

## EVALUATION OF MUSIC TEACHING METHODS AND CURRICULUM ALIGNMENT IN JUNIOR SECONDARY SCHOOLS IN UGHELLI NORTH LOCAL GOVERNMENT AREA, DELTA STATE

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**Abstract:** *This study evaluated music teaching methods and curriculum alignment in Junior Secondary Schools in Ughelli North Local Government Area, Delta State. Music education enhances creativity, cultural identity, and 21st century skills. However, it has been noted that poor implementation and inadequate teacher training have limited the impact of the 9-Year Basic Education Curriculum. Scholars also found overreliance on lecture methods rather than learner-centered approaches. In Delta State, Music had only a 24.4% implementation rate, making it one of the least implemented UBE subjects (Delta State Ministry of Basic and Secondary Schools, 2023). The study sought to identify teaching methods used by Music teachers and evaluate their alignment with the 9-Year Basic Education Curriculum. A descriptive survey design was adopted. The population was 8,994 CCA teachers and JSS 1-3 students. Using multi-stage sampling, 660 respondents comprising 30 teachers and 630 students from 30 schools were selected. Two validated questionnaires with reliability of 0.85 were used. Data were analyzed with frequency, percentage, mean and standard deviation. Findings revealed dominance of lecture methods, low use of learner-centered strategies, moderate alignment, and weak practical skills. It was recommended that learner-centered methods be adopted, supervision strengthened, instruments provided, and specialists recruited.*

**Keywords:** *Music teaching methods, curriculum alignment, 9-Year Basic Education Curriculum, Junior Secondary Schools, Ughelli North.*

## **Introduction**

Music education plays a central role in basic schooling by nurturing creativity, cultural awareness, discipline, and aesthetic judgment. Scholars have linked music to improved self-expression and self-esteem, and emphasized that curricula should reflect the cultural context of learners (Ogunrinade, Adeyemi, & Oluniyi, 2012). At the global level, UNESCO (2023) positions arts education, including music, as a driver of inclusive, equitable, and quality education aligned with Sustainable Development Goal 4. In Nigeria, the 9-Year Basic Education Curriculum was introduced under the Universal Basic Education [UBE] programme to harmonize teaching and learning. The Nigerian Educational Research and Development Council [NERDC] (2013) developed the Cultural and Creative Arts framework, where Music is taught at the Junior Secondary School [JSS] level. The framework outlines specific objectives, content strands, and activity-based instructional strategies intended to produce learners who are musically literate and capable of contributing to national development.

The realization of these objectives depends largely on how teachers deliver the curriculum in classrooms. Instructional method is a critical determinant of learning outcomes. Emordi (2015) noted that teachers' choice of method directly affects the achievement of music learning objectives. Emordi (2026) further argued that 21st century music instruction must embrace learner-centered and technology-enhanced approaches to remain relevant to contemporary learners. Supporting this, Ejenavi (2018) found that participatory and resource-based strategies improve student engagement and performance in music. UNESCO (2023) also underscored the importance of learner-centered pedagogies for building 21st century skills through music.

Despite policy provisions, evidence points to weak implementation of Music in Nigerian schools. Okoro (2020) reported that insufficient instructional materials, inadequate teacher preparation, and unsuitable teaching methods constrain effective music instruction at the secondary level. Okoro (2024) added that continued dependence on traditional lecture approaches in JSS classrooms limits students' creativity and practical skills. Ajewole (2019) similarly observed that many music teachers rely on didactic teaching and note dictation, which are inconsistent with curriculum guidelines. NERDC (2013) acknowledged that poor implementation strategies and inadequate teacher training have weakened the impact of the 9-Year Basic Education Curriculum.

In Delta State, an evaluation of UBE implementation indicated that Music recorded only a 24.4% implementation rate, placing it among the least implemented subjects (Delta State Ministry of Basic and Secondary Schools, 2023). Urevbu (2017) attributed this to weak instructional supervision, inadequate funding, and low teacher competence. This suggests a gap between curriculum intent and classroom practice. In Ughelli North Local Government Area, there is limited empirical evidence on the teaching methods employed by music teachers and the extent to which these methods align with the 9-Year Basic Education Curriculum. To address this gap, the present study examines current instructional practices and assesses curriculum alignment in JSS Music classrooms.

### **Statement of the Problem**

The 9-Year Basic Education Curriculum for Music outlines specific objectives and recommends learner-centered teaching methods for Junior Secondary Schools. However, studies in Nigeria have shown that many music teachers do not use these recommended methods. Okoro (2020) and Ajewole (2019) found that lecture method dominates music teaching, with little use of demonstration, improvisation, and activity-based approaches. In Delta State, the low implementation rate of Music raises further concern. In Ughelli North LGA specifically, there is no documented study on the types of teaching methods used by music teachers, nor on how these methods align with the curriculum. This lack of data makes it difficult to determine whether students in Ughelli North are receiving music instruction that meets national standards. Therefore, this study seeks to evaluate music teaching methods and their alignment with the 9-Year Basic Education Curriculum in Junior Secondary Schools in Ughelli North LGA, Delta State.

### **Objective of the Study**

The main objective of this study is to evaluate music teaching methods and curriculum alignment in Junior Secondary Schools in Ughelli North Local Government Area, Delta State. Specifically, the study seeks to: identify the types of teaching methods used by Music teachers in Junior Secondary Schools in Ughelli North Local Government Area of Delta State, and evaluate the extent to which the teaching methods adopted align with the provisions of the 9-Year Basic Education Curriculum for Music in Junior Secondary Schools in Ughelli North LGA of Delta State.

## Research Questions

The following research questions guided the study:

1. What types of teaching methods are used by Music teachers in Junior Secondary Schools in Ughelli North Local Government Area of Delta State?
2. To what extent do the teaching methods adopted by Music teachers align with the provisions of the 9-Year Basic Education Curriculum for Music in Junior Secondary Schools in Ughelli North LGA of Delta State?

## Methodology

Descriptive survey research design was adopted for the study. This design is appropriate because the study sought to describe and evaluate existing music teaching methods and its alignment with curriculum without manipulating any variable. The Population of the study was 8,994 comprising all Cultural and Creative Arts (CCA) teachers and all JSS 1 to 3 students in public Junior Secondary Schools in Ughelli North LGA. Multi-stage sampling procedure was adopted. Purposive sampling was used to select the 30 Junior Secondary Schools that have CCA teachers out of the 50 JSS in Ughelli North LGA. Stratified random sampling was then used to select 7 students each from JSS 1, JSS 2, and JSS 3 in each school. All 30 CCA teachers were also included. This gave  $21 \text{ students} \times 30 \text{ schools} = 630 \text{ students} + 30 \text{ teachers} = 660 \text{ respondents}$ .

Two different questionnaires were developed by the researcher. One for teachers titled "Music Teaching Methods and Curriculum Alignment Questionnaire" (MTMCAQ). This questionnaire has two sections A and B. Section A is on the demographic information of the respondents while section B contains 15 items organized into two clusters in line with the research questions to address the types of teaching methods used and its alignment with the 9-Years Basic Education Curriculum. Responses were measured using four points Likert scale of Strongly Agreed (SA)=4, Agreed (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1. While the second questionnaire was Music Teaching Method Questionnaire for Students (MTMQS). The questionnaire has two sections A and B. Section A is on the demographic information of the student while section B is on the teaching method used by teachers. It has 7 items designed to capture students' perception on the teaching method used by teachers. Four points Likert scale was also used. The instruments were face and content validated by experts in Music, Curriculum in Education and Measurement and Evaluation from Delta State University, Abraka. The experts examined the items for clarity, relevance to research questions and coverage

of the 9-Years Basic Education Curriculum for Music. Correction was made based on their suggestions and recommendations.

The reliability of the instruments was established through a pilot test conducted on 30 respondents from public Junior secondary schools in Ethiopie East LGA. Data obtained from the pilot test were analyzed using Cronbach Alpha technique and a correlation coefficient of 0.85 was obtained, indicating a strong internal consistency. Data were collected after official approval was sought from relevant authorities. Introduction letter was presented at the Ughelli North Local Government Area Post-Primary Education Board to obtain relevant information while permission letters were presented to the various school Principals to gain access. The researcher with the assistance of trained research assistants, administered the questionnaires to CCA teachers and Selected JSS students. The direct delivery and retrieval method was adopted to ensure a high return rate and to provide immediate clarification on any item respondents found ambiguous. Data collected were analyzed using descriptive statistics method. Frequency count, percentage, mean score and standard deviation to answer the research questions. A mean decision rule of 2.50 was adopted to interpret responses on four-point Likert scale. Any item with mean score of 2.50 and above was regarded as accepted while any item with mean score less than 2.50 was regarded as rejected. Findings were presented in table and discussed in line with the research questions. This methodological approach was deemed suitable because it allows for a systematic evaluation of music teaching methods used and curriculum alignment in Junior Secondary Schools.

## Results

*What types of teaching methods are used by music teachers in Junior Secondary Schools in Ughelli North Local Government Area?*

**Table 1.0: Mean and Standard Deviation on Types of Teaching Methods Used by Music Teachers**

| S/N | Items                                                                                        | Mean | SD   | Decision |
|-----|----------------------------------------------------------------------------------------------|------|------|----------|
| 1   | The lecture method is regularly used to explain rudiments of music, history, and theory.     | 3.42 | 0.68 | Accepted |
| 2   | Demonstration is used to teach singing, sight-reading, and instrument playing.               | 3.31 | 0.74 | Accepted |
| 3   | Group discussions are organized for students to analyze musical concepts.                    | 2.95 | 0.81 | Accepted |
| 4   | Project work is assigned, allowing students to compose songs or construct local instruments. | 2.41 | 0.87 | Rejected |

|   |                                                                                                        |      |      |          |
|---|--------------------------------------------------------------------------------------------------------|------|------|----------|
| 5 | Students are given opportunities to explore rhythm and melody through discovery/inquiry activities.    | 2.63 | 0.79 | Accepted |
| 6 | Musical games and songs are used to teach concepts through the play-way method.                        | 3.12 | 0.71 | Accepted |
| 7 | Elements of Orff-Schulwerk or Kodály methods involving speech, movement, and singing are incorporated. | 2.20 | 0.93 | Rejected |
| 8 | Two or more teaching methods are combined within a single music lesson.                                | 3.27 | 0.76 | Accepted |
|   | Grand Mean                                                                                             | 2.91 | 0.79 | Accepted |

Table 1.0 shows that item 1 has a Mean value of 3.42 and a Standard Deviation of 0.68, indicating acceptance that "the lecture method is regularly used to explain rudiments of music, history, and theory". Item 2 have a Mean value of 3.31 and a Standard Deviation of 0.74, indicating acceptance that "demonstration is used to teach singing, sight-reading, and instrument playing". Item 3 have a Mean value of 2.95 and a Standard Deviation of 0.81, indicating acceptance that "group discussions are organized for students to analyze musical concepts". Item 4 have a Mean value of 2.41 and a Standard Deviation of 0.87, indicating rejection for "project work is assigned, allowing students to compose songs or construct local instruments". Item 5 have a Mean value of 2.63 and a Standard Deviation of 0.79, indicating acceptance that "students are given opportunities to explore rhythm and melody through discovery/inquiry activities". Item 6 have a Mean value of 3.12 and a Standard Deviation of 0.71, indicating acceptance that "musical games and songs are used to teach concepts through the play-way method". Item 7 have a Mean value of 2.20 and a Standard Deviation of 0.93, indicating rejection for Orff-Schulwerk or Kodály methods involving speech, movement, and singing are incorporated". Item 8 have a Mean value of 3.27 and a Standard Deviation of 0.76, indicating acceptance that "two or more teaching methods are combined within a single music lesson". The Mean responses 3.42, 3.31, 2.95, 2.41, 2.63, 3.12, 2.20 and 3.27 of the items, indicates a grand Mean of 2.91 and a Standard Deviation of 0.79. The findings show that lecture method, demonstration method, group discussion, discovery method, play-way method, and combination of methods are commonly used, with mean scores above the criterion mean of 2.50. It reveals that music teachers in Junior Secondary Schools in Ughelli North Local Government Area utilize various teaching methods in music instruction. However, the use of project method and specialized approaches such as Orff-Schulwerk and Kodály methods recorded mean scores below 2.50, indicating low usage among teachers. The grand mean of 2.91 indicates that music teachers generally

employ diverse teaching methods in teaching music, although modern learner-centered methods are not fully utilized.

*To what extent do the teaching methods adopted by music teachers align with the 9-Year Basic Education Curriculum for music?*

**Table 2.0: Mean and Standard Deviation on Alignment of Teaching Methods adopted with the 9-Year Basic Education Curriculum**

| S/N | Items                                                                                                                   | Mean | SD   | Decision |
|-----|-------------------------------------------------------------------------------------------------------------------------|------|------|----------|
| 1   | The rudiments of music as stipulated in the 9-Year Basic Education Curriculum are covered in teaching.                  | 3.35 | 0.66 | Accepted |
| 2   | Practical activities for teaching African and Western musical instruments are provided in line with the curriculum.     | 2.48 | 0.84 | Rejected |
| 3   | Sight-reading and ear training are included as required by the curriculum.                                              | 2.76 | 0.72 | Accepted |
| 4   | Indigenous Nigerian songs and dances are integrated into music lessons.                                                 | 3.11 | 0.70 | Accepted |
| 5   | Opportunities for both individual and group performance are given to students.                                          | 2.95 | 0.75 | Accepted |
| 6   | The time allocated on the school timetable is adequate for learner-centered methods.                                    | 2.10 | 0.88 | Rejected |
| 7   | Creativity and self-expression are developed through the teaching methods used, as stated in the curriculum objectives. | 2.89 | 0.77 | Accepted |
|     | Grand Mean                                                                                                              | 2.81 | 0.76 | Accepted |

Table 2.0 shows that item 1 has a Mean value of 3.35 and a Standard Deviation of 0.66, indicating acceptance that "the rudiments of music as stipulated in the 9-Year Basic Education Curriculum are covered in teaching". Item 2 have a Mean value of 2.48 and a Standard Deviation of 0.84, indicating rejection for practical activities for teaching African and Western musical instruments are provided in line with the curriculum". Item 3 have a Mean value of 2.76 and a Standard Deviation of 0.72, indicating acceptance that "sight-reading and ear training are included as required by the curriculum". Item 4 have a Mean value of 3.11 and a Standard Deviation of 0.70, indicating acceptance that "Indigenous Nigerian songs and dances are integrated into music lessons". Item 5 have a Mean value of 2.95 and a Standard Deviation of 0.75, indicating acceptance that "opportunities for both individual and group performance are given to students". Item 6 have a Mean value of 2.10 and a Standard Deviation of

0.88, indicating rejection for "the time allocated on the school timetable is adequate for learner-centered methods". Item 7 have a Mean value of 2.89 and a Standard Deviation of 0.77, indicating acceptance that "creativity and self-expression are developed through the teaching methods used, as stated in the curriculum objectives". The Mean responses 3.35, 2.48, 2.76, 3.11, 2.95, 2.10 and 2.89 of the items, indicates a grand Mean of 2.81 a Standard Deviation of 0.76. The findings indicate that teachers adequately cover rudiments of music, integrate indigenous Nigerian music, encourage group performances, and develop creativity among students. It shows that most music teachers attempt to align their teaching methods with the provisions of the 9-Year Basic Education Curriculum

However, teachers reported inadequate practical activities involving musical instruments and insufficient timetable allocation for learner-centered instruction. The grand mean of 2.81 indicates that there is moderate alignment between teaching methods and curriculum expectations.

**Table 3.0: Students' Perception of Music Teaching Methods**

| S/N | Items                                                                                 | Mean | SD   | Decision |
|-----|---------------------------------------------------------------------------------------|------|------|----------|
| 1   | Explanations of music are given through lectures while students listen and take notes | 3.35 | 0.69 | Accepted |
| 2   | Demonstration of singing and instrument playing is done for students to imitate       | 3.11 | 0.73 | Accepted |
| 3   | Group discussions on musical topics are organized during lessons                      | 2.82 | 0.81 | Accepted |
| 4   | Projects such as composing songs or making local instruments are carried out          | 2.31 | 0.90 | Rejected |
| 5   | Students are given opportunities to discover sounds and rhythms independently         | 2.65 | 0.78 | Accepted |
| 6   | Learning is done through musical games and songs                                      | 3.04 | 0.74 | Accepted |
| 7   | Only textbooks are used without practical activities                                  | 3.20 | 0.76 | Accepted |
|     | Grand Mean                                                                            | 2.93 | 0.77 | Accepted |

Table 3.0 shows that item 1 has a Mean value of 3.35 and a Standard Deviation of 0.69, indicating acceptance that "explanations of music are given through lectures while students listen and take notes". Item 2 have a Mean value of 3.11 and a Standard Deviation of 0.73, indicating acceptance that "Demonstration of singing and instrument playing is done for students to imitate". Item 3 have a Mean value of 2.82

and a Standard Deviation of 0.81, Indicating acceptance that "group discussions on musical topics are organized during lessons". Item 4 have a Mean value of 2.31 and a Standard Deviation of 0.90, indicating rejection for "Projects such as composing songs or making local instruments are carried out". Item 5 have a Mean value of 2.65 and a Standard Deviation of 0.78, indicating acceptance that "Students are given opportunities to discover sounds and rhythms independently". Item 6 have a Mean value of 3.04 and a Standard Deviation of 0.74, indicating acceptance that ""Learning is done through musical games and songs". Item 7 have a Mean value of 3.20 and a Standard Deviation of 0.76, indicating acceptance that "only textbooks are used without practical activities". The Mean responses 3.35, 3.11, 2.82, 2.31, 2.65, 3.04 and 3.20 of the items, indicates a grand Mean of 2.93 and a Standard Deviation of 0.77. The findings reveal that the students' responses corroborate the views of teachers that lecture and demonstration methods are the most frequently used methods in music teaching. Students also indicated that practical project-based learning is rarely used and that music instruction is still largely textbook-oriented.

### **Discussion of Findings**

The findings of this study were discussed according to the research questions and related empirical literature. The study revealed that lecture and demonstration methods are the dominant approaches used in teaching music in Junior Secondary Schools in Ughelli North Local Government Area. Teachers frequently relied on explanation, note-taking, singing demonstrations, and classroom discussions in delivering music lessons. This finding is consistent with Ogunrinade (2018), who found that most music teachers in Ondo State relied predominantly on lecture method because of lack of instruments, absence of music rooms, and large class sizes. The finding also agrees with HAL Archive (2025), which reported concerns about outdated teaching methods in music education. The implication is that although lecture method may be useful for teaching music theory and history, overdependence on teacher-centered approaches limits students' practical participation and creativity.

The study further found that learner-centered methods such as project method, discovery method, and international approaches like Orff-Schulwerk and Kodály methods were not frequently used by teachers. This finding supports Ejenavi (2023), who established that shortage of musical instruments and infrastructural decay hinder practical music teaching methods in Delta State secondary schools. It also corroborates Oladipo and Ige (2019), who reported that many teachers lacked formal music education qualifications and therefore could not effectively apply innovative learner-centered methods. The inability to use project and inquiry methods regularly suggests that music teaching in most schools remains theoretical rather than practical.

The findings also showed moderate alignment between the teaching methods used and the provisions of the 9-Year Basic Education Curriculum for music. Teachers reported that they covered rudiments of music, integrated indigenous Nigerian songs, and encouraged performance activities. However, practical instrumental instruction and learner-centered activities were not adequately implemented due to limited resources and insufficient instructional time. This finding supports Ajewole (2018), who found that implementation of the national music curriculum was inconsistent because of inadequate teacher training, shortage of teaching materials, and poor infrastructure. The finding equally agrees with Nnam and Onuora-Oguno (2024), who argued that music has been marginalized because it is subsumed under Cultural and Creative Arts, resulting in weak curriculum implementation.

## **Conclusion**

Based on the findings of this study, it was concluded that music teaching methods used in Junior Secondary Schools in Ughelli North Local Government Area of Delta State are still largely dominated by teacher-centered approaches, particularly lecture and demonstration methods. Although these methods are useful in teaching theoretical aspects of music, excessive reliance on them limits students' active participation, creativity, and practical skill acquisition which are essential objectives of music education at the Junior Secondary School level. The study further concluded that there is moderate alignment between the teaching methods used by teachers and the provisions of the 9-Year Basic Education Curriculum for music. While teachers attempt to cover curriculum contents such as rudiments of music, indigenous songs, and group performances, inadequate instructional materials, shortage of musical instruments, and insufficient instructional time hinder full implementation of learner-centered and activity-based approaches recommended by the curriculum.

## **Recommendations**

Based on the findings of the study and in line with the research questions, the following recommendations were made:

1. Music teachers should adopt more learner-centered teaching methods such as demonstration, project, discovery, and play-way methods in order to improve students' participation and practical skill acquisition in music.
2. School administrators and curriculum supervisors should ensure that music teaching methods properly align with the provisions of the 9-Year Basic Education Curriculum through regular monitoring and instructional supervision.

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3. Government should provide adequate instructional facilities and musical instruments in schools to enable teachers effectively implement learner-centered method in teaching music.
  4. Government should employ more qualified teachers and organize regular in-service training for music teachers to gain more knowledge and competence for curriculum implementation

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