MUSIC PERFORMANCE AS A THERAPY FOR MANAGING STRESS AMONGST THE ACADEMICS IN NIGERIAN FEDERAL UNIVERSITIES

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Abstract

The serious breakdown in health of the academics in Nigerian Federal Universities which placed them in chronic dependency on drugs has necessitated this study. The study adopted a descriptive survey approach which ascertained that music performance as therapy would be a vital tool for managing stress amongst the

academic staff of the Nigerian Federal Universities. The population comprised all the lecturers from the faculties of Education and Humanities in the two Federal Universities in the South-South Zone numbering 618 but 309 lecturers formed the sample. Stratified random sampling was used to select the subjects while simple random sample was used to select the universities. Four research questions and two null hypotheses guided the study. The instrument for data collection was a 45 item questionnaire developed by the researchers. The instrument consists of four sections (A-D). The instrument was validated and trial-tested. The reliability coefficient was computed for the four sections viz: section A = 0.84; B = 0.81; C = 0.77; and D = 0.84 using Cronboch Alpha technique. The instrument was administered by the researchers with the help of three research assistants. The data collected were analyzed using means to answer the research questions and t-test statistics for hypothesis at 0.05 alpha level. The result showed among others that music performance is a good therapy for stress management and would consequently prolong the life span of the academics. Hence, the recommendations were that the academics should make out time to listen to and watch musical performances that make them feel comfortable so as to reduce stress, and also be encouraged to go for medical check-ups to avoid serious breakdown in health.

Introduction

Life is full of problems, some of them unsolvable, but one has to live his life inspite of ups and down, anxiety and depression, successes and failures in life, it needs to be lived optimally. Music, particularly the ones pleasant and soothing, provides the tonic for the optimal existence. It is the perfect tool to help one realize the emotional tension. Oguno (2004:11) opined that "music serves as the stimulation and nourishment of the spirit that are needed by all people". He also added that through music, emotions are freely expressed. Music brings you at a state to unite with the feeling thus helping you to realize its nature and live with it which practically transforms your nature. Music affects the primary brain of humans – the limbic brain. This is the part of the brain responsible of the physical condition of the body as well as maintaining the internal balance which keeps one alive. Music has been seen by many writers as spirit and emotion lifter and also expression of inner feelings. In support of this idea, Grolier in Uyanwunne (2005:32) noted that "Music is born of emotions". Similarly, Otugo (2004:155) observed that, music has its positive values as food for the soul, a receiver of the spirit and a source of inspiration for people.

In ancient societies, music plays a ritual role based on an oral tradition, and each performer in a sense interprets the tradition but, more importantly, renews it and

transforms it through personal performance. Performance is defined by Hornby (2002) as the act of performing a play, concert or some other form of entertainment. Music performance (MP) simply means step in the musical process during which musical ideas are realized and transmitted to a listener (Bruce, Lukes and John – web definition). It is also viewed as the act of performing music which can be seen in:

- Playing – the act of playing a musical instruments
- Singing, vocalizing – the act of singing vocal music
- Fingering - the placement of the finger for playing different notes or sequences of notes on a musical instrument.
- Performing Arts – Arts or skills that require public performance.

Learning a musical instrument and playing music increases mathematical language, social skills and engage both sides of the brain. The following music performance; classical music performance, traditional, instrumental, highlife, vocal, dance music and gospel music, among others aside from being good stress remedies, could be good for ones brain. The pleasure people derive from sounds has always been closely related to the pleasure they derive from making the sounds themselves. It is difficult to conceive of the origin of music as separate from an act of musical performance. Music performance can affect the body in many health-promoting ways, which is the basis for a growing field known as music therapy. Therapy is defined as the treatment of physical problem of an illness or treatment that does not use traditional drug.

Music therapy therefore implies the clinical and evidence based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentiated professional who has completed an approved music therapy program (American Music Therapy Association (AMTA) 2011). It is also an established health profession in which music is used within a therapeutic relationship to address physical, emotional, cognitive, and social needs of individuals. Corroborating, Alvin in Mereni (2006) viewed music therapy as the controlled use of music in the treatment, education or training and rehabilitation of children and adults suffering from physical, mental or emotional disorders. Music therapy services are available to adults and children with disabilities such as: autism, cerebral, palsy, Down syndrome, mental retardation, attention and deficit disorder. Sessions are individually designed according to each person's special needs and both individual and small group sessions will be conducted with regular progress evaluations.

