical instruments and teaching materials should be provided and also adequate resources, including funding and infrastructure, should be allocated to support the implementation of Music Entrepreneurship Education initiatives.

**Keywords:** Concept of Education, Entrepreneurship Education, Music as integral part of Culture, Community Music, Music as an outlet of Economic Development.

## Introduction

Music, a universal language, has the remarkable ability to connect individuals across cultures, evoke emotions, and inspire change. Beyond its artistic allure, music plays a pivotal role in shaping societies and economies. As the world witnesses unprecedented technological advancements and global interconnectedness, the intersection of music and entrepreneurship emerges as a dynamic avenue for fostering economic development of music students.

In the study of Ilari et al.,(2013) they pointed out that music education is a field of practice in which educators are trained for careers as elementary or secondary music teachers. They further revealed that music education touches on all learning domains, including the psychomotor domain (the development

of skills), the cognitive domain (the acquisition of knowledge), and, in particular and the affective domain (the learner's willingness to receive, internalize, and share what is learned), including music appreciation and sensitivity (Ilari *et al.*, 2013). Music training from preschool through post-secondary education is common because involvement with music is considered a fundamental component of human culture and behaviour. Cultures from around the world have different approaches to music education, largely due to the varying histories and politics. Studies show that teaching music from other cultures can help students perceive unfamiliar sounds more comfortably, and they also show that musical preference is related to the language spoken by the listener and the other sounds they are exposed to within their own culture. (Fermanich, 2013).

Music students have begun to realize that their dreams are possible through the discipline of entrepreneurship, a discipline that allows for individuality and creativity. The disciplines of entrepreneurship and music have a lot in common in that each takes a huge commitment, a relentless work ethic, passion, and new ideas. Music students will stand to benefit tremendously by entrepreneurship because it involves monetizing an idea (David 2015). In addition, music provides a medium for artists to express their emotions and cope with mental health challenges, it serves as a form of therapy and a way to process complex feelings (Thoma et al., 2013). Aside from monetising an idea and mental health challenges, Hargreaves et al., (2012) also noted in his study that musicians continually refine their skills, whether it is in playing an instrument, singing, composition as well as production. This process of mastery can lead to a sense of personal achievement.

Entrepreneurship education in Nigeria amongst other things seeks to provide students in tertiary institutions with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. Variations of entrepreneurship education are offered at all levels of schooling in Nigeria, from primary to secondary schools through the university programs. It is a life-long learning process. The concept of lifelong learning is essential to the competitiveness of the knowledge economy. It applies to all levels of education and training that concerns all stages of life as well as the different forms of apprenticeship (Amaehule, 2010).

Entrepreneurship is the totality of self-asserting attribute that aids an individual to map out latent business opportunities in conjunction with the capacity to organize requisite resources with which to profitably take advantage of such opportunities in the face of calculated risks and uncertainty (Nwosu & Ohia, 2009). This attribute will aid entrepreneurs to see opportunities and work towards tapping them and perceive threats and make concerted efforts at eschewing them in order to optimize available opportunities. According to Ojeifo, (2013), entrepreneurship is the willingness and ability of an individual or firm to identify environment challenges and exploit them such as an opportunity to produce goods and render services for public consumption.

Entrepreneurs are the drivers of any good economy. When the entrepreneurs are educated they are likely to contribute better in the expansion and advancement of the economy of a nation (Ossai, 2012). It is through inculcating sound and practical entrepreneurship education that poverty will be mitigated and subsequently eradicated in our country in the sense that, implementing robust entrepreneurship education programme is crucial for alleviating and ultimately eliminating poverty in any country. In the recent time, entrepreneurship has become a topical issue in our national discourse. This discourse has arisen following the fact that a large number of Nigerians especially school leavers cannot find paid employment and thus the need has arisen for this pool of human capital to acquire or train as entrepreneurs. Thus, creating in them abilities and skills that will enable them become creators of job rather than job seekers. In the national policy on

education, an emphasis was laid on a united, strong and self-reliant nation. The policy goes further to stress on the acquisition of appropriate knowledge and skills necessary for one to secure paid employment in office or be self-employed. As an effective emphasis, the national policy on education (FRN2013) included thirty four (34) subjects that must be included to secondary school education curriculum under trade or entrepreneurship education.

The entrepreneurship process requires the individual initiative taking, organizing and reorganizing of social and economic activities and mechanisms that would turn resources and situations to practical account and the acceptance of risks where necessary. This include, equipping individuals with the necessary skills, knowledge, and mind set to navigate the music industry, in such a way to empower them to contribute meaningfully to economic growth, cultural enrichment, and social cohesion. The integration of entrepreneurial principles within music education not only enhances the employability of graduates but also catalyzes innovation, creativity, and sustainable practices within the music sector. Moreover, it addresses broader societal issues by promoting variety, diversity, and access to artistic opportunities. As we look to the future, it is imperative that educational institutions, policymakers, and industry stakeholders collaborate to further advance and implement music entrepreneurial education as a cornerstone of national development strategies. Through these concerted efforts, we have the potential to unlock a wealth of untapped potential within our music communities, ultimately propelling our nation towards a more vibrant, prosperous, and culturally enriched future (Martinez & Lee 2020). Recent studies, such as Smithson's (2021) comprehensive analysis of music education programs in developed economies, corroborate the positive impact of entrepreneurial education on the music industry. Furthermore, Johnson & Brown (2022) demonstrated that countries with well-structured music entrepreneurial education initiatives experienced a marked increase in cultural exports, leading to a boost in their overall economic growth.

### Concept of Education

Education has been seen as a catalyst towards the developmental strides in all fields of human development; such as economic, political, socio-cultural and other fields of human endeavour. Abraham (2018) observes education as, the process whereby an individual acquires skills, knowledge, right values and attitudes so as to be functional in the society. In recognition of the above, the Federal Republic of Nigeria (2014), in her National Policy on Education observes that, education is an instrument per excellence for national development. Okeke (2019) states that, education refers to the process whereby individuals in a state are exposed to different skills and knowledge through formal or informal systems so as to be useful to themselves and the society. Okeke further asserts that, the potentials which individuals or groups are exposed to enable them to acquire specific skills, knowledge, values and right attitudes if exposed to entrepreneurship education either through formal or informal settings. Abraham (2018), explains that, the need for functional education in

Nigeria lead to the introduction of technical and vocational education under the umbrella of entrepreneurship education which is meant to turn out skilled manpower in applied science, engineering, technology and commerce to operate, maintain and sustain Nigeria's economic developmental drive.

### Concept of Music

Music is a general phenomenon that cuts across racial, cultural, social, educational, and economic barriers, which enhances cultural appreciation and awareness (Jager, 2014). Its symbol systems are important as letters and numbers. Music integrates mind, body, and spirit as well as provides opportunities for self-expression, bringing the inner world into the outer world of concrete reality, which in turn offers the avenue to "flow states" and peak experiences. It also creates a seamless connection between motivation, instruction, assessment, and practical application leading to "deep understanding." Also Music makes it possible to experience processes from beginning to end, develop both independence, collaboration and thereby provide immediate feedback and opportunities for reflection (Okafor, 2005). It makes it possible to use personal strengths in meaningful ways and to bring into understanding sometimes difficult abstractions through these strengths. It merges the learning of process and content thus improving academic achievement which results in enhancing test scores, attitudes, social skills, critical and creative thinking. Music exercises and develops higher order thinking skills including analysis, synthesis, evaluation, and "problem-finding." It is essential component of any alternative assessment programme which provides the means for every student to learn.

According to (Okafor, 2005), throughout history, music has been one of the most common means by which man expresses his emotions, feelings and sentiments. The primordial man used music to express fear, pain and danger. Music was an important part of oriental mysticism. The Asian Indian developed a system of melodic modes called raga to express moods, days and seasons chanting form the core of Tibetan religious music. In seventeenth century Europe, music was used to represent the state of the souls. African traditions are replete with the use of music as part of rituals, ceremonies and social associated with the proper growth and functioning of institutions of society. Music over the ages has proved to be one of the indispensable arts cultivated by man for the growth, nurture and transfer of his institutions and values to future generations.

Conversely, the pleasure that music gives to the human mind and soul is universally accepted. It is most widely practiced and accessible of all the available arts. It is easily available and associated with entertainment and relaxation that has serious implication in the social and economic development of a country. Some countries earn lots of revenue through cultural music and music tourism. The simplification of modern technologies has provided for the export of good quality music in such a way that wider market is available for the artists and their countries to earn more money. The various cultural music and dance of Nigeria is a huge asset that can

generate revenue if taken abroad Akpabot, (2006). He further stated that In spite of the huge revenue that could be earned through the diversity of cultural music of Nigeria, the potentials (artists) have never been exploited properly. The educational policies and the implementation strategies are faulty as regard music education in Nigeria; therefore music education should be subjected to serious scrutiny in other to bring out the benefit and prospect embedded in the art to the nation economy. The major concern of this paper is to examine ways in which music education could meaningfully contribute to the nation's economic development.

### Concept of Entrepreneurship Education

The term Entrepreneurship is derived from a French word, *entreprendre*, meaning to undertake. Nwaudu (2010) observes that, entrepreneur is one who has a dream, position or desire to better him or herself and the word around. By this, an entrepreneur is a risk bearer or taker who is ambitious to attain a desired dream or purpose. According to Okpuokara (2011), the entrepreneur is one who undertakes the organization and management of the risks in a business venture. Okpupkara further states that, the 18th century economist, Richard Cantillon first used the word as a technical economic term. By this, the term means an employer as the one who undertakes the risk and management of business or undertake of economic enterprises through personal innovation, creativity to create wealth to satisfy the needs and aspirations of the society. Operationally, entrepreneur is one who organizes, manages and undertakes the risk of any business venture in order to make a profit. Thus, an entrepreneur takes innovative steps in business ventures in order to make more profits through the appropriate management and such as organization of available resources land, labour, and capital to create wealth through innovative practices which is termed entrepreneurship. Entrepreneurship refers to the process and mechanism through which individuals identify opportunities, allocate resources, and create value or wealth. Harvard Executive Education (2019) observes that, entrepreneurship is the process of starting a business or an organization for profit or for social needs. By this, the entrepreneurship that emphasizes profit or social needs delineate and separate the commercial entrepreneurship from social and charitable entrepreneurship.

According to Obi (2019), entrepreneurship refers to the capacity and willingness to develop, organize, and manage a business venture along with any of its risk in order to make a profit. Obi further states that, a viable example of entrepreneurship is the starting of a new business outfit. In this case, a situation whereby one develops, organizes and manages a business, such as bread making or selling books in any Nigerian market, is known as entrepreneurship. Entrepreneurial activities therefore, play no small role in the growth and development of a given nation-state such as Nigeria. The evolution of entrepreneurship dates back to the period of Adam Smith (1776), Richard Cantillon of the 18th century and Schumpeter of the 20th century. These economists posit that, the origin of entrepreneur as a focal point in all microeconomics which should not be left untapped due to its

enviable roles in the growth and development of a given society (Folanke, 2019). According to Eric (2018), entrepreneurship activities on what Schumpeter termed, “the gale of creative destruction.” For instance, Schumpeter in 20th century observed that, the combination of “steam engine and cart horse carrying mechanism” produced a “horseless” method of transportation.

In educational parlance, entrepreneurship is a process whereby the skills, knowledge, attitude and values are taught to the students in school to engage in entrepreneurial value creation. According to European Union Commission (2020), entrepreneurship education seeks to provide students with the knowledge, skills, and motivation to encourage entrepreneurial success in a variety of settings. By this, different aspects of entrepreneurship education programmes are available at the tertiary education level. The Europe Union Commission further observes that; entrepreneurship education aims at the development of the individual skills to enable them to realize their hidden potentials to exist functionally in the society independent of the government control. In Nigeria, the students through entrepreneurship education has the opportunity to venture into new business outfits, introduce new products or services, create charitable organization and develop their skills after graduation. Eze (2019), states that entrepreneurship education entails the actualization of creative potentials of individuals through the skills and knowledge acquired in school to enhance self-reliance and accountability. Therefore, entrepreneurship education is a mission to chart a new business course based on the acquired skills and knowledge. According to Mark (2019), entrepreneurship education focuses on the learning experience and the development of skills, knowledge, positive values and aptitudes of individuals in a society to be functional in the society or independent of the public sector.

The above definitions of entrepreneurship education are in line with the national goals of education in Nigeria which is meant to make individuals or citizens to be functional through the acquisition of relevant skills and knowledge for self-reliance purposes. Okoye (2019), states that, entrepreneurship has recently received orientation necessary for sustainable development in Nigeria as it has been introduced into University curriculum. In this circumstance, Nigeria government has made enabling laws to institutionalize the teaching and learning of entrepreneurship education in Nigeria schools at all levels. With the introduction of entrepreneurship education in Nigerian schools, it enables the students to reduce the risks involved in entrepreneurship ventures at the initial stage of the business take-off. According to Onyido and Duru (2019), the objectives of entrepreneurship education are that it gives an educational approach which is proactive in nature, enables and equips individuals with requisite skills, knowledge, aptitude, values and beliefs system for functional existence in the society. Robbins (2019) explains that, the introduction of entrepreneurship education in schools enables the recipients (students) to acquire the necessary skills training, and knowledge which aid them to survive functionally as individuals in the society. By so doing, the individuals will be able to live independently of the public sector. It offers the

students right knowledge of skill management. In this case, as an entrepreneur, risk bearing is the hallmark of its existence. Here individual plans, coordinates, and control all the available resources in order to keep the new business outfit afloat in the market. According to Eric (2018), entrepreneurship education offers the recipients of the programme risk management strategy in the event of the fluctuations in the market mechanism at any given period of time. Furthermore, entrepreneurship education plays no small role in the reduction of unemployment rate and poverty level. By this, the graduates of the Universities who are taught the requisite skills and knowledge to run a business will no longer depend on the government for a source of living.

To this end, Maurice (2012) observes that, entrepreneurship education goals aims at reducing the rate of unemployment as well as increasing the standard of living of the operators through the profit made in the newly set up businesses. Finally, one of the goals of teaching and learning entrepreneurship education is to drastically reduce the rural-urban drift which is the bane of congestion in urban areas. James (2019) states that, prior to the introduction of entrepreneurship education in Nigeria schools, youths moved away from the rural areas to the urban areas in search of non-existing jobs in cities. But, presently the case is different in Nigeria where many businesses such as phone repairs, sales of recharge cards, cobblers, modern carpentry works, computer repairs and other computer accessories, among others, to keep people busy, thereby reducing the drift to urban areas in search of jobs. Operationally, entrepreneurship education is a process and mechanism through which individuals acquire skills, knowledge, right attitudes, values and aptitudes to enable them function optimally in the society through starting up a business of their choice to reduce the rate of unemployment and put in place the need for self-reliance among the people in form of job creation, independent of the public sector participation.

Moreover, entrepreneurship education offers the students the opportunity to be a functional risk bearer, effective problem solver, potentials to analyze business idea objectively and communicate same among other talents inherent in entrepreneurship education. According to Marvin (2018), with entrepreneurship education, students are armed with the relevant skills and knowledge to fit into many sectors of the economy which when combined, lead to the growth and development of Nigeria. Entrepreneurship education plays no small role in the development efforts of the government, present and before. According to Offordile (2019), entrepreneurial activities are based on the philosophy of self-reliance among the people, independent of the public sector. This self-reliance bid entails the creation of new areas (innovation), new environment and promotion of new attributes among others, so as to forestall future challenges. According to Saheed, Taiwo and Alebiosu (2014), the present efforts being directed at introducing the spirit of entrepreneurship education in youths through the introduction of entrepreneurship development programmes into the curriculum of higher educational institutions in Nigeria, could help actualize the development of human and technical skills and brings to bare the essence of entrepreneurship education.

Therefore, entrepreneurship education and training entails acquisition of requisite skills and knowledge that enhance creativity among the youths or the University graduates for useful living in the society so as to attain the long-sought enhancement of sustainable economic development of music students in Nigeria.

### **National Development**

The word “development” has different meanings to researchers and other people in the academic circles. Development has a multi-disciplinary interpretation. By this, it has to do with economy growth, political, social and cultural aspects of expansion. According to Pears Foundation (2018), development is a process that creates growth, progress, positive change or the addition to physical, economic, environmental, social and demographic components or needs of the society. Thus, the essence of development is a rise in the level of quality of life, and the general standard of living of the people in a given society. From the above, one can think of development when the per capital income ( $y$ ) of the people are on the increase, and decrease in unemployment, inflation, balance of payment deficits, among other economic indices (Gree, 2018), Amastka (2019) observe development as, a tool enabling people to reach the highest level of their ability, through granting freedoms of action. Salcks (2009) states that, advancing development hinges on sustainable development which covers general growth and development of a given society for future generations. Operationally, sustainable development is seen as a situation where the standard of living of the people grows steadily in relation to the environment resources of the people in order to better the lots of the present and future generations. Thus, entrepreneurship education has a stake in the sustainable development in Nigeria through job creation. According to Zaki (2019), entrepreneurship education enables the youths or University graduates the opportunities to identify their potentials through the skills, knowledge, values and aptitudes acquired in school to create job for teeming unemployed youth. This will in no small measure enhances sustainable national economic development of the citizens at present and in future.

The term economic development refers to the system of drawing up of programmes in education that will enhance the national well-being or standard of living of the present and future generations. According to the United Nations Conventions (2005), sustainable national development contains three basic facets namely: economic, environmental and social aspects of the peoples’ life. In this vain, sustainable national development exists in a country where: end of poverty in all its ramifications, ensuring gender equality through empowerment of females, employment opportunity for all, reduction of inequality among the people, guarantee sustainable consumption pattern, provision of equal justice, provision of infrastructure, and quality equal and inclusive education for all. The above goals canters on economic aspect of development which explains that, sustainable national development in Nigeria is more of the enduring sustainability in the standard of living of the people which entrepreneurship education hinges upon. Despite the positive effects of

entrepreneurship education in enhancing job creation for sustainable national development in Nigeria, it has obvious challenges. One of the glaring challenges to entrepreneurship education in job creation is inadequate funds. According to Robbins (2019), inadequate funds are one of the greatest shortcomings of the use of entrepreneurship to create jobs. It should be noted that, the statutory allocation to education is less than 2007 UNESCO convention on education which stipulated that 26% of the annual national budget should be allocated to education. Abubakar (2019) affirms that, in the contrary, less than 6% of the Nigeria’s annual budget is allocated to education sector and as a result, schools or academic institutions find it difficult to engage high level manpower to teach the students the required skills, and knowledge under entrepreneurship education programme. As such, the graduates turned “half-baked” as the knowledge, skills, and values acquired by them in school are deficient for them to practice as entrepreneurs in the wider society.

### **Music as an Integral Part of Culture**

Music is generally defined as an organized sound that has its concept varying from one society to another. Everybody in every culture recognizes music when he hears one or needs it. Furthermore, music is culture bound, meaning that every culture decides on what is music; therefore it is culture that gives music its definition, this was corroborated by Jagga (2014) when he explains that: Sociologically, the concept of music is defined by the society and it is concerned with the organized ways in which people behave towards one another when they listen, produce, and reproduce those sounds which they perceive as music.

This implies that a specific sound that is regarded as music to a particular culture may have no music meaning to another culture. In other words, what is accepted as music to one culture may represent an ordinary sound to another culture? Okafor (2005) reiterates this by saying “But it is only when the sounds have been organized by man so as to achieve certain effects or express certain ideas or emotion that we call that music. Expression of certain ideas or emotion is very important in definition of music because man must have an objective for organizing the sound.

It is the culture that determines what is accepted as music to its people. Music can be referred to as an expression or art that is most accessible to human beings in any situation in their lives-crisis or calm, work and worship play or war, recreation or reflection (Okafor 2005). It is use as a medium of communication, to express ideas, emotions and melancholies. Also to move, mobilize people and rally them to solidarity. Music is a cultural expression, a phenomenon that is part of communal or cultural activities. Confirming this assertion, Adeogun (2009) observed that ....a society’s continued expression of her socio-musical being, doing, spirit, feeling, beliefs and values is perceptible in both the content (e.g. material, traditions, practices) as well as the process(e.g. daily living, spirit ,communication)

It is an event that expresses and carries forward the action in the activity. The cultural activity's meaning is partly embodied in the music that is part of it. To this end, its study implies the study of the associated activities. Does this sit well with education providers and sponsors? If not, how can the academia accommodate the prevailing attitude all of which is related to perception of music? One needs to remember that music is a way of knowing. Again, in African setting, nothing important happens without music (Senoga-Zake in Akuno 2010) It is also an economic activity both at personal and national levels, music products and production are a means of employment. Many who decline a music offering in the curriculum are unaware of music's potential. The music industry is a thriving one, and needs personnel equipped with knowledge, skills and attitudes that will make it a reliable player in the economy.

### **Music Education in the Community**

Many formal activities within the community expose individuals to and require from participants a level of ability in music making. Several learning opportunities are embedded in community institutions. The church, for example, is an institution that affords much music learning both formal and informal through choral activities (Obiero and Michel in Akuno 2010). Church choirs not only participate in music for church services, but they also take part in music festivals. These afford members the experience of an exciting and varied music repertoire, exposing them to varied levels of skill development and knowledge acquisition. Youth clubs and similar associations provide opportunities for artistic development among young talented individuals. Through participation in music, dance and drama, the youth develop interest in the arts, including music. Often, many want to pursue systematic training seeing this as a career path. With no proper policy provisions this will not happen, as the so called polytechnics focus on crafts of technological and not artistic nature. However, several forms of semi-structured music teaching exist in clubs and churches, where instrument playing skills are the focus of learning.

### **Music as an outlet of Economic Development**

Usually, when mention is made of music, people tend to look at it from the local entailment that music provides or perhaps adding colour to the events. However, if the roles and functions of music are to be critically examined, especially to the development of nation it is clear that the role of music have gone beyond the narrow perception of the less informed. Music is fully part of manifestation of 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 around in the prevailing circumstances of our nation, Nigeria, one can see very strongly the connection between music and education as they play positive impact on national development. The arrangement of organized sound made by voices or instruments in a way that is pleasant or exciting to the organ of hearing to form emotionally expressive compositions is derives from man's nifty creativity. It a medium with which man expresses his feelings, experiences

and activities in relation to his environment to his fellow man in the society (Ogunrinade e,tal, 2012). In his assertion Ihekweazu in Nosiri (2010) postulates that The purpose of music him (man) understands his past and contributes to the shaping of the present and the future he expresses and document s himself, his feelings, hopes, aspirations, disappointments, sufferings and joys through the various media of the arts, such as music.

Obliviously, man uses music to communicate effectively with the various group members of his community. To Omojola (2009) music in traditional Nigerian societies provides an efficient means through which community shared values and skills are transmitted from one generation to another. As an educational forum, the idiom of music presents its own unique communicational procedures. More fascinatingly, music is one of important means through which human communities are organised for the flowing handing over of their culture from one generation to another. Therefore, music is one of a complex system used to express the totality of human thoughts ideologies, feeling and emotions which are paramount important to national development.

Furthermore, Nigeria popular music industry like any other in the world, embrace economic capabilities. This is evident by the increasing record sales which seem to challenge Nigeria's unstable economy. For example, statistic of record sales in Nigeria shows that in 1981, 4.5million records were sold; in 1986 5.5million; in 1991 8.5million and in 1995, 12 million records were sold nationwide (Gronov and Saunio in Emielu, 2008). The World Bank estimate of music sales around the world stood at 6 billion dollars per year. A quarter of this estimate (\$1.5 billion dollars) is said to be derived from African music, especially the popular music genre. Because of the huge potential of the music industry in Africa, the World Bank has agreed in principle to divert a substantial part of its annual \$300 million dollars allocation for culture to six African countries. There is therefore a huge economic potential in the popular music industry which if fully tapped, can replace crude oil as the mainstay of Nigeria's economy. Nigeria can tap into this huge possibilities and the economic helping hand provided by the World Bank, which will translate in concrete terms into actual economic development of music students ( Emielu, 2008).

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 song writers , 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 professionals, income generation and distribution in the popular music industry is broad-based and far reaching. Not to mention monies accruing to government through various taxes across professional lines (Emielu, 2008). At a seminar

organized at the University of Lagos, a few years ago by the Federal Ministry of Education and Culture, Professor Vidal made some recommendations on how we can develop and exploit our traditional Nigerian musical instruments for profits through setting up an industry for the manufacture of musical instruments with factories in designated zones throughout Nigeria (Vidal 2000). The industry will be charge with the task of researching, developing, fabricating and manufacturing traditional musical instruments for local consumption, as souvenirs for our tourist industry, and as toys for children within and outside the country.

### **Rationale for the Inclusion of Music Education in Schools**

Historically, cultures have expressed their joys and sorrows, triumphs and defeats through the beauties of music. There is a wide variety of reasons to teach music, regarding both music itself, and music's effects on a person. The true reasons to teach music are those that are fundamental to being affected emotionally by it. Music is beautiful, whenever and wherever humans have existed music has existed also. Through sound, we can feel the complete spectrum of human emotion; both the deepest despair to elation beyond which most peoples' lives will ever reach. Beyond motor skills, reading notation, and an understanding of theory, a music education allows students to develop themselves as more expressive human beings.

Today in our society, the ease and availability of recorded music allows people to experience a wide variety of music through listening, although this does have its drawbacks and snags. In the past, the only way to experience music was through performing it yourself. Since this is not necessary today, educators need to provide and foster experiences of making music, whether in a concert band, rock band, chorus, orchestra, folk group or simply alone at home for the pleasure of developing musical skills. Schools need strong music programs; to develop the love of making music in as many students as possible, by using many musical outlets as possible, to foster lifelong connections with music. Learning to perform music develops many skills in a student. Joanne (2002) outlines five main values of music-Music affects people intellectually, emotionally, physically, personally and socially.

The theory of music is an intellectual skill, governed by physics yet guided by how humans perceive sound. Music theory is more often taught in a classroom setting similar to other school subjects, although its lessons permeate musical performance as well. Emotionally, no subject matches music in its expressive breadth. The organization of sounds in melody, harmony and form allow musicians an expansive palate and aesthetic taste of ideas and emotions to work with. It can even be expressively complex yet technically simple, allowing young students insight into these feelings well before they are capable to find this emotion in other subjects, for example, reading classic literature in English class. Music develops complex and precise mind and body connections. Performing on musical instruments develops intricate motor skills that people would not otherwise come by. Music is very

effective at developing coordination in even the youngest students.

The emotional aspects of music are closely and personally tied to the performer. Music affects the body to feel, ranging from the thrill of a first kiss to the despair of losing a loved one. Making music can be an escape from the daily grind for anyone, even if it is not your profession. The study of music develops maturity and responsibility. In their practice students will advance their skills in time management, as they will quickly learn how to effectively allocate their attention and problem solving, learning how to work past stumbling blocks in their practice without a teacher's immediate guidance. Leading students to this point, when they are thinking critically and independently about music is the ultimate goal for any music program. Creativity and imagination are required for solving problems. Our social, economic and political problems would be better solved through the application of creativity and imagination, our entire cosmology with its awe inspiring and infinite space and time dimensions was brought into being through the application of imagination and creativity by supreme intelligence. Imagination means the ability to visualize what can but is not, while creativity means the ability to bring such abstract notions into the realms of reality for our material, spiritual, social, economic, political and psychological benefits. Music and culture offer unlimited potentials for economic development of music students at both the material and human levels in a pluralistic, multilingual and multicultural nation such as Nigeria.

In order to harness, grow, nurture and harvest these potentials for our material and spiritual benefits, a reorientation of our approach to economic development of music students is imperative. It should be the responsibility of our leaders to ensure that every Nigerian child, irrespective of creed, belief, class, race or ethnic origin is provided with the social opportunities for full development and realization; physically, mentally and intellectually, especially in this age of global technological culture. Music and culture through appropriate and qualitative education offer great promise for the economic development of this potentially great nation called Nigeria.

### **Objectives of the Study**

The aim of this study is to investigate the music entrepreneurship education as a universal remedy for economic development of music students. Specifically, the objectives of this study are to:

1. Identify the purposes of music entrepreneurship education on the Nigerian educational system.
2. Examine the contributions of Music Entrepreneurship Education to the economic development of music students
3. Discuss the problems facing music entrepreneurship education in Nigeria.



**Research Questions**

1. What are the purposes of music entrepreneurship education on the Nigerian educational system?
2. What are the contributions of Music Entrepreneurship Education to the economic development of music students?
3. What are the problems facing music entrepreneurship education in Nigeria?

**METHODOLOGY**

Descriptive Survey research design was adopted for this study. According to Salaria (2012) descriptive survey is a method of research which concerns itself with the present phenomena in terms of conditions, practices, beliefs, processes, relationships or trends. It is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. Descriptive survey research design is concerned with the characteristics of individuals and with the characteristics of the whole sample thereof (Salaria, 2012). It was adopted to discover the role of music entrepreneurship on economic development of music students in selected Nigerian higher institution

**Population of the Study**

The target population of this study comprised of Music students in University of Ibadan, and Obafemi Awolowo University, Ile Ife.

**Sample and Sampling Technique**

Simple Random Sampling Technique was used to select forty (40) students from each of the selected higher institution. A total of eighty (80) questionnaires were used for this study.

**Research Instrument**

A structured questionnaire was used to collect information from the respondents. The questionnaire was in two sections: A and B. Section A contained the personal data of the respondents (age group, class, school) .While section B contained the items relating to the stated objectives of the study. It was scaled on 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

**Data Analysis and Discussion of Findings**

The data collected from the respondents was collated, sorted out and analysed using percentages, mean, and standard deviation statistical tool.

**Demographic Information**

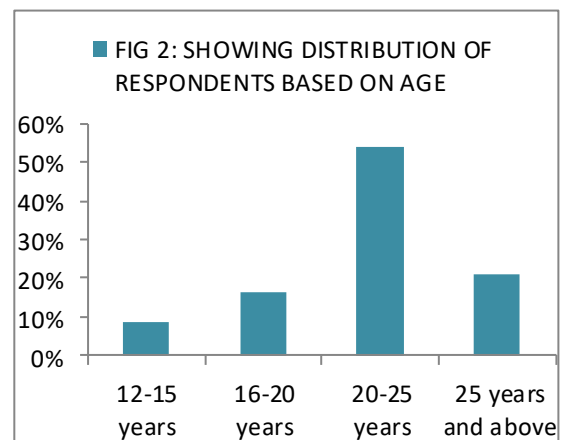
This study investigated music entrepreneurship education as a panacea for economic development of music students.. The presentation of the demographic information of the participants that were selected for this study as well as the interpretation of results and discussion of findings that are generated from the research questions were stated below.

Frequency count was used to calculate the demographic information of respondents while mean score was used in the analysis of the research questions. This segment presents the class, age, and gender category of the sampled respondents.

*Table 1: Distribution of respondents by Age*

Age of Respondents	Frequency	Percentage
12-15 years	7	8.75
16-20 years	13	16.25
20-25 years	43	53.75
25 years and above	17	21.25
<b>TOTAL</b>	<b>80</b>	<b>100</b>

The table above shows the percentage of respondents based on age. 8.75 of the total respondents falls within the range of 12-15 years, 16.25 falls within the range of 16-20 years, 53.75 falls within the age range of 20-25 years while 21.25 of the respondent falls within the range of 25 years and above. This implies that students within the range of 10-15 years constitute the highest population. Figure 2 below further presents the result from the table in bar chart.

