

TEACHERS' QUALIFICATIONS AND THE TEACHING OF MUSIC  
EDUCATION IN SELECTED PRIMARY SCHOOLS OF BULONGO  
SUB COUNTY, IGANGA DISTRICT

BY

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## DECLARATION

I Masembe Andrew, hereby declare that this is my original work and has never been submitted to any institution of learning for any award.

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## ABSTRACT

The research was carried out to establish the effect of the qualification of teachers on the teaching of music education in selected primary schools in Bulongo sub-county Iganga District. The following research questions were formulated:

- (i) What methods do teachers use most when teaching music?
- (ii) What other factors influence the teaching of music in Bulongo sub-county?
- (iii) What are some of the tentative remedies to the problems affecting music teaching?

The respondents selected included, headteachers, teachers and pupils. The main instruments used for collection of data was questionnaires, observation and oral interviews. The data collected was analysed by use of tables and percentages before they were discussed objectively by objective. The major findings were:-

Most music teachers were qualified but teach music rarely and using rote method mainly. Most schools lack music instruments, pupils were not interested in music, teachers lack motivation, music text books were not available in

schools music was timetabled but not taught as scheduled and finally teacher lack refresher courses on music teaching. From these findings the following conclusions were drawn.

- (i) For learning to be effective, teaching which consolidates it, should be the main aim of the teacher.
- (ii) Most music teachers were trained but the way the subject was taught had led pupils to lose interest in the subject.
- (iii) Music demands constant practice, care and guidance for the pupils, a lot of learning facilities and pupils initiative and hard work.

The recommendation then made were: Music teachers should often vary their methods of teaching to motivate learners. Educational administrators should plan short term refresher courses to help all teachers sort out their own problems in music.



TABLE OF CONTENTS	PAGE
Declaration.....	ii
Approval.....	iii
Dedication.....	iv
Acknowledgement.....	v
Abstract .....	vi
Table of contents.....	viii
List of tables.....	xi

## CHAPTER ONE: INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.....	3
1.3 Purpose of the study.....	4
1.4 Objectives of the study.....	4
1.5 Statements of the hypothesis.....	5
1.6 Significance of the study.....	5
1.7 Assumptions .....	6
1.8 Scope .....	7
1.9 Definition of terms.....	7
1.10 limitations.....	8

## CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 The music teacher and his methods of teaching.....	9
2.2 Resources and materials for teaching music.....	12
2.3 Administrative philosophy and policies of	

music education.....	14
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### CHAPTER THREE: METHODOLOGY

.1 Research design.....	17..
.2 Area of the study.....	17
.3 Sample size and sampling.....	17
.4 Research instruments.....	18
.5 Procedure of data analysis.....	19

### CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

.1 Introduction.....	20
.2 Objective one.....	21
.3 Objective two.....	22
.4 Objective three.....	28

### CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

.1 Introduction.....	32
.2 Discussion of results.....	32
.2.1 Methods of teaching.....	32
.3.0 Objective two	
.3.1 Academic qualification of music teachers.....	33
.3.2 Music instruments.....	33
.3.3 Common problems.....	34
.4.0 Objective three	
.4.1 Timetabling of music lessons.....	35
.4.2 Refresher courses.....	36

5.5.0	Conclusion.....	36
5.6.0	Recommendations .....	37
6.0	References.....	39
7.0	Appendices	
7.1	Questionnaires for headteachers.....	40
7.2	Questionnaires for teachers.....	41
7.3	Questionnaire for pupils.....	42
7.4	Interview guide.....	43



LIST OF TABLES	PAGE
Table 1: Summary of the respondents.....	18
Table 2: Common methods of teaching music.....	21
Table 3: Qualification of music teachers.....	23
Table 4: Whether teachers are equipped with methods....	24
Table 5: Equipments used during music teaching.....	25
Table 6: Common problems faced when teaching music...	26
Table 7: Common problems faced when learning music....	27
Table 8: Music is timetabled or not.....	28
Table 9: Shows how often music lessons are taught.....	29
Table 10: Shows when music lessons are taught.....	30
Table 11: Refresher courses for music teachers.....	30

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 BACKGROUND TO THE STUDY

Music as a subject contributes towards the development of the physical, spiritual and intellectual aspects of one's life, therefore its place in the curriculum is justified. Through music, if properly taught, our habits and customs are reflected. It also acts as a satisfying medium of instruction for self expression through performing and composing. If the approach is changed, some children who have a high aptitude can develop their talents to earn a living.

As children are involved in singing, playing instruments, listening and moving to different rhythms and melodies, they are able to enjoy and through these activities, they can develop some good skills.

Music is a language in which pupils should learn to communicate expressively. If only the approach is proper then music can also be used as an introductory part of physical education lessons or a conclusive part. Furthermore, children learn to listen to a wide range of songs with understanding.

