DETERMINANTS OF PRE-PRIMARY SCHOOL TEACHERS’ USE OF MUSIC AS A MEDIUM OF INSTRUCTION IN KITALE MUNICIPALITY, TRANS-NZOIA COUNTY, KENYA

BY
NYANGERI ENOCH JUMA
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OCTOBER, 2014
DECLARATION

I declare that this thesis is my original work and has not been presented in any other university / institution for consideration. This thesis has been complimented by referenced sources duly acknowledged. Where text, data (including spoken words) graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

Signature ……………………….                          Date ……………………

Nyangeri Enoch Juma,  
E55/7478/2002  
Early Childhood Studies Department  
Kenyatta University

This thesis has been submitted with our approval as University Supervisors.

Signature ……………………….                          Date ……………………

Dr. Nyakwara Begi  
Early Childhood Studies Department  
Kenyatta University.

Signature ……………………….                          Date ……………………

Dr. Beatrice Digolo.  
Music Department  
Kenyatta University
DEDICATION

This research work is dedicated to my lovely daughter Daisy Osebe.
ACKNOWLEDGEMENT

First, may I thank Our Heavenly Father for the gift of life and for enabling me to accomplish this thesis. Many thanks to my beloved wife Ann, daughters Doreen, Edith, Christine, and son Ronald for their unwavering support and encouragement to make me realize this dream. To my parents and entire family, I thank them for their astounding support.

I would like to express my deepest gratitude to my supervisors; Dr. Nyakwara Begi of Early Childhood Studies Department and Dr. Beatrice Digolo of the Department of Music, Kenyatta University for their guidance, advice and supervision.

I also thank all public preschool teachers from Kitale Municipality who took part in responding to my questionnaire that negated the smooth completion of this thesis.

Lastly, may I thank all persons who contributed towards the completion of this work in one way or the other. This space may not be enough to mention each of you by name, and therefore, you are highly appreciated and may the Almighty God bless you all.
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ABSTRACT

Music is one of the very important core areas in the pre-primary school curriculum in Kenya, which contributes to the development of children’s self-esteem, competence, self-expression in reading and thinking skills among others. The purpose of this study was to establish the use of music as a medium of instruction by pre-primary school teachers and how it relates to the factors that may be influencing the use of music as a medium of instruction. The factors which were investigated included teacher training, teaching experience, academic qualifications and attitude towards music. This study was guided by the Social Cognitive Theory by Bandura (1977). The study employed the “ex-post-facto” research design. The dependent variable was the use of music as a medium of instruction. The independent variables were: Teacher training, teaching experience, academic qualifications and attitudes towards music. The study was done in Kitale Municipality, Trans Nzoia County. Random sampling technique was used to select the sample for the study. The sample size was all pre-primary school teachers in all the 28 pre-primary schools in Kitale Municipality. The researcher used a questionnaire which was administered to pre-primary school teachers and observation schedule. Pilot study was done in two private pre-primary schools. A test-retest was used to test the reliability of the instruments. The validity of the instruments was tested using content validity. Hypotheses $H_01-H_04$ were tested using Pearson’s Product Moment Correlation coefficient (PPMC) also referred to as Pearson’s ‘r’ at Alpha value 0.05. Pearson’s ‘r’ was used to measure relationships between dependent and independent variables. Data was prepared for analysis using the Statistical Package for Social Sciences (SPSS). Results from data analysis revealed that there was a significant relationship between pre-primary school teachers’ teaching experience and use of music as a medium of instruction. The relationship between use of music as a medium of instruction and teachers’ academic qualifications, teacher training, and teachers’ attitude towards the use of music were not significant at 0.05. To improve the use of music as a medium of instruction in pre-primary schools, pre-primary school teachers should be trained on how to use music as a medium of instruction and there should be adequate learning resources in schools and teacher training colleges.
**ABBREVIATIONS AND ACRONYMS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>DICECE</td>
<td>District Centre for Early Childhood Education.</td>
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<tr>
<td>EACE</td>
<td>East Africa Certificate of Education.</td>
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<td>KACE</td>
<td>Kenya Advanced Certificate of Education.</td>
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<td>KCE</td>
<td>Kenya Certificate of Education.</td>
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<td>KCPE</td>
<td>Kenya Certificate of Primary Education.</td>
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<td>KCSE</td>
<td>Kenya Certificate of Secondary Education.</td>
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<td>KIE</td>
<td>Kenya Institute of Education.</td>
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<td>NACECE</td>
<td>National Centre for Early Childhood Education.</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Early childhood is the period of rapid change and development. It is the most critical period in a child’s musical development and has been identified in the literature as the music babble stage (Moog, 1976; Gordon, 1988) and primary music development (Levinowitz & Guilmartin, 1996). Early childhood is also the developmental period extending from the end of infancy to about six years of age; sometimes called the pre-primary school years.

Music is one of the basic curriculum areas in pre-primary school in Kenya and curriculum developers regard music as very important to children because it contributes to child development. Hanshumaker (1980) reports that music facilitates language acquisition, reading readiness, and general intellectual development. Whitwell (1977) contends that creative participation in music improves self-image, self-awareness and creates positive attitudes about one-self. Marshall (1978) found that involvement and achievement in school music build positive self-image, which is a motivation for academic learning among urban black middle school aged children. Music experiences help and prepare children to learn (MENAC, 2000). Maltester (1986) found that increased instruction in music lead to increased learning in mathematics.