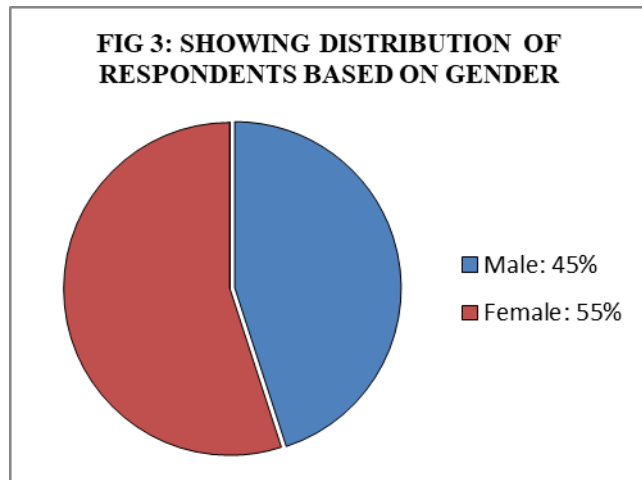


*Table 2 Demographic information of respondents based on gender*

Gender	Frequency	Percentage
Male	36	45
Female	44	55
<b>TOTAL</b>	<b>80</b>	<b>100</b>



The above table shows the distribution of respondent based on gender. 45% were male while the remaining 55% of the respondents were female. The result from this table implies that the female participants were more than the male ones in this study. Figure 3 below further presents the result from the table in pie chart.



**Analysis of Research Questions**

**Research Question 1:** What are the purposes of music entrepreneurship education on the Nigerian educational system?

*Table 3: showing the purposes of music entrepreneurship education on the Nigerian educational system.*

**N=80, C=2.50**

S / N	ITEM	SA	A	D	SD	$\bar{X}$	Decision
1	Music entrepreneurship education will teach students crucial life skills that will help them navigate challenges of the	55	23	2	0	3.66	Agreed

	future workforce.						
2	Equip students with the knowledge and skills needed in building sustainable career.	27	37	11	5	3.08	Agreed
3	It will help to solve problem, ease pain, and meet the needs of the people thereby changing the world.	41	23	6	10	3.19	Agreed
4	Music entrepreneurship education can enhance personal development and	21	38	11	10	2.88	Agreed

	foster creativity.						
5	Provides a platform for students to engage with their community that will promote social cohesion	10	7	33	30	3.08	Agreed

**Key: X = Mean, SD= Standard Deviation, C= Cut-off point, N= Number of Respondents.**

The table above shows the purposes of music entrepreneurship education on the Nigerian educational system. It was revealed that respondents strongly agreed that Music entrepreneurship education will teach students crucial life skills that will help them navigate challenges of the future workforce with the mean score ( $\bar{x}$ =3.66), equip students with the knowledge and skills needed in building sustainable career ( $\bar{x}$ =3.08), it will help to solve problem, ease pain, and meet the needs of the people thereby changing the world ( $\bar{x}$ =3.19), Music entrepreneurship education can enhance personal development and foster creativity. ( $\bar{x}$ =2.88), and Provides a platform for students to engage with their community that will promote social cohesion with mean score ( $\bar{x}$ =3.08). It can be inferred from the above findings that all the items are considered as agreed items because their mean score is higher than the cut-off point of (2.50).

**Research Question 2:** What are the contributions of Music Entrepreneurship Education to the economic development of music students?

**Table 4: showing the contributions of Music Entrepreneurship Education to the economic development of music students.**

**N=80, C=2.50**

S/N	ITEM	SA	A	D	SD	$\bar{X}$	Decision
1.	Music Entrepreneurship Education	42	27	6	5	3.33	Agreed

	contributes to the growth of the music industry, stimulating economic activities of the nation.						
2.	It equips students to compete on the global stage, enhancing international recognition of the nations' musical talent.	28	37	10	5	3.10	Agreed
3.	Music Entrepreneurship Education can help train students in music technology and production programs which will contributes to the technological advancement of the nation.	39	21	12	8	3.14	Agreed
4.	Music Entrepreneurship Education attracts attention and contributes to cultural tourism, promoting a	38	24	12	6	3.18	Agreed

	nations' revenue.							12.	Inadequate financing of education can restricts schools from investing in modern audio-visual aids.	32	32	9	7	3.11	Agreed
5.	Music Entrepreneurship Education can help preserve and promote a nations' cultural heritage.	45	19	10	6	3.29	Agreed								

**Key: X = Mean, SD= Standard Deviation, C= Cut-off point, N= Number of Respondents**

The table above shows the contributions of Music Entrepreneurship Education to the economic development of music students. The findings shows the respondents strongly agreed that Music Entrepreneurship Education contributes to the growth of the music industry, stimulating economic activities of the nation with the mean score ( $\bar{x}$ =3.33), it equips students to compete on the global stage, enhancing international recognition of the nations' musical talent ( $\bar{x}$ =3.10), Music Entrepreneurship Education can help train students in music technology and production programs which will contributes to the technological advancement of the nation ( $\bar{x}$ =3.18), Music Entrepreneurship Education attracts attention and contributes to cultural tourism, promoting a nations' revenue ( $\bar{x}$ =3.18) and Music Entrepreneurship Education can help preserve and promote a nations' cultural heritage with mean score of ( $\bar{x}$ =3.29) It can therefore be inferred from the above findings that all the items are considered as agreed items because their mean score is higher than the cut-off point of (2.50).