The misconception of music to mere singing has a big effect on the approach to teaching music. Like any other subject in the primary school curriculum music is more than mere singing in that, the singing aspect is just a small fraction of the whole. The materials for the advanced music at primary level is arranged in six aspects, namely:-

- Singing
- Listening
- Movement
- Drama
- Instrumental work and
- Reading and writing

Therefore, if a teacher concentrated on teaching songs alone, he would come up with unbalanced musically educated pupils. Furthermore, music should not be taught in isolation, it has to be intergrated with other subjects on the primary school curriculum.

Robbs (1992) states that,

"Music as a whole should enter into and enrich various phases of the curriculum. The introduction of the folk songs and dances may form apart of physical education lessons."

Some teachers tend to relax in music teaching in Bulongo sub-county with a narrow belief that since music doesn't appear in the primary leaving examinations (P.L.E),

therefore it is less important and its importance is less important.

There is a tendency in Bulongo sub-county and possibly in other sub-counties that children who learn music do not perform well in other subjects in their primary leaving examination. This tendency has brought about music teachers in Bulongo to ignore the subject.

Some other teachers in Bulongo sub-county have it that music is for entertainment on festivals therefore, even if it is neglected, it has less importance.

Both at home and in the school, the community around feels that music wastes time and it is noisy yet others feel that there is nothing that can be learnt from it.

Many schools however, do claim that their failure to honour this subject is due to a number of factors. It is therefore on that background that the researcher carried out investigations to find out the effects of the qualification of teachers on the teaching of music in primary schools in Bulongo sub-county in Iganga District.

## **1.2 STATEMENT OF THE PROBLEM**

In light of the proceeding background, this study aimed at identifying the effects of the qualification of teachers on



the teaching of music in the selected primary schools in Bulongo sub-county. It seems that there was a general relaxation about the teaching of the subject in primary schools in Bulongo sub-county. There was need to establish some of the causes why music was not taught. Therefore, the researcher carried out the investigations to find out whether;

- (i) the teachers of music were qualified to teach the subject.
- (ii) music was on the school time table.
- (iii) the facilities or instructional materials were available to facilitate the teaching of music.
- (iv) teachers use appropriate methods to teach music.
- (v) pupils attend music lessons regularly.

### 1.3 THE PURPOSE OF THE STUDY

The purpose of the study was to investigate the effects of the qualification of teachers on the teaching of music education in Bulongo sub-county Iganga District.

### 1.4 OBJECTIVES OF THE STUDY

This study was carried out to:-

- (i) Establish the methods teachers use most in the teaching of music in Bulongo sub-county.



- (ii) Identify other factors that influence the teaching and learning of music in Bulongo sub-county.
- (iii) Suggest tentative remedies to the weaknesses for betterment of the music performance.

## 1.5 STATEMENT OF THE HYPOTHESIS

This study was guided by the following hypotheses.

- (i) Music education teacher do not teach the subject.
- (ii) There are no instructional materials for the teaching of music education in schools.
- (iii) Teachers of music in the selected schools are not qualified in this subject.

## 1.6 SIGNIFICANCE OF THE STUDY

The researcher is hopeful that the findings of the study will benefit the following:

### (a) Pupils

It will help the pupils to acquire good knowledge, skills, change their attitude towards music education and perform better.

### (b) Teachers

It will help the teachers to know the right methods to be applied. It will also enable them to know how to handle pupils with problems in music.

### (c) The Government

It will help the government to get teachers who are informed about the subject.

### 1.7 ASSUMPTIONS

It was assumed that,

1. Teachers have neglected the subject because it is not examinable in the P.L.E
2. Music can only be taught by musically talented and qualified teachers.
3. Teachers teach music for festivals only.
4. The methods used for the teaching of music are not appropriate.
5. The instructional materials for teaching of music are not available in schools.

### 1.8 SCOPE

The researcher carried out the study on some selected primary schools in Bulongo sub-county. The study was concerned with the effect of the qualification of teachers on the teaching of music education in selected primary schools in Bulongo sub-county.

The researcher also looked at other factors that influence the teaching and learning of music. In addition, the

researcher suggested some tentative remedies to the weaknesses for betterment of music performance.

## 1.9 DEFINITION OF TERMS

In this research report, the following terms were frequently used and therefore deserve some clarification.

### P.L.E

Primary Leaving Examinations. This is the examinations sat at the end of the primary school course.

### Instructional material

These are instructional devices used by the teacher and pupils to assist in the achievement of instructional objectives.

### Performance

Ability to do a task to a certain level or pupils' achievement expressed in music or any examination at the end of every level.

### Harmony

A combination of more than one voice e.g sprano, alto, tenor and bass.

percussion

Musical instruments which produce sound by hitting or shaking.

#### ..10 LIMITATIONS

The researcher encountered a number of problems during the course of study. Among them were following:-

1. The few months allocated for the study limited the researcher to move around to near by schools only.
2. The research funds were not adequate enough and as such the researcher ran short of stationary, transport, lunch and accommodation.
3. Designing and using the research instruments such as questionnaires was a problem.



## CHAPTER TWO

### 2.0 REVIEW OF RELATED LITERATURE

The review of related literature has been done under the following headings.

- (i) The music teacher and his methods of teaching.
- (ii) Resources and materials for teaching
- (iii) Administrative philosophy and policies of music education.

### 2.1 THE MUSIC TEACHER AND HIS METHODS OF TEACHING

Teaching and learning are gradual processes whose outcomes are intrinsically realized. It is believed that methods of teaching if not well selected, followed or varied, distort the process of learning music. Music has its own distinctive concepts which need a systematic follow up by the teacher when teaching.

Farrant (1980) argues that:-

"Methods have a role to build on foundation of knowledge possessed by the students encourage students to learn by doing using teaching aids effectively, stimulate appreciation as cognitive development."

The essence of method is not for the sake of varying the approach to teaching but the cardinal aim should be to



consolidate the knowledge in the learners Dean (1982) observed that;

"Good teaching is distinguished by the teacher's ability to choose the right methods and styles of teaching to help him/her get on without delay."

Many authorities believe that good teaching results into effective learning and good teaching methods of instructions must be selected appropriately to appeal to learners who are the beneficiaries of the whole system of teaching.

From the above observation, when methods are not chosen with the behaviour of the learner in mind, it is probable that the material learnt will be difficult for the learner to utilise in solving his/her own problem. The teacher should be well informed that methods of teaching affect the pupils life/learning in general.

Callahan (1997) while discussing the development of a teaching style said this;

"The most effective teachers are those who can vary their styles or whose styles are so flexible that they encompass a great number of strategies and tactics and are therefore readily adaptable to the different sorts of teaching-learning situations that may develop."

So a teacher of music should develop an open style of teaching music that allow him/her to be flexible and adaptable, that is, he/she could select and use the strategy or tactic most appropriate under the circumstances. This ensures more active pupil involvement.

Charles Leonhard 1992 states that,

"Music teaching can be considered successful only if it produces authentic musical achievement by students. Students' progress towards valid objectives is the measure of successful music teaching."

This means that music teacher from the onset must ensure that he is teaching for worthwhile objectives and that his pupils are making significant progress towards these objectives.

Furthermore on the same note, Williamsur and Schubber C.F, (1990) said that;

"Lack of balance in music staff is frequently uncovered ie a school may have only one music teacher for all the classes."

This overworks the teacher and in so doing he/she may end up concentrating on only one or two aspects in an effort to ease his work, untrained teachers from the community are employed to come and teach music at school but since they are not qualified in the teaching, they end up using

methods that make the learners to lose interest in the subject.

Dr. Combs (1984) states that;

"Music learning like any other learning arises from the provision of new information or experience first of all and then from the learner's personal discovery or construction of meaning."

Therefore the general music teacher must provide new information or experience which in turn must promote the inner act of meaning construction discovery by the pupil as a natural consequence in the form of experiences ie through activities designed to lead to acquisition of necessary knowledge and skills.

## 2.2 RESOURCES AND MATERIALS FOR TEACHING

Provision of instructional materials make a music lesson very effective. A music teacher may fail to pass on some ideas to the learners because of the instructional materials. Progress in the music programme requires steady improvement and expansion of materials. Textbooks must be provided, a basic music library of authoritative reference and source of materials must be maintained.

Instruments like the wind family, string family, percussion family and rhythmic percussion should be available to aid teaching. Budgeting and selecting of these items should be



systematic. Long term planning for music instruction is essential in our primary schools. If proper teaching facilities are to be provided for the pupils then music teaching becomes less of a burden to the teachers.

Roger Fiske and Dobbs (1984) stated that:-

"The music room will be the center of the music activities in the school. Its position needs careful consideration so that it both receives and gives the minimum of disturbance insulate walls obviate this altogether."

There will be kept the necessary instructional materials and equipments which in the ideal music room will include piano, video, film strips and sound film projectors and well stocked library of music including sheet copies, songs and rymn books, miniature scores, reference books and gramophone records, cupboard space will be available for storage of instruments and other necessities and the room will be supplied with light tables and chairs which can be moved easily when the room is required for rehearsal purposes.

Williamsur (1993) stated that:

Music is many things. It has many styles types, and classifications. The media of musical expression are extensive and of great variations and music as a universal language communicates to individuals in many ways."

Graham Hyslop (1990) advises that;

"Music should start right with the infants for the very young, whereby the music lesson must be a times of sheer enjoyment and their first songs of games which bound every where are the obvious first choice of this state."

He further talks about a resourceful teacher who might be able to fit new words to such English songs in the language which the children know, yet it is difficult to find such teachers.

He accuses that, "teachers who have some interest in music tend to concentrate only on western music using the diatonic scale as opposed to the African music."

A good music teacher need to balance his teaching in such a way that he teaches both the African and Western music.

### **2.3 ADMINISTRATIVE PHILOSOPHY AND POLICIES OF MUSIC EDUCATION**

The misconception that music is mere singing has a big effect on the approach to music teaching. Music, like any other subject in the primary school curriculum, is more than mere singing in that the singing aspect is just a small fraction of the whole.

Butcher (1987) observed that;

"Music education is a misunderstood profession."



For instance, most lay persons believe that music as a subject is taken as a time wasting activity and is for drunkards and unworthy people in the society.

Both at home and in school, the community around feels that music wastes time and it is too noisy yet others feel that there is nothing that can be learnt from it.

In her majesty's stationary office (1980) states that:

"It is a particular task for the nursery or infant school to develop the most valuable elements in these early experiences and to enlarge the scope of musical activity including experiments with sound, in ways that will create a desire to acquire musical skills and thereby explore the world of music to the limits of individual capacity which needs money and this money is a problem to most of our schools."

There is lack of funds to be given to the music subject as administrators feel that it is very expensive and thus end up dodging it with many crucked reasons. Dobbs J.P.B and Winfred had this to say;

"Unfortunately, some of our schools do not take this important subject seriously and this has led the pupils who have talents in this particular field to remain disadvantaged."

Music contributes towards the enrichment of life in the home, school and community providing recreation in people's leisure hours. As it contributes towards the physical,

spiritual and intellectual part of one's life, music needs to be included in almost every day activities in order to enhance the latent music which is in every child so that it can be developed. Such abilities, like to understand, enjoy, to create or perform can easily be developed if schools emphasized the teaching of this very important subject.

## CHAPTER THREE

### 3.0 METHODOLOGY

#### 3.1 RESEARCH DESIGN

This research was basically a descriptive status study of the effect of the qualification of teachers on the teaching of music education in selected primary schools in Bulongo sub-county: Iganga District.

#### 3.2 AREA OF THE STUDY

The study was carried out in Bulongo sub-county Iganga district, basically among the primary seven schools. The study was carried out right from primary one to primary seven classes.

#### 3.3 SAMPLE SIZE AND SAMPLING

The researcher used simple random and stratified sampling to get the schools of the study. The study was carried out in four primary schools.

Namely:

1. Kiyunga primary school
2. Nakabugu primary school
3. Buyunze primary school
4. Namumera primary school

## SUBJECT SELECTION

The respondents consisted of 4 headteachers, 28 teachers and 160 pupils. These pupils were selected using a stratified sampling, thus 10 pupils were selected ensuring that half were boys and half were girls per class. Pupils in P.4 - P.7 were used for the study. Seven teachers were also randomly selected and used in addition to their headteacher per school studied.

TABLE 1: SUMMARY OF THE RESPONDENTS

CATEGORY	NUMBER PER SCHOOL	TOTAL NO. OF RESPONDENTS
1. Pupils	40	160
2. Teachers	7	28
3. Headteachers	1	4
TOTAL	48	192

## 3.4 RESEARCH INSTRUMENTS

The researcher used questionnaires and oral interviews to collect the required data. The questionnaire were administered as follows.

### Questionnaire 1

This one was for pupils of classes in P.4 - P.7. Ten pupils were randomly chosen from every class (p.4-p.7) ensuring that five were girls and five boys. The pupils were given instructions to guide them to fill the questionnaires. It was designed in such a way as to seek information, whether



music was being taught, the instructional materials used, the attitude of pupils toward music and the problems faced when learning music.

#### Questionnaire two

This one was answered by the teachers. Seven teachers, thus one teacher from every class were chosen and requested to fill this questionnaire. These questionnaires were meant to get information about the qualification of the teachers, the problems faced when teaching music and the methods commonly used to teach music.

#### Questionnaire three

This one was answered by the headteachers. Four headteachers, thus one headteacher from every school was chosen and requested to fill this questionnaire. These questionnaires were meant to get information about the availability of qualified teachers to teach the subject, the instructional materials used, methods used to teach the subject, problems faced when teaching music and tentative solutions to the problems faced.

### 3.5 PROCEDURE OF DATA ANALYSIS

The researcher used tables to analyse and interpret the presented data. Data was analysed objective by objective. Measurement of each objective stated was made by comparing the percentages and the means tabulated. Thus, the content analysis method was employed.



## CHAPTER FOUR

### 0 PRESENTATION AND ANALYSIS OF DATA

#### 1 INTRODUCTION

The study sets out to investigate the effect of the qualification of teachers on the teaching of music education in the selected primary schools in Bulongo sub-county Iganga District.

The objectives addressed here were:-

- (a) To identify the methods commonly used in the teaching-learning of music.
- (b) To identify other factors that influence the teaching-learning of music.
- (c) To suggest tentative remedies to the problems faced by teachers and pupils in the teaching-learning of music.

To avoid monotony, the researcher used alphabetical letters to represent the sampled schools below:

W	=	KIYUNGA PRIMARY SCHOOL
X	=	NAKABUGU PRIMARY SCHOOL
Y	=	NAMUMERA PRIMARY SCHOOL
Z	=	BUYUNZE PRIMARY SCHOOL

In this chapter, the researcher presented data collected in the field. The data was tabulated according to the pre-set objectives as follows.

#### 4.2 OBJECTIVE ONE

To identify the methods commonly used in the teaching-learning of music. The data presented below was collected from teachers and headteachers through the questionnaires.

TABLE 2: SUGGESTED COMMONLY USED METHODS OF TEACHING MUSIC IN SELECTED PRIMARY SCHOOLS BY TEACHERS

METHODS	SCHOOLS					
	W	X	Y	Z	TOTAL	%
• Rote	7	7	6	7	27	96
• Chalk and talk	-	-	-	-	00	00
• Demonstration	2	1	3	-	06	21
• Discussion	5	7	-	-	12	43
• Dramatization	-	-	2	7	09	32
• Discovery	-	-	-	-	00	00
• Group method	-	-	-	-	00	00
• Brain storming	4	3	2	0	09	32
• Practice	5	3	7	6	21	75
• Notation						

The information on music teachers application of the most commonly used methods in teaching music in primary schools was obtained from item number 8 of the teacher's questionnaire.

From the above table, the common methods of teaching music which were identified during the study which were given priority in assisting pupils to learn music were; Rote method and notation as indicated by high percentages on the above table.

The two methods accounts for more than 80% of the methods employed in teaching of music.

#### Comment

It was observed that little emphasis was put on the methods which would help pupils gain interest and enjoy the music and also to help them solve their musical problems as evidenced by the very percentage from the above table ie, it seems that during the instruction hours, pupils are just listeners (passive observers because of the methods their teachers employ) participatory methods like dramatisation, group method practice were not used in most cases. This type of teaching obviously affect the pupils learning adversely.

#### 4.3 OBJECTIVE TWO

To identify other factors that influence the teaching and learning of music.

The data presented below was collected from teachers; headteachers and pupils through the questionnaires.

TABLE 3: ACADEMIC QUALIFICATION OF MUSIC TEACHERS IN THE  
SELECTED SCHOOLS

	GRADE					
	G.T	G.V	G.III	G II	UT	TOTAL
W	-	2	5	-	-	7
X	-	-	7	-	-	7
Y	-	-	-	1	6	7
Z	-	-	2	-	5	7
TOTAL	00	2	14	1	11	28

KEY:

G.T = Graduate teacher  
 G.V = Grade V teacher  
 G.III = Grade III teacher  
 G.II = Grade II teacher  
 UT = Untrained teacher

Table 3, indicates that music teaching in the selected schools is done mostly by qualified teachers of Grade III except for school Y and Z which is handled by untrained teachers in some classes.

Item 3 in the teachers questionnaire was aimed at seeking the respondents' opinions whether during the training as teachers, they were taught methods of teaching music as a



subject. The responses were categorized into frequency counts and percentage scores calculated as shown in the table below.

TABLE 4: SHOWS TEACHERS ARE EQUIPPED WITH METHODS OF TEACHING MUSIC EDUCATION

SCHOOL	EQUIPPED WITH METHODS OF TEACHING	NOT EQUIPPED WITH METHODS OF TEACHING	TOTAL
W	7	0	7
X	7	0	7
Y	1	6	7
Z	2	5	7
TOTAL	17	11	28

#### OBSERVATION

The results show that all the qualified teachers were equipped with methods of teaching music. Except for the untrained teachers in schools X and Z, accepted that, they are not equipped with methods of teaching music.

Item 9, asked the teachers to indicate the kind of equipments and facilities they often use during music lessons. The responses were categorised into frequency counts and tabulated as given below:

ABLE 5

HOWS WHETHER TEACHERS USE EQUIPMENTS DURING MUSIC LESSONS

	AVAILABILITY PER SCHOOL			
	SCHOOL W	SCHOOL X	SCHOOL Y	SCHOOL Z
• Drums	√	√	X	√
• Adungu	√	x	X	x
• Charts	x	x	X	x
• Piano	x	x	X	x
• Xylophones	√	√	√	x
• Pine pipes	√	√	√	√
• Tube fiddles	√	√	√	x
• Recorders	x	x	x	x
• Rattles	√	√	√	√
• Thumb piano	x	x	√	x
TOTAL	6	5	3	3
PERCENTAGES	60%	50%	30%	30%

KEY:      √      =      Available  
              X      =      Not available

Observation

The results shows that school W had 60% of the facilities, school X had 50% and school Y and Z have 30% each. Results from the above table shows, most of the music instruments available in schools were for festivals. Facilities like charts, recorders that could be used to help learners to

learn other aspects of music such as reading and writing were not used at all.

**TABLE 6: RESPONSES FOR TEACHERS ABOUT THE COMMON PROBLEMS THEY FACE WHEN TEACHING MUSIC**

	NO. OF TEACHERS WHO FACE THE PROBLEM PER SCHOOL				TOTAL
	W	X	Y	Z	
• Common absentism of pupils	2	7	6	5	20
• Lack of musical instruments	3	1	7	6	17
• Large enrolment in class	7	7	7	7	28
• Difficult in interpreting the syllabus	3	2	5	6	16
• Lack of music text books	7	6	7	7	27
• Hash administration	7	2	6	7	16
• Lack of motivation	1	7	7	7	23
• Pupils lack interest in the subject	2	2	7	7	22

The above information was obtained by recording responses of question 10 of the music teachers questionnaire. It was observed from table 6, that the common problems affecting most of the schools largely are: common absentism of pupils this accounts for 20 out of 28 teachers, large enrollment, lack of musical instruments, lack of music text books, lack of motivation, pupils lack interest in the subject and difficult in interpreting the syllabus.



With all the problems listed and many others, mean that little can be achieved in the teaching process.

**TABLE 7: PUPILS RESPONSES ABOUT THE COMMON PROBLEMS THEY FIND WITH THE MUSIC TEACHERS**

PROBLEM	NO. OF PUPILS WHO FACE THE PROBLEM PER SCHOOL				TOTAL
	W	X	Y	Z	
Caning pupils during the music lesson	8	7	8	8	31
Taking pupils to teachers gardens for failing to participate	5	8	5	10	28
Teachers make us to stand for a very long time	-	-	5	7	12
Quarrelsome music teachers	5	3	8	8	24
Music is only learnt during festivals and our friends continue learning other subjects when we are training	1	2	5	2	10

It was observed from table 7, above that, the common problem pupils face with their teachers who teach music mainly were: caning pupils during the music lessons, taking pupils to teachers gardens for failing to participate quarrel some teachers and music was only taught during festival and other teachers continued to teach other subjects during music practice.

With the above problems, it is observed that, few pupils like that subjects. This may also mean that pupils lack



interest in the subject and thus little can be achieved in the learning process.

#### 4.4 OBJECTIVE THREE

"To suggest tentative remedies in the problems faced by teachers and pupils in the teaching and learning of music."

To test this objective, the following items 4,5 and 6 of the questionnaires for pupils were item four specifically sought the respondents opinion whether music was one of the subjects on the class time table. The respondents were categorised into frequency counts and percentage scores calculated as tabulated below.

TABLE 8: LOOKS AT WHETHER MUSICIS TIMETABLED OR NOT

SCHOOLS	TOTAL NUMBER OF RESPONDENTS	YES	NO
W	40	40	0
X	40	40	0
Y	40	0	40
Z	40	40	0
TOTAL	160	120	40
PERCENTAGE	100%	75%	25%

#### OBSERVATION

The results show that 75% of the schools have music education time tabled. And 25% of the schools do not time table music education lessons.

Item 5, on the pupils' questionnaire asked for the respondents' opinion regarding how often music lessons were taught in a week. The responses were categorized into frequency counts and percentage scores calculated as tabulated below.

TABLE 9: SHOWS HOW OFTEN MUSIC LESSONS ARE TAUGHT

SCHOOLS	TOTAL NUMBER OF RESPONDENTS	MORE THAN 3 TIMES	NOT AT ALL
1	40	40	40
2	40	40	0
3	40	0	40
4	40	40	40
TOTAL	160	40	120
PERCENTAGE	100%	25%	75%

#### OBSERVATION

The results show that 75% of the sample schools, the teachers did not teach music lessons at all, while 25% of the schools do teach the subject.

Item 6 on the teachers' questionnaire asked respondents to indicate when they do teach music lessons. The responses were as shown in the table below:-

TABLE 10: SHOWS WHEN MUSIC LESSON ARE TAUGHT

	SCHOOL THAT TEACH MUSIC			
	W	X	Y	Z
• Weekly	√	x	X	x
• Once a month	√	√	X	x
• End of term	x	x	√	√
• In preparation for a visitor	√	√	√	√
• During the preparation of music festivals	√	x	√	√
• Not taught at all	√	√	√	√

KEY: √ = Taught during that period

X = Not taught at that period

## OBSERVATION

The results from the above table show that all schools taught music during the preparation for a visitor, festivals and end of term.

Only school taught teach music weekly as other subjects.

TABLE 11: REFRRSHER COURSES FOR MUSIC TEACHERS

SCHOOL	YES	%	NO	%
W	2	29	5	71
X	1	14	6	86
Y	1	14	6	86
Z	1	14	6	86
TOTAL	5	17%	25	83%

Table 11, above shows that few music teachers had ever attended refresher courses, this was deduced from item 5, on the teachers questionnaire. It was only 5 out of the twenty eight (28) teachers that agreed on having attended at least one music refresher course. The majority (23) have never had any in service short term course on music teaching.

#### COMMENT

This shortage or lack of inservice courses like workshops and seminars have an effect on the teaching of music. Teachers need to refresh their minds, polish the methods of teaching and skills because teaching and learning are processes which are dynamic. There is need for one to be current with information, so lack of it affects the teachers and pupils as well.