Music develops children’s self-esteem. Hedrick (1998) indicates that self-esteem is connected to children’s understanding of themselves as competent individuals. He further
notes that as children learn, they naturally develop “I can do it” attitude. Gardner (1983) observes that pre-primary children often feel competent when they participate in musical activities. For example singing, dancing, drama or moving in response to music. Music appears to work wonders for brightening children’s moods. Music requires first hand, meaningful involvement that produces a sense of pleasure for children.

Availability of instructional resources encourages the use of music in teaching. Mwangi (2000) found that music instructional resources in primary school teachers’ training colleges in Kenya were inadequate and the available resources were underutilized or not used at all by college tutors and students. The study also revealed that music was theoretically taught by the majority of tutors. Digolo (1997) also reports similar findings in her study on the use of teaching and learning materials for music education in secondary schools in Kenya, where she found that materials for teaching music education were either inadequate or not available in most secondary schools. This study was to investigate whether music instructional resources were available in pre-primary schools and whether the resources were used in teaching.

Music training encourages the use of music in teaching. A study done by Mbeche (2010) to investigate the factors affecting the performance of aural skills at KCSE in Nairobi secondary schools found that lack of proper teacher training acted as an impediment to effective teaching of aural skills. The study further revealed that lack of adequate resources and regular training lead to poor aural performance of students in KCSE examinations. A study conducted by Shiundu (2000) to investigate the practice in music
and movement which goes on in pre-primary school classes in Nairobi province reveals that some activities were taught with music more than others. It was also found that lack of adequate and appropriate training in music and resources to get more relevant songs for each activity were the main factors hindering the use of music in teaching.

Use of music in a pre-school classroom. Gillespie (2010) carried out a study that investigated how and when teachers used music in pre-school classrooms throughout the day. Direct classroom observation were conducted to determine pre-school teachers’ use of music in four Head Start classrooms and one private pre-school classrooms for total of 24 hours of observation in each classroom. Music was observed to be used 6.5 times hour on average. All teachers used music most frequently to scaffold children’s learning both in academic skills and social skill areas, and second most frequently to scaffold routine activities such as cleaning up and transitions of new activities. All teachers used music during group time. Music was used most frequently at group times outside times specifically set aside for music and movement.

Most of the studies conducted on music and learning were based on secondary education and teacher Training colleges in Kenya but none had been done at pre-primary school level. Quality Assurance and Standards School Assessment reports (2010-2012) had also indicated that music was not utilized as a medium of instruction in Kitale Municipality and this created the need to conduct the study.
1.2 Statement of the Problem
Music is one of the basic curriculum areas in pre-primary school in Kenya. This is because curriculum developers regard music as very important to children. The literature reviewed had shown that music contributes to children’s development in a variety of ways; for example it develops children’s self-esteem, makes children competent, allows children to express themselves, develops children’s reading and thinking skills, and it enables children to understand their culture.

Despite the importance of music as a medium of instruction as indicated by various scholars (Hanshumaker, 1980; Marshall, 1978; Dobbs, 1975; Winston, 1982, and Maltester, 1986), and KIE (2008), the Quality Assurance and Standards School Assessment reports (2010-2012) indicated that music was not being utilized as a medium of instruction in the Municipality. Hence there was a need to conduct this study to establish pre-primary school teachers’ use of music as a medium of instruction and investigate the relationship between the use and the factors that may be influencing the use of music as a medium of instruction in Kitale Municipality in Trans Nzoia County.

1.3 Purpose of the Study
The purpose of this study was to establish whether music was used as a medium of instruction by pre-primary school teachers in Kitale Municipality. The study was also to investigate how the use of music relates to the factors that may be influencing its use namely teacher training, teaching experience, academic qualifications and attitude towards music.
1.4 Objectives of the Study

The objectives of the study were:

i. To find out the relationship between pre-primary school teachers’ training and use of music as a medium of instruction.

ii. To determine the relationship between pre-primary school teachers’ teaching experience and use of music as a medium of instruction.

iii. To find out the relationship between pre-primary school teachers’ academic qualifications and use of music as a medium of instruction.

iv. To determine the relationship between pre-primary school teachers’ attitudes towards music and use of music as a medium of instruction.

1.5 Research Hypotheses

H1: There is a relationship between pre-primary school teachers’ training and use of music as a medium of instruction.

H2: There is a relationship between pre-primary school teachers’ teaching experience and use of music as a medium of instruction.

H3: There is a relationship between pre-primary school teachers’ academic qualifications and use of music as a medium of instruction.

H4: There is a relationship between pre-primary school teachers’ attitudes towards music and use of music as a medium of instruction.
1.6 Significance of the Study

This study was designed to establish how pre-primary school teachers were using music as a medium of instruction and also reveal important variables that influence pre-primary school teachers use of music as a medium of instruction. National Centre for Early Childhood Education (NACECE) may use the findings of the study to improve in-service teacher training programme to include knowledge, skills and attitudes to develop positive attitudes towards music.

Curriculum designers may use the findings of the study to add content that will promote the use of music as a medium of instruction in other activity areas like mathematics, language, creative, outdoor, life skills, religious education and science as used in pre-primary school curriculum. If teacher education programmes are to develop positive attitude towards use of music, then decisions about the structure and content of those courses need to be based upon an understanding of the factors which influence the development of positive attitudes towards the use of music as a medium of instruction.

The findings of the study will benefit pre-primary school teachers and children because it may lead to increased use of music as a medium of instruction. The findings of this study may also lead to more studies on the use of music as a medium of instruction.

1.7 Limitations and Delimitation of the Study

They are described in the following sections.
1.7.1 Limitations of the Study
Time and financial factors was not to allow an expansive study. The findings of this study will therefore be generalised to pre-primary schools in the Municