

**FACTORS HINDERING TEACHING OF MUSIC IN PRIMARY  
SCHOOL OF NAMA SUB-COUNTY IN  
MUKONO DISTRICT.**

**BY**

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## **Declaration**

I Nambi Teddy declare that this report is a product of my original work and has never been presented to any University or Institution for any academic award.

Researcher.....

Registration Number.....

Signature.....

Data .....

**APPROVAL**

Supervisor.....

Signature.....

Date.....

**DEDICATION** —→ *Luken*

This book is dedicated to my children Patricia and Priscilla.

## ACKNOWLEDGEMENT

I would like to express my greatest gratitude to all those who were involved in this study.

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## Abstract — Capital Letters

This study was aimed to identify factors hindering teaching of music in primary schools of Nama Sub-country in Mukono District.

Descriptive cross sectional research design, utilizing closed and open-ended questions Within asemistructured questionnaire protocol, was used to collect both qualitative and quantitative data relevant to study goals.

Sample of 30 teachers who were currently teaching in Nama Sub-county was considered for the interview. The respondents were picked from the sampled schools in the sub county.

Results revealed lack of enough music resources (93%), weak and deficient supervision in music: {93%} inadequate refresher courses in music: {70%}, inadequate preparation of teachers at grade III (50%) and non-examinable subject as the major barriers.

### **Its Recommended that:**

- Policy making decisions concerning facilitation and assessment of music in primary schools should be put in place.
- Music content taught at grade III should always be evaluated and checked by the trainers to see if it is effectively given and retained.
- Further research on barriers to teaching of music in primary schools at a larger scale would form a basis for the needed changes in the education system and useful practice in reducing these barriers.

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background to the study

Bier (1966) defined music as an art, which expresses emotion, social judgment and discriminates behavior information.

Nyerere {1989}, one of the African educationist reported that music promote creative thinking, critical, friendship and expression of emotions. He added that these can help people to become job creators other than job seekers.

People have different cultures which can also be promoted through music for example the legends and historical traditions of each tribe can be musically passed from generation to generation thus this can help to strengthen the culture of people and develop it young children.

The President of Uganda, Museveni in his book of “PASISY” {2003} clearly states that communication to the youth and other people about AIDS can be done in various ways and one of them is through music lessons.

Bruner {1960} revealed that music should be taught to learners to enhance music their memory. He further argued that music must be taught effectively, intellectually and in a honest form so as to realize its positive effects in primary schools.

Beneiter {1960}, in his argument suggests that the crippled can be given a voice to sing, the blind can play instruments and even sing. When music is not taught in primary schools, such disadvantaged learners may not benefit from such subjects in the curriculum that may be of great help top them.

In colonial education system, government introduced the teaching of music in Teacher Training colleges. This was passed by professor Katana in the pre-independence National Assembly in {1961}. From this time African music was taught together with western

music in schools for missionaries such as Kisubi, Buddo, Kibuli, Gayaza and Mengo. Western musical instruments and western dances like the Scottish country dance were introduced.

By {1983} after Uganda had gained her independence in 1962, music was taught throughout the country up to the university. Church festivals started in Namirembe. The Namirembe festival programmes were broadcasted by Uganda Broadcasting Service. A National Musical group was officially started in Uganda and this was named “The Heart Beat of Africa”. This helped to spread cultural dances from Uganda to outside countries. The group was invited by many countries abroad.

## **1.2. Problem Statement**

The curriculum for primary schools puts a lot of emphasis on teaching music as a subject at the primary level. Music is as a subject at the primary level. Music is one of the ways to promote and develop culture in young children as well as communicating issues concerning behaviour.

Unlike other subjects like English, Maths, Social studies and Science, music in all primary schools in Uganda is not examinable and the effects of its teaching are not known.

A number of indicators suggest that music is not adequately taught in Nama Sub-county primary schools. These include, reduced interest in music by both teachers and children, low music skills in children and doomed music talents in primary school children.

Its against these, that this study is intended to determine factors that hinder teaching of music in primary schools.

### **1.3. Research Objectives**

#### **1.3.1 General Objectives**

The researcher broadly aims at investigating factors that hinder teaching of music in Nama Sub-county primary schools within Mukono District.

#### **1.3.2 Specific Objectives**

The study is intended to:

- i) Determine teachers' attitude towards the teaching of music in primary schools.
- ii) Identify the resources used during music sessions.
- iii) Suggest some possible solutions to the problems faced by the music teachers.

#### **1.3.3 Research Questions**

- i) What is the attitude of teachers towards music teaching in primary schools?
- ii) What are the resources used during music sessions?
- iii) What are some of the possible solutions to the problems above?

### **1.4. Significance of the study**

The study will be useful to the managers and policy makers in the education sector aimed at improving music services offered to primary school children Kampala International University will benefit from the study, because it will be used as a reference by the researching students in the college.

The findings of the study will be valuable in creating information that is required by any educationist researcher in Mukono District because it will form a basis for further research in this particular subject in the whole District and country in general. Primary school children will also benefit from the study because the findings and recommendations of the study will form a basis to improve on their music skills and talents.

### **1.5. Scope of the study**

The study was carried out in Nama Sub-county in Mukono District. The study was conducted on both female and male teachers in the selected schools. The study was focused on teachers' attitudes, music resources and solutions to problems faced by music teachers.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Attitudes of Teachers Towards Music

Attitudes can be defined as a response in specific way to a person, object, or situation. Attitudes can encompass opinions and beliefs {cognitive component}, positive or negative feelings {emotional component} and actions {behavioral component} [Goldenson 1983].

Generally teachers look at music as being a non-marketable lousy and difficult subject to teach. This is evidenced by Bakabulindi:{1999} who stated that music is difficult to learn and when it is learnt, one may not become a musician. He further said that you cannot claim to be a musician when you cannot interpret music songs, written on staff or solfas, sight read or when you are ignorant of playing any musical instrument. He added that a good number of music teachers use the time of music on the table to mark books of exercises given during the lesson. Children from lower classes are left to sing songs on their own without instructions and guidance from the teacher. For upper classes P.5. P.6.and P.7, teachers utilize music periods by teaching or revising other subjects saying that music is not examinable and no time should be spent on music.

Bennett {1976}, argues that not all teachers are trained in the same way. He states that different techniques or styles of teaching may create different attitudes for particular subjects.

According to Ashton {1975}, very few teachers have positive attitudes towards the teaching of music as a subject. They believe that they can only perform better when given everything like music apparatus, and extra attention.

Warburton {1986}, revealed that music teachers believe that children would prefer listening to gramophone and records rather than physically involving themselves in music.

## 2.2. Resources

Ashton {1975}, argues that a teacher works under conditions where tools are provided, facilitations is paramount and supervision is not tight.

Patel {1990}, has an argument based on Ausubel's finding {1978}. He stated that in Ausubel's theory of assimilation meaningful. This argues that the provision of inappropriate materials of teaching/learning aid for music may not portray an accurate information. For example use of a drum for a song, which is to be presented with a gitre is not meaningful learning.

Kafeero {1998} defined formal music as a subject in the curriculum with a plan and design where learners are taught both theory and practical skills in music.

He further outlined principles of teaching music based on structured experience considering oral experience as antecedent and visual experience. He argued music teachers to use skills and maginations to help learners to see the whole that they are studying and giving care plus full attention to the part of music.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. Study Design**

A descriptive cross-sectional design, including both qualitative and quantitative data collection methods was used to address the research questions. Descriptive cross-sectional design was used because it captures a variety of issues.

#### **3.2. Study Areas**

The study was conducted in Nama sub-county in Mukono District. Mukono town is 20km from Kampala city of Uganda, which is a land-locked country situated in E. Africa. Nama sub-county is boarded by Nagalama in the North, Mukonon in the South, Nakisunga in the west and Lugazi in the East. Nama sub-county has a total population of 24,158 and 30 primary schools.

#### **3.3. Sample Size**

The study covered a total number of 30 teachers who were providing a service in the six primary schools that were randomly selected. An equal number of both government and private schools was considered.

#### **3.4. Data Collection Tools**

Semi structured questionnaires were used to collect both qualitative and quantitative data. Questionnaires contained both open and close-ended questions. Inspection by observation was also done during data collection.

#### **3.5. Sample Selection**

Random sampling technique was employed. The respondents were randomly picked from the sampled schools in Nama sub-county.

#### **3.6. Data analysis and Management.**

Both qualitative and quantitative methods of data analysis were employed. Quantitatively numerical data was analyzed manually using data master sheet and



## CHAPTER FOUR

### FINDINGS OF THE STUDY

#### 4.1. Social demographic characteristics

**Table 1:** Social demographic characteristics of respondents.

N = 30

Age groups {years}	Frequency	Percentage
18- 23	2	6.7
24 – 29	8	26.7
30 – 35	15	50
36 and above	5	16.6
Sex		
Male	10	33
Female	20	67
Marital status		
Married	25	83
Single	5	17
Religion		
Catholic	10	33
Protestant	8	27
Moslem	7	23
Born again	5	17

As shown in table 1, most of the respondents {50%} were aged between 30 –35 years and {67%} of the respondents were female. By marital status most of the subjects {83%} were married. Born-again were the least {17%} religious group as compared to the Catholics {33%} who were the largest number.

## 4.2. Attitudes

Table 2: Teachers' attitudes towards teaching of music in primary schools.

N = 30

Respondents' response	Frequency	Percentage
Positive	25	83
Negative	5	17
<b>Total</b>	<b>30</b>	<b>100</b>

Majority of the respondents {83%} felt that they had a positive attitude towards teaching of music in primary schools and only {17%} of the respondents had a negative attitude. Reasons given for positive attitude included the following: It enhances pupils talents in music, it motivates pupils interested in music, prepares pupils to become professional musicians, its interesting to teach music, enhances creativity and logical thinking, conserves culture. Reasons for negative attitude included; highly practical subject, not examinable and therefore shouldn't be taught, limited skills by teachers.

**Table 3:** Number of music periods per week on the timetable.

Number of periods	Frequency	Percentage
3	21	70
2	9	30
<b>Total</b>	<b>30</b>	<b>100</b>

Majority of respondents 70% had three music periods on their timetables and 30% had two periods of music in a week.

**Table 4:** Whether teachers had regularly taught music as reflected on the timetable.

N = 30

Respondents' response	Frequency	Percentage
Had regularly taught	3	10
Had not regularly taught	27	90
<b>Total</b>	<b>30</b>	<b>100</b>

The highest percentage (90%) of the respondents had not regularly taught music and 10% had regularly taught.

Reasons for regular teaching included: tight supervision in music by the head teachers, exhibition of interest by both teachers and pupils, mandatory assessment of music at school level.

Reasons for irregular teaching of music included the following: Lack of supervision in music by head teachers and center coordinating tutors, its not examinable both at local and national level, minor subject in primary, lack of text books, lack of interest in music by teachers, limited time, time wasting.

**Table 5:** Whether teachers could set music questions for the learners.

Respondents' response	Frequency	Percentage
Could set	4	13
Could not set	26	87
<b>Total</b>	<b>30</b>	<b>100</b>

Majority of the respondents {87%} could not set music questions for the learners and {13%} of the respondents could set music questions for the learners.

**Table 6:** Pupils attitudes towards music lessons

Response	Frequency	Percentage
Positive	5	16.6
Negative	5	16.6
Did not know	20	66.6
<b>Total</b>	<b>30</b>	<b>100</b>

The largest number of respondents {66.6%} felt that did not know the attitudes of their pupils towards music lessons. An equal percentage of respondents {16.6%} felt that pupils had either positive or negative attitudes.

**Table 7:** Frequency of supervision in music by the head teachers.

Response	Frequency	Percentage
Regularly	2	7
Irregularly	10	33
Not at all	18	60
<b>Total</b>	<b>30</b>	<b>100</b>

The largest number of the subjects {60%} felt that they had never been supervised at all and the least number of the subjects {7%} felt they were regularly supervised.

**Table 8:** Whether schools had participated in yearly music competition festivals.

Response	Frequency	Percentage
Yes	26	87
No	4	13
<b>Total</b>	<b>30</b>	<b>100</b>

Majority of the subjects {87%} felt that their schools had participated in yearly music competition festivals and only {13%} felt that their schools had not participated in yearly music festivals.

**Table 9:** Pupils attitudes towards yearly music competition festivals.

<b>Respondents' response</b>	<b>Frequency</b>	<b>Percentage</b>
Positive	22	73
Negative	8	27
<b>Total</b>	<b>30</b>	<b>100</b>

Majority of respondents {73%} felt that pupils had positive attitude towards yearly music competition

#### 4.3 Resources

**Table 10:** Academic qualification of teachers

<b>Highest grade</b>	<b>Frequency</b>	<b>Percentage</b>
Grade II	2	7
Grade III	10	33
Grade V	15	50
Bachelor	3	10
<b>Total</b>	<b>30</b>	<b>100</b>

Largest number of respondents {50%} had attained grade V as the highest academic qualification and {7%} had acquired Grade II as their highest academic grade. A reasonable number of respondents {33%} had attained grade III as their highest academic qualification.

This question was followed by asking the respondents who had upgraded to grade V and bachelor to specify subjects of specialization. Of the respondents who had upgraded only two reported music as one of the specialized subjects.

**Table 11:** Number of music refresher courses attended by teachers in the last three years.

Number of refresher courses	Frequency	Percentage
None	21	70
Three	6	20
One	3	10
<b>Total</b>	<b>30</b>	<b>100</b>

Majority of the respondents {70%} reported not to have attended any music refresher course and {20%} of the respondents reported to have attended three refresher music courses compared to {10%} who attended only one music refresher course in the last three years.

**Table 12:** Whether respondents were adequately prepared at grade III to teach music as a subject.

Respondents' response	Frequency	Percentage
Adequately prepared	12	40
Not adequately prepared	15	50
Not sure	3	10
<b>Total</b>	<b>30</b>	<b>100</b>

The largest number of the respondents {50%} reported not to have been adequately prepared and {10%} of the respondents were not sure. Reasons given by respondents for not having adequately prepared included; lack of emphasis in music practicals, lack of motivation by trainees.

**Table13:** Whether schools had enough music materials and tools.

<b>Respondents response</b>	<b>Frequency</b>	<b>Percentage</b>
Enough	2	7
Not enough	28	93
<b>Total</b>	<b>30</b>	<b>100</b>

Majority of the respondents {93%} felt that schools did not have enough music materials and tools and {7%} felt that schools had enough.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Discussion

##### 5.1.1 Attitudes

The findings of whether teachers had regularly taught music as reflected on the timetable indicate that the majority of teachers {90%} had not taught regularly.

This is in agreement with Bakabulindi {1990} who reported that a good number of music teachers use the time of music on the timetable to mark exercise books, teaching and revising other subjects saying that music is not examinable and no time should be spent on it.

Reasons given by respondents' irregular teaching of music included lack of supervision, not examinable subject at both local and national level and therefore minor subject, lack of text books and limited time.

From the above given reasons it would probably seem that teachers were not motivated to teach music as a subject in primary schools.

The findings regarding teachers' attitudes towards teaching of music in primary schools indicate that the majority of the respondents {83%} had a positive attitude.

Reasons given for positive attitude included: Music promotes pupils talents, creativity logical thinking, conserves culture, prepares pupils to become professional musicians.

From the comments, it implied that respondents knew the value and benefits of music to the learners. However a question asking the respondents who had upgraded to grade V and bachelor to specify subjects of speciality reveal that out of 18 respondents who had upgraded only two reported music as one of the specialized subjects.



This is in agreement with Ashton {1975} who reported that very few teachers have positive attitudes towards teaching of music as a subject.

This could also mean lack of interest in music by primary teachers as Bakabulindi {1990} generally reported that teachers looked at music as non marketable and difficult subject to teach at primary level.

Findings about pupils' attitudes towards music lessons reveal that {66.6%} of the respondents did not know their pupils' attitudes.

This could indicate that probably it was difficult for the teachers' to know pupils attitudes towards music lessons most especially if the teaching itself had been inadequate.

#### **5.1.2. Resources**

The findings about the frequency of supervision in music by the head teachers reveal that {60%} of the respondents had not been supervised at all.

A question asking whether schools had enough music materials and tools indicated that {93%} of the respondents felt that materials and tools in schools were not enough. Results also indicated that {70%} of the respondents had not attended any refresher course in music for the last three years.

From the results it could seem that teachers were not facilitated to teach music. This is in disagreement with Ashton {1975} who urged that teachers should work under conditions where tools and materials are provided, facilitation is paramount and supervision is tight.

The findings whether respondents were adequately prepared at grade III to teach music as a subject reveal that {50%} of the respondents reported not to have been adequately prepared. A relatively large number of respondents {40%} reported to have been adequately prepared.

This is line with what Bennett {1976} who argued that not all teachers are trained in the same way. He further stated that different techniques or styles of teaching may create different attitudes for particular subjects.

Reasons given by respondents for not having adequately prepared mainly included lack of emphasis in music practicals and lack of motivation by trainees geared towards music.

From the comments, it seemed that the practical aspect on the part of music at grade III was not adequately exploited.

This is in disagreement with Kafeero (1998} who emphasized the importance of teaching both theory and practical skills in music.

## **Conclusion**

This research offers quantitative and qualitative evidence that the teaching of music in the selected primary schools of Nama sub-county in Mukono District was inadequate.

Individuals' perceived lack of enough music resources, weak and deficient supervision in music, inadequate refresher courses in music, non examinable subject, inadequate preparation of teachers at grade III to teach music as a subject, inadequate skills in music by teachers, were the identified factors hindering teaching of music in primary schools of Nama sub-county in Mukono District.

## **5.2. Recommendations**

Policymaking decisions concerning facilitation and assessment of music in primary schools are necessary. This requires an ample supply of music materials and tools plus cost effective music refresher courses for teaching in their communities. Mandatory progressive and summative appraisals of music in primary schools both at local and national levels would also be necessary and of great help most especially to the learners.

Music content taught at grade III should always be evaluated and checked by the trainers to see if it is effectively given and retained. More emphasis on practical presentation in music the in teachers' training colleges would enhance music skills of grade III teachers.

Further research on barriers to teaching of music in primary schools at a large scale could involve other issues that would form a basis for the needed changes in the education system and useful practice in reducing these barriers.

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## APPENDIX: QUESTIONNAIRE FOR THE TEACHERS.

Fill in the blank spaces provided or tick in the box against the correct choice.

1. Age.....
2. Sex.....
3. Marital Status.....
4. Religion.....
5. i). What is your attitude towards teaching of music in primary schools  
a). Positive ☐ (b) Negative ☐  
  
ii). Give reasons for your answer.  
.....  
.....
6. In which class do you teach music  
.....
7. How many music periods in a week do you have on the timetable?  
.....
8. Do you regularly teach music in your class as reflected on the table.  
a) Yes ☐ (b) No ☐  
  
ii) Give reasons for your answer in 8 (i) above  
.....  
.....
9. Do you set music questions for the learners?  
a) Yes ☐ (b) No ☐
10. What is your pupils' attitude towards music lessons?  
a) Positive ☐ (b) No ☐  
  
c) Don't know ☐

11. How often are you supervised in music by the head teacher?  
 .....
12. i) Does your school participate in yearly music competition festivals?  
 a) Yes ☐ (b) No ☐
- ii) Give reasons for your answer  
 .....  
 .....
13. What is the attitude of pupils towards yearly music competition festivals  
 a) Positive ☐ (b) Negative ☐
14. What are your attitudes about music as a subject?  
 a) Positive ☐ (b) Negative ☐
- c) Others specify.....
15. i) What is your highest academic qualification?  
 a) Grade II ☐ (b) Grade III ☐
- c) Grade V ☐ (d) Bachelor ☐
- e) Master's degree ☐
- (ii) If from 15 (c ) and above, specify the subjects specialized in .....  
 .....
16. How many music refresher courses have you attended in the last three years?  
 .....

17. i) Where you adequately prepared at Grade III to teach music as a subject in primary schools.

a) Yes ☐ (b) No ☐

c) Others specify.....

ii) If no, why.....

18. Does your school have enough music materials and tools

a) Yes ☐ (b) No ☐

ii) Specify the available resources

19. Suggest reasons to improve music teaching in schools.

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