## CHAPTER FIVE

### 5.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

The study was carried out with written questionnaires in addition to interviews and visual observations by the researcher. The researcher however, argues that what was revealed in the selected primary schools may not necessarily apply to all primary schools in the country. However, there are likely to be many similarities with other rural schools.

#### 5.2.0 DISCUSSION OF THE RESULTS

##### 5.2.1 Methods of teaching

The method is the medium of message from the teacher to the learner. The message is the content. Without the medium, it is almost impossible to convey the message and that is why methods are of vital importance. It was discovered that a wide variety of methods were being used. However, as seen in table 2 what the researcher would consider as basic methods such as dramatisation, group method, demonstration, participatory, mainly for consolidation and evaluation have low percentages. Though a wide variety of method is essential, what matters is the effectiveness of

the method which depends on the teacher's ability and effort.

Farrant (1980) advocates for integration of teaching methods, aids for stimulation and effective participation.

## OBJECTIVE TWO

To identify other factors that influence the teaching - learning of music.

### Academic qualification of music teachers

Since training maximizes both teaching and learning, teachers should be trained. It was discovered that almost all music teachers from the schools of study were trained teachers, that is out of the 28 teachers only (11) were untrained (17) were trained teachers of grade II, III and G.V. The training of grade II and III includes the methods of teaching music. Therefore except the 11 teachers who were untrained, most of the music teachers were well versed with the methods and so could teach music very well.

### Music instruments

From the analysis of the results as indicated in table 5, it was identified that during the music lessons, there was little use of music instruments.

Teachers indicated that the most commonly used instruments were pinepipes and rattles. One of the four schools thus school Z did not have even the xylophones. Thus it showed that the schools lacked what could be referred to as the "basic requirements" for teaching of the subject. The common instruments were drums, pinepipes, rattles and xylophones. Results from interviews revealed that these instruments were only used during music festivals and not for normal music lessons.

#### Common problems

From analysis of teachers' questionnaires the major problems teachers face when teaching music were; lack of music instruments, pupils lack interest in the subject, lack of motivation, lack of music textbooks and large enrolment among others.

Further findings from the pupils questionnaires shows that pupils' lack of interest in the subject was attributed by a number of factors. Some of them revealed were teachers over cane them during the music lessons, in addition, pupils who fail to sing or dance, were taken to teachers gardens to dig. Pupils also revealed that some music teachers were quarrelsome due to all those factors, pupils



could not learn unless their attitude towards the subject was changed positively.

#### 5.4 OBJECTIVE THREE

5.5 To suggest tentative remedies for effective teaching of music.

#### Timetabling of music lessons

From the analysis of the results, it was identified that music was timetabled. This constituted (75%) of the schools. However, as shown in table 10, which sought to know how often music lessons were taught. It was found out that (75%) of the schools did not teach the subject at all. It is a general practice in schools to timetable lessons, usually because inspectors of schools insist that it should be taught. Therefore to avoid conflicts between the headteachers and the inspector of schools, the subjects were timetabled.

Further finding established that even in the few cases where music was taught, the teachers didn't treat it with seriousness. All the teachers accepted that music was only taught during the preparation for music festivals/competitions and in preparation for visitors and speech days.



## Refresher courses

From table 11, it was noted that (25) out of the 28 teachers used for the study revealed that, they had never attended any refresher course on music teaching. Only five teachers mainly at least one teacher from every school was sent for refresher courses mainly in preparation for the music festival.

This shortage or lack of courses like workshops and seminars have an effect on the teaching of music. Teachers need to refresh their minds, polish the methods of teaching and skills because teaching and learning are processes which are dynamic. Teachers need to be current with information for betterment of music teaching.

## 5.5 CONCLUSION

For learning to be effective, teaching which consolidates it, should be the aim of the teacher. Learning depends on teaching therefore, factors which affect teaching automatically affect pupils learning.

Research findings on the methods of teaching music shows that they have had adverse effect on pupils learning in Bulongo sub-county. Most teachers were trained but the way the subject was taught had led pupils to lose interest in the subject. Music demands constant practice, care and

guidance for the pupils, a lot of learning facilities and pupils initiative and hard work.

## 5.6 RECOMMENDATIONS

In order to improve the standard of music teaching and pupils learning in primary schools in Bulongo sub county and possibly in the country at large, the researcher would like to make the following recommendations.

1. Music teachers should often vary their methods of teaching to motivate their pupils and involve them in the learning process.
2. Classes with very large number of pupils should be streamed so that a teacher can handle a smaller group of pupils he/she can manage to cater for individual difference.
3. Educational administrators should plan short term refresher courses at school or sub-county level to help all teachers sort out their own problems in music.
4. Guidance and counseling should be extended and emphasized in primary schools to encourage pupils to take music seriously as this will increase their liking for the subject.