Music therapy could also be viewed as the enhancement of human capabilities through the planned use of musical influences on brain functioning. It is the structured use of music and music activities geared towards helping individuals with

disabilities. The music therapists primarily help clients improve their health across various domains (e.g. cognitive functioning, motor skills, emotional and effective development, behaviour and social skills, and quality of life) by using music experiences (e.g. free improvisation, singing, songwriting, listening to and discussing music, moving to music to achieve treatment, goals and objectives. Music therapists are found in nearly every area of the helping professions. Some commonly found practices include developmental work (communication, motor skills etc) with individuals with special needs, songwriting and listening in reminiscence/orientation work with the elderly, processing and relaxation work, and rhythmic entrainment for physical rehabilitation in stroke victims. Music therapy is also used in some medical hospitals, cancer centers, schools, alcohol and drug recovering programs, psychiatric hospitals and correctional facilities. Scholars have observed that music therapy is associated with a decrease in some of stress symptoms and signs such as decrease in depression, improved mood and a reduction in state anxiety.

The word "Stress is derived from the Latin, "Strictus – Stringere" meaning, "to draw tight". The term "Stress" as it is currently used was coined by Hans Selye (1936) defined it as "the non-specific response of the body to any demand for change". Thus, stress by definition, represents any constraining influence, pressure or force whether physical, emotional or mental in nature, brought to bear on the individual in a social setting. In line with the just stated above, Osisioma (2010) viewed stress as an individualized, personal response to situations and circumstances that create pressures. Joining this parade, Heller and Hindle (1998) defined stress in the individual as any interference that disturbs a person's healthy metal and physical well-being. It occurs when the body is required to perform beyond its normal range of capabilities.

Stress lurks in every corner of our daily lives. It is not a condition on its own, but rather a reaction to something or what stress pioneer Selye called an adaptive response to a noxious event. In his usage, stress refers to a condition and stressor to the stimulus causing it. It covers a wide range of phenomena from mild irritation to drastic dysfunction that may cause severe health breakdown. Stress generally considered as being synonymous with distress. In all, the following have been identified as common signs and symptoms of stress:

- Frequent headaches, jaw clenching or pain
- Tremors, trembling of lips, hands, dry mouth
- Neckache, back pain, muscle spasms
- Light headedness, faintness, dizziness
- Cold or sweaty hands, feet

- Heartburn, stomach pain, nausea
- Chest pain, palpitations, frequent urination
- Poor sexual desire or performance
- Increased anger, frustration, hostility, depression
- Forgetfulness, disorganization, confusion and others.

Stress is part of life and cannot be completely avoided rather, could be managed using many techniques such as listening to music performance that you feel comfortable. Music performance does wonders to alleviate stress and each individual must choose the one that he finds effective. The right melodies can really calm and sooth the mind.

Stress management is all about taking charge of your thoughts, emotions, schedule, environment and the approach to problem solving. It is the skilful treatment or control of stress. The ultimate goal is a balanced life, with time for work, relationship, relaxation, and fun-plus the resilience to hold up under pressure and meet challenges head on. The first step in stress management involves identifying the sources of stress in your life. This will involve the individual in looking closely at his stress – inducing thoughts, feelings and behaviours – his habits, attitudes and excuses. The university academics may need to document his feelings and reactions in a daily diary/journal, and review the ways he currently copes with stress. In his contribution, Maismari (2002) has identified some of the unhealthy ways of coping with stress which include: smoking, drinking too much, over-eating or under-eating, chewing gums, and taking out your stress on others. A university academic by virtue of his training and disposition, should be an embodiment of academic excellence, exhibiting some skills and competencies, which he is expected to impart to his students. For greater effectiveness in the discharge of his duties as an academic, the lecturer needs to be aware of the various signs and symptoms of stress and also some strategies to manage his stress adequately. Uncontrolled stress affects functioning and productivity, and is also associated with physical and emotional disorders.

Using music performance as therapy to manage stress amongst the academics in Nigeria federal universities is facing a lot of challenges which include: financial constraints, lack of knowledge and skills required in performances, because most lecturers are not fully trained in music performance, high cost and maintenance of musical instruments, lack of steady power supply, and inadequacy of lecturers amongst others. Some other challenges are time-constraints due to congested programmes, severe shortage of professionals who are endowed with the professional skills, dearth of musical performers in the music department, attitudes, tedious academic work, and lack of interest on the part of the academics.

However, the obstacles listed above could be improved if certain strategies would be adopted. To this end, provision of fund for training and purchase of adequate musical instruments and equipments will be of great help. The Power Holding Co-operation of Nigeria (PHCN) should endeavour to connect all Federal Universities with steady electricity and the Federal Government should install automatic standby generators with adequate storage and security in case of power failure for effective and frequent use of musical equipments. The training and retraining of music lecturers should be imperative for proper acquiring of professional skills.

This paper has therefore set out to ascertain the extent to which music performance would serve as therapy for managing stress among the academics in Nigerian Federal Universities. The researchers are skeptical as to whether the University academics are fully aware of the various signs and symptoms of stress which could be managed using music performance as therapy and also identify the types of music performance that could be used for stress management. The researchers are also worried on how the challenges facing the use of music performance as therapy for stress management should be surmounted, the strategies to be employed to achieve the goals and how to motivate the academics to be using music performance as therapy for managing stress. It is therefore against this background that this study has set out to verify whether music performance as therapy could be used for managing stress amongst the academics in Nigerian federal universities. The problem that has motivated this study as a question is: How could music performance as therapy be used in the management of stress by the Nigerian federal academics? Providing answers to this question among others is the main crux of this paper.

Purpose of the Study

The general purpose of this study was to ascertain the extent to which music performance would serve as therapy for managing stress among the academics in Nigerian federal universities.

Specifically, the study sought to:

1. Determine the awareness level of the various signs and symptoms of stress which would be managed using music performance as therapy amongst the federal university academics.

2. Identify the various types of music performances which could be used for stress management.

3. Determine the challenges to the use of music performance as therapy for stress management.

4. Ascertain the strategies for stress management using music performance as therapy.

Research Questions

The following research questions guided the study:

1. What are the mean ratings of the Nigerian federal university male and female lecturers on the awareness level of various signs and symptoms of stress which could be managed using music performance as therapy?
2. Are there differences in the mean ratings of the Nigerian federal university male and female lecturers on the various types of music performances which could be used for stress management?
3. What are the mean ratings of the Nigerian federal university male and female lecturers on the challenges of using music performances as therapy for stress management?
4. Do differences exist in   the mean ratings of the Nigerian federal university male and female lecturers on the strategies for stress management using music performance as therapy?

Null Hypotheses

Two null hypotheses were tested at 0.05 level of significance as shown below:

1. The mean ratings of the Nigerian federal university male and female lecturers on the awareness level of the various signs and symptoms of stress which could be managed using music performance as therapy will not differ significantly.
2. There is no significant difference in the mean ratings of the Nigerian federal university male and female lecturers on the various types of music performances which could be used for stress management.

Methodology

Design of the Study

The design is a descriptive survey research. A descriptive surrey research is one which attempts to collect data from members of a population in order to determine the current status of that population. The information collected from the respondents is without the manipulation of any variable.

Area of Study

The study was carried out in the faculties of Education and Humanities in the federal universities of the South-South geopolitical zone of Nigeria. The universities

involved are University of Port- Harcourt (Uniport) in Rivers State and University of Calabar (Uni-cal) in Cross Rivers State.

Population of the Study

The target population consisted of all the lecturers in the two faculties of Education and Humanities of the two out of 5 federal universities numbering 618. This number was made up of 358 male lecturers and 260 female lecturers from the two faculties in the two federal universities selected for the study.

Sample and Sampling Technique

The sample size comprised of 50% of the population of federal university academics, i.e. 309 (176 male lecturers and 133 female lecturers. Stratified random sampling technique was used to select the subjects while simple random sampling technique based on balloting was used to select the universities.

Instrument for Data Collection

The instrument for data collection was a 45-item questionnaire developed by the researchers. The instrument comprised four sections. Section A was designed to elicit responses on the awareness level of various signs and symptoms of stress which could be managed using music performances as therapy; Section B on the various types of music performances which could be used for stress management; Section C was on the challenges of using music performances as therapy for stress management and Section D on the strategies for stress management using music performances as therapy. The respondents were required to state their degree of agreement or disagreement on the item statements while the weightings of the responses in research questions I & 2 were: Very High Extent (VHE) = 4 points: High Extent (HE) = 3 points: Low Extent (LE) = 2 points: and Very Low Extent (VLE) = 1 point. For case of reports under the remarks column, the options were collapsed into high and low extent. The weightings of the responses for research questions 3, and 4 were: Strongly Agree = 4; Agree = 3; Disagree = 2 and Strongly Disagree = 1 point. The weightings of the responses were added, thus,

$$4 + 3 + 2 + 1 = \frac{10}{2} = 2.50.$$ This becomes the acceptable mean.

Validation of the Instrument

The instrument was face-validated by two experts, one from the department of Measurement and Evaluation from Nnamdi Azikwe University, Awka, in Anambra State and the other from the department of music, University of Port-Harcourt in Rivers State. The experts, after examining the instruments, made some corrections on

precision of items and ambiguity of statements. These corrections were effected in the final draft of the instrument.

Reliability of the Instrument

The reliability of the instrument was computed using the responses from 10 male lecturers and 10 female lecturers from Nnamdi Azikwe University and University of Nigeria, Nsukka which were not part of the area of the study. Data collected were computed using Cronbach Alpha technique. Internal consistency of instrument was obtained as thus: Section A = 0.84; Section B = 0.81; Section C = 0.77; Section D = 0.84. The reliability coefficient values were considered appropriate for the study.

Method of Data Collection

The researchers were helped by four research assistants to distribute copies of the questionnaires to the male and female lecturers. The questionnaires were collected the next day thereby ensuring 100% return.

Method of Data Analysis

Mean scores were used to answer the research questions. The acceptable level of mean score was 2.50 or above while the mean of 2.49 or below was not accepted. The hypotheses were tested at 0.05 level of significance using t-test statistics.

Results

The results of the study were presented in tables, 1, 2, 3 and 4 while test of hypotheses were presented in tables 5 and 6.

The data in table 1 revealed that items in numbers 1, 3, 12, 13, 16 and 18 scored up to the acceptable mean of 2.50 or above for both male and female lecturers. This is a clear indication that lecturers in federal universities are aware of some of the signs and symptoms of stress such as frequent headache or pains, aching shoulders, neck or back among others. Also the items in numbers 2, 4, 5, 6, 7, 8, 9, 10, 11 and 17 obtained low mean scores of 2.49 or below. This indicated that the awareness level of these items like trembling of lips and hands, indigestion, nausea, ulcers, diarrhea and constipation among others were to a low extent. However, in items numbers 14 and 15, the male lecturers were aware of the increased or decreased appetite and forgetfulness and disorganization to a high extent while the reverse were the cases for the female lecturers for the items.

Table 1: Mean Ratings of Male and Female Lecturers on the extent of awareness level of signs and symptoms of stress which could be managed using music performances as therapy