**Research Question 3:** What are the problems facing music entrepreneurship education in Nigeria?

**Table 5: showing the problems facing music entrepreneurship education in Nigeria**

**N=80, C=2.50**

S/N	ITEM	SA	A	D	SD	$\bar{X}$	Decision
11.	Inadequate equipment affects the effective use of audio-visual aids.	42	27	2	9	3.28	Agreed

								13.	Technical hitches such as malfunctioning equipment can disrupt the use of audio-visual aids.	40	25	10	5	3.25	Agreed
								14.	Inadequate knowledge of teachers can hinder the effective application of audio-visual aids.	35	29	6	10	3.11	Agreed
								15.	Incorporating audio-visual aids into lessons can be time-consuming thereby affecting its utilization.	47	22	5	6	3.38	Agreed

**Key: X = Mean, SD= Standard Deviation, C= Cut-off point, N= Number of Respondents**

The table above shows the problems facing music entrepreneurship education in Nigeria. The respondents strongly agreed that lack of dedicated educational institution

programs and resources limits the comprehensiveness of the course with the mean score ( $\bar{x}$ =3.28), shortage of trained instructors with both musical expertise and practical experience hinders the effective delivery of the course ( $\bar{x}$ =3.11), limited access to musical instruments, recording studio, and other essential resources hinders the practical training in Nigeria ( $\bar{x}$ =3.25), financial constraints of interested individuals with cost of tuition and equipment is a major challenge ( $\bar{x}$ =3.11), the absence of a comprehensive policy framework for music entrepreneurship education can result in a lack of standardization of educational institutions with mean score ( $\bar{x}$ =3.38). It can therefore be inferred from the above findings that all the items are considered as agreed items because their mean score is higher than the cut-off point of (2.50).

### Discussion of Findings

The findings of the study shows the purposes of music entrepreneurship education on the Nigerian educational system. It was revealed that Music entrepreneurship education will teach students crucial life skills that will help them navigate challenges of the future workforce. Also, Music entrepreneurship education equips students with the knowledge and skills needed in building sustainable career. According to Zaki (2019), entrepreneurship education enables the youths or University graduates the opportunities to identify their potentials through the skills, knowledge, values and aptitudes acquired in school to create job for teeming unemployed youth. The findings also revealed that it will help to solve problem, ease pain, and meet the needs of the people thereby changing the world. From the findings of the study, it was revealed that Music entrepreneurship education can enhance personal development and foster creativity and it can also provide a platform for students to engage with their community that will promote social cohesion. The findings of Akuno (2010) supported these findings as he sees it as an economic activity both at personal and national levels, music products and production are a means of employment. Also Amastka (2019) corroborated by observing that music entrepreneurship education helps people to reach the highest level of their ability, through granting freedoms of action.

Furthermore, the findings of the study revealed the contributions of Music entrepreneurship education to the economic development of music students. The findings of the study revealed that the respondents strongly agreed that Music Entrepreneurship Education contributes to the growth of the music industry, stimulating economic activities of the nation. It equips students to compete on the global stage, enhancing international recognition of the nations' musical talent. The talents of students will be brought into fore through music education. Music Entrepreneurship Education can help train students in music technology and production programs which will contribute to the technological advancement of the nation and attracts attention which contributes to cultural tourism, promoting a nations' revenue. Music Entrepreneurship Education can also help preserve and promote a nations' cultural heritage as revealed by the findings of this study. Salcks (2009) in her findings states that,

advancing development hinges on sustainable development which covers general growth and development of a given society for future generations.

Lastly, the findings show the problems facing music entrepreneurship education in Nigeria. The findings revealed that lack of dedicated educational institution programs and resources limits the comprehensiveness of the course. It was also revealed that shortage of trained instructors with both musical expertise and practical experience hinders the effective delivery of the course. Limited access to musical instruments, recording studio, and other essential resources hinders the practical training in Nigeria is another challenge facing music entrepreneurship education in Nigeria. Financial constraints of interested individuals with cost of tuition and equipment is a major challenge and the absence of a comprehensive policy framework for music entrepreneurship education can result in a lack of standardization of educational institutions.

### Conclusion

Music Entrepreneurship Education is a vital tool for economic development of music students. It enhances personal development and foster creativity. The purpose of music entrepreneurship education on the Nigerian educational system are to teach students crucial life skills, equipping students with the knowledge and skills needed in building sustainable career, enhancement of personal development and foster creativity among others. It is quite clear that Music as an integral part of culture should be offered in the education curriculum of every Nigerian from elementary classes to tertiary levels, as part of the strategy for national development which is "human development". Moreover, lack of dedicated educational institution programs and resources, shortage of trained teachers and instructors with both musical expertise and practical experience among other are the problems of music entrepreneurship education as revealed by this study. The way out of this menace is for the curriculum content of Nigeria's educational system to be severely overhauled with a view of making music education an important tool for economic development with provision for adequate and relevant facilities to aid the teaching of the subject. The teaching of the subject should be made compulsory, especially from both elementary and secondary school level throughout the nation.

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