5. An attempt should be made by the Ministry of Education to sensitise and create interest among school systems like school management committees who can then be able to provide some music instruments from their funds.

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## APPENDIX A

### QUESTIONNAIRE FOR HEADTEACHERS

Dear Headteacher,

This questionnaire is intended to establish the effect of the qualification of teachers on the teaching of music in the selected primary schools. You are therefore requested to complete this questionnaire by putting a tick against the appropriate alternative or fill in the blank spaces.

1. Name of school.....

2. What is your highest professional qualification?

Grade II ☐ Grade II ☐ Grade.III ☐  
Grade IV ☐ Graduate ☐ Untrained ☐

3. How long have you been in the teaching profession?

4. Is music one of the subjects on the school timetable.

Yes ☐ No ☐

5. Do your teachers teach music as scheduled on the timetable Yes ☐ No ☐

6. Have you Music teachers ever attended any music refresher course? Yes ☐ No ☐

7. What is the highest qualification of your music teachers G.V ☐ G.III ☐ Graduate ☐  
G.III ☐

8. Of the methods listed below, tick some of the methods commonly used by your teachers when teaching music.

Rote ☐ Group ☐

Chalk and talk ☐

Brainstorming ☐

Demonstration ☐

Practice ☐

Dramatisation ☐

Notation ☐

Discovery

9. When do your teachers teach music

(a) Once a month

(b) Weekly

(c) During the preparation for music festivals

(d) Not taught at all

(e) Preparation for a visitor

## APPENDIX B

### QUESTIONNAIRE FOR TEACHERS

You are requested to complete this questionnaire by putting a tick against the appropriate alternative or fill in the blank spaces.

- 1 (a) Name of school.....  
(b) Are you a qualified teacher? Yes ☐ No ☐
2. What is your highest qualification level?  
Graduate ☐ Grade V ☐ Grade III ☐  
Grade II ☐
3. During your training as a teacher, where you taught the methods of teaching music as a subject?  
Yes ☐ No ☐
4. Tick the methods you commonly use when teaching music?
  - (a) Rote
  - (b) Chalk and talk
  - (c) Demonstration
  - (d) Dramatisation
  - (e) Discovery
  - (f) Group method
  - (g) Brainstorming
  - (h) Practice
  - (i) Notation

(j) Others specify .....

5. Have you ever attended any refresher course on music teaching? Yes ☐ No ☐

6. Is music on the class timetable? Yes ☐ No ☐

7. If yes, do you teach music as scheduled on the timetable? Yes ☐ No ☐

8. If No, when do you teach music?

(a) During the preparation for music festivals

(b) When preparing for a visitor

(c) At the end of the term

9. What are some of the music instruments/facilities you use when teaching music.

Adungu ☐ Xylophones ☐

Drums ☐ Pinepippes ☐

Charts ☐ Recorders ☐

Others specify.....

10. Outline some of the common problems you face when teaching music.

(i) ..... (iii) .....

(ii) ..... (iv) .....



## APPENDIX C

### QUESTIONNAIRE FOR PUPILS

Dear pupils

Complete the questions by putting a tick against the appropriate alternative.

1. Name of school.....
2. Class..... Sex .....
3. How many pupils are in your class.....
4. Is music on your class timetable. Yes ☐ No ☐
5. If yes, how often do you study music in class.
  - (a) More than three times a week
  - (b) Less than three times a week
  - (c) Rarely
- (6) If no, when do you study music?
  - (a) At the end of the term ☐
  - (b) In preparation for music festivals ☐
  - (c) In preparation for a visitor ☐
  - (d) Not taught at all ☐
7. What are some of the common problems you face when learning music?
  - (a) Teachers cane use during the music lessons
  - (b) Teachers take us to their gardens if we fail to participate

(c) Teachers make us stand for a long time

(d) Our music teachers are quarrelsome

(e) Of the music instruments below, tick some of those you commonly use when learning music at school

Drums ☐

Thumbpianos ☐

Adungu ☐

Xylophone ☐

Pianos ☐

Recorders ☐

Others specify.....

END

THANKS FOR YOUR CO-OPERATION

## APPENDIX D

### INTERVIEW GUIDE

#### A. FOR PUPILS

1. Is music on your class timetable? .....
2. How often do you study music in class.....
3. When do you learn music? .....
4. What are some of the common problems you face when learning music.....
5. What are some of the music instruments you use at school when learning music. ....

#### B. FOR TEACHERS

1. Are you a qualified teacher? .....
2. What is your highest professional qualification?  
.....
3. When training as a teacher, where you taught the methods of teaching music as a subject?  
.....
4. Have you ever attended any refresher courses on music teaching? .....
5. What are some of the major problems you face when teaching music.....
6. What methods do you always use when teaching music.  
.....

7. What are some of the music instruments you usually use when teaching music.....
8. Is music on the school timetable.....
9. Do you teach music as scheduled on the school time table.....
10. How long have you been in the teaching profession?

END