S/N	Items on the extent of awareness level of the signs and symptoms of stress	Male Lecturers			Female Lecturers		
		$\overline{x}$	SD	Remarks	$\overline{x}$	SD	Remarks
	The following are the extent to which you are aware of the signs and symptoms of stress.						
1.	Frequent headache or pains	3.11	1.95	High	2.95	1.32	High
2.	Trembling of lips and hands	2.18	1.35	Low	2.11	1.23	Low
3.	Aching shoulders, neck and back	2.65	1.43	High	2.98	1.51	High
4.	Indigestion	2.10	1.80	Low	2.05	1.32	Low
5.	Nauseas	1.93	1.01	Low	1.87	1.63	Low
6.	Ulcers	2.42	1.24	Low	2.18	1.15	Low
7.	Diarrhea or Constipation	2.00	1.87	Low	2.27	2.11	Low
8.	Shortness of breath	1.50	1.25	Low	2.14	1.48	Low
9.	Heart palpitations or chest pain	2.35	2.02	Low	1.98	1.11	Low
10	Cold or sweaty hands and feet	2.45	1.25	Low	2.09	1.98	Low
11	Dry mouth	1.50	1.71	Low	2.23	1.57	Low
12	Increased anger	3.20	2.12	High	3.17	2.26	High
13	Depression	3.05	1.25	High	3.33	1.89	High
14	Increased or decreased appetite	2.55	1.11	High	2.22	1.68	Low
15	Forgetfulness and disorganization	3.91	2.13	High	2.28	2.00	Low
16	Constant tiredness, weakness	3.95	1.81	High	3.01	2.11	High
17	Weight gain or loss without diet	2.25	1.33	Low	1.98	1.34	Low
18	Reduced work efficiency or productivity	3.22	2.23	High	3.52	2.41	High
	Grand Mean	**2.57**	**1.60**		**2.46**	**1.67**	

Key: High Extent (HE); Low Extent (LE)

The data in table 2 showed that most of the items scored up to the acceptable mean of 2.50 or above except items 24 and 28. This is an indication that most of the respondents agreed that the various listed music performances except items 24 and 28 would serve as therapy for managing stress. However, items 24 and 28 revealed that the responses scored below the acceptable mean. This implies that Juju and Jazz music would not serve as therapy for managing stress.

Table 2: Mean ratings of Male and Female Lecturers on the extent to which the Music Performances would serve as Therapy for managing stress.

S/N	Items on the extent to which the following music performances would serve as therapy for managing stress	Male Lecturers			Female Lecturers		
		$\overline{x}$	SD	Remarks	$\overline{x}$	SD	Remarks
	The following items are the extent to which the listed music performances would serve as therapy for managing stress						
19	Traditional Music	2.55	1.38	High	2.84	1.41	High
20	Instrumental Music	2.65	2.01	High	2.88	2.21	High
21	Classical Music	3.23	2.53	High	3.12	2.01	High
22	Vocal Music	2.84	1.29	High	2.66	1.22	High
23	Dance drama	2.57	1.20	High	2.54	1.32	High
24	Juju Music	1.05	1.01	Low	1.55	1.15	Low
25	Dance Music	3.11	1.17	High	2.98	1.05	High
26	Gospel Music	3.78	2.16	High	3.67	2.32	High
27	Opera	2.52	1.88	High	2.74	2.11	High
28	Jazz	1.24	1.21	Low	2.01	1.11	Low
29	Highlife Music	2.50	2.17	High	2.52	1.10	High
	Grand Mean	**2.55**	**1.63**		**2.68**	**1.54**	

The data in table 3 showed that all the respondents agreed that the item statements from 30-33 and 35-38 scored up to the acceptable mean of 2.50 or above. This indicated that some factors like lack of fund for carrying out the performances and High cost and maintenance of musical equipments among others were serious hindrances to both male and female lecturers for the management of stress using music performances as therapy. However, item number 34 scored below the acceptable mean for all the respondents. This showed that dearth of lecturers or performers to both male and female lecturers was not a problem for stress management using music performances as therapy.

Table 3: Mean Ratings of Male and Female Lecturers on the Hindrances to the use of music performances as therapy for stress management.

S/N	Items on the hindrances to the use of music performance for stress management	Male Lecturers			Female Lecturers		
		$\overline{x}$	SD	Remarks	$\overline{x}$	SD	Remarks
	The following are the hindrances to your use of music performances as therapy for stress management						
30	Lack of fund for carrying out the performances	3.00	1.45	A	2.88	1.32	A
31	Lack of adequate staff training in performances	2.52	1.12	A	3.12	1.23	A
32	High cost and maintenance of musical equipments	2.63	2.00	A	3.17	1.30	A
33	Lack of steady power supply	3.53	1.92	A	3.14	1.25	A
34	Dearth of Music lecturers for performers	2.15	1.49	D	2.43	1.89	D
35	The constraint due to conjested programmes	3.12	1.68	A	2.89	1.36	A
36	Lack of interest on the part of lecturers	2.58	1.95	A	2.97	1.95	A
37	Attitudes of those academics to music performances	2.77	1.19	A	2.96	1.32	A
38	Tedious academic work on the parts of the lecturers	3.14	1.21	A	3.01	1.32	A
	Grand Mean	**2.82**	**1.55**		**2.95**	**1.43**	

The data in table 4 revealed that all the respondents agreed that the item statements from numbers 39-40 and 42 – 45 scored up to the acceptable mean of 2.50 or above, while in the item number 41, the respondents scored below the cutoff point of 2.32 and 2.15 for both the male and female lecturers respectively. This is an indication that reading books on music performance would not be a strategy that would help in stress management, rather listening to melodious songs, attending to music performances, singing comfortable songs among others were effective strategies that would help in stress management using music performance as therapy.

Table 4: Mean Ratings of male and female Lecturers on the Strategies for Stress Management using Music Performances as Therapy.

S/N	Items on strategies for stress management	Male Lecturers			Female Lecturers		
		$\overline{x}$	SD	Remarks	$\overline{x}$	SD	Remarks
	In your own views, which of the following strategies would help in stress management						
39	Listening to melodious songs	2.77	1.89	A	3.22	1.22	A
40	Attending to music performances	3.76	1.92	A	3.16	1.97	A
41	Reading books on music performances	2.32	1.98	D	2.15	1.08	D
42	Watching different music performances	3.24	2.12	A	2.68	1.12	A
43	Playing some musical instruments	2.88	1.68	A	2.56	2.10	A
44	Singing comfortable songs	3.12	2.00	A	3.36	1.89	A
45	Dancing to music that appeals to you	2.98	1.43	A	3.48	2.13	A
	Grand Mean	**3.01**	**1.86**		**2.94**	**1.64**	

In table 5, t-calculated was 1.043 while t-critical was 1.645 at 616 df and 0.05 level of significance. Since t-calculated (1.043) is less than t-critical 1.645) hence, we fail to reject the null hypothesis of no significant difference between the mean ratings of male and female lecturers from Nigerian federal universities on the extent of awareness level of signs and symptoms of stress.

Table 5: t-test Statistics of the Mean Ratings of Male and Female Lecturers on the Extent of awareness level of signs and symptoms of stress

Sources of variation	N	$\overline{x}$	SD	DF	t-cal	t-crit	Decision
Male Lecturer	260	2.57	1.60				
							H_o not
							Rejected
Female Lecturer	358	2.46	1.67	616	1.043	1.645	

The result in table 6 showed that t-calculated was -1.00, while t-critical was 1.645 at 616 df and 0.05 level of significance. t –calculated (-1.00) is less than t-critical (1,645), hence, we fail to reject the null hypothesis of no significant difference between the mean ratings of male and female learners from Nigerian federal universities on the various types of music performance for stress management.

Table 6: t-test Statistics of the Mean Ratings of Federal University Male and Female lecturers on the various types of Music Performance for Stress Management

Sources of variation	N	$\bar{x}$	SD	DF	t-cal	t-crit	Decision
Male Lecturer	260	2.55	1.63				
							H_o not
							Rejected
Female Lecturer	358	2.68	1.54	616	-1.00	1.645	

Discussion of the Findings

The findings in table 1 revealed that the respondents (male and female lecturers) were aware to a low extent of some of the signs and symptoms of stress like trembling of lips and hands, indigestion, nausea, ulcers, shortness of breath and dry mouth. However, the male lecturers were aware of increased or decreased appetite, forgetfulness and disorganization to a high extent while the reverse was the case for female lecturers. This might be because the male lecturers are less busy than the females at home. This helps them to learn to recognize stress when it comes calling (Osisioma 2010), while female lecturers usually combine academic works with home activities. The null hypothesis 1 in table 5 showed no significant difference in the mean ratings of the respondents. This study is in line with the findings in Osisioma (2010) who noted that stress is not an outside force, rather it is our physiological response to specified stimuli or "stressors". This assertion may have informed the reason for lack of awareness of signs and symptoms of stress among the academics. This lack of awareness could be attributed also to tight duty schedules of the academics which might have been preventing them from going for medical check-ups or attending to workshops and seminars on stress management. Thanks to recent scientific research, the academics now ought to have known much more than they

previously did about how stress occurs and why different people experience different levels of stress from the same causes.

The results in table 2 revealed vividly that the various music performances like traditional, gospel, classical, instrumental vocal and highlife among others were being used to a high extent as therapy for managing stress by male and female lecturers. The null hypothesis 2 in table 6 showed no significant difference in the mean ratings of the respondents. This finding is in line with a study conducted at the University of Buffalo, on the effect of music performance on the patients undergoing eye surgery. This showed reduced stress levels during and after the surgery. These patients have exhibited lowered heart rate and blood pressure having listen to music performance. David in the bible must have understood the relevance of music performance and this he exhibited by playing the harp to help ease severe depression of King Saul. This confirms that music performance is a significant mood-changer, great healer, and reliever of stress, working on many levels at once. This finding has also revealed that music performance could:

- promote relaxation of tense muscles, enabling one to easily release some of the tension one carries from a stressful day or week
- act as an aid in stress relief activities
- help your brain get into a meditative state, which carries wonderful stress relief benefits with it
- promote a positive focus by taking your mind off from what stresses you, and focus on the ones that help you feel more optimistic and positive.

The result in table 3 revealed that almost all the listed items like: lack of fund for carrying out the performance, lack of adequate staff training in performance, high cost and maintenance of musical equipments were seen as barriers to the use of music performance as therapy for stress management. This finding is in line with the report in Mbanugo (1991) cited in Modeme (2009) which stated that music is a costly subject to maintain and always demanding more funds.

The finding in table 4 showed that if certain strategies would be adopted to address the hindrances, the university academics would be at home with the use of music performance as therapy for stress management. These strategies would include: listening to melodious songs that you feel comfortable watching or attending to music performances, singing comfortable songs, playing some musical instruments and dancing to music that appeals to you among others. This finding is in line with the study published in the Journal of Advanced Nursing which showed that listening to music for 45 minutes prior to bedtime helped older adults sleep better and longer. It also improved the quality of their sleep. All the respondents unanimously agreed to

these facts. Osisioma (2010) in his recommendations asserted that university academics should make time for fun and relaxation with music performance. In addition, he stated that good relaxation techniques evoke the body's relaxation response, thereby reducing stress level and inducing a state of restfulness.

Conclusion

The paper has appraised music performance as therapy for managing stress amongst the Nigerian federal university academics. The study also discussed the awareness level of signs and symptoms which music performance as therapy could mange. Unfortunately the findings of this study revealed that the awareness level of the federal university academics was of a low extent. The identified factors to this situation was discovered to be tight duty schedules of the academics which might have been preventing them from attending seminars on stress management. The various music performances which could be used in managing stress such as traditional music, instrumental, classical and gospel among others were highlighted. However, some strategies to address the identified challenges were: listening to melodious songs, attending to music performance and signing comfortable songs among others. Stress is part of life and can not be completely avoided. Experiencing stress is an ongoing and normal part of living. To manage stress effectively, we must first learn to recognize it when it comes calling, by acknowledging and accepting it, and by choosing or learning to use conducive methods of containment. No doubt when these strategies are put in place, the Nigerian academics will definitely manage their stress using music performance as therapy.

Recommendations

Based on the findings of the study, the researchers made the following recommendations:

- The university authorities should as a matter of urgency create time for fun and relaxation; organize workshops and seminars on stress management for the university academics. They should not be caught up in the hustle and bustle of academic life that might make them to forget to take care of their own needs.
- The university academics should be sensitized to be going for medical check-ups. This strategy would help them to be avoiding serious breakdown in health which might placed them in chronic dependency on drugs.
- There should be provisions for funds, workshops for adequate training for grand performances and also in purchase of musical equipment and

instruments. This would arouse the academics interest towards listening and watching music performances.

- The federal and state government should endeavour to be providing steady power supply in Nigerian universities for music performances. Without steady power supply, the use of musical equipment and instruments for music performance as therapy for stress management will be a mirage.
- The university academics should be motivated to be listening to music performance that they feel comfortable which does wonders to alleviate stress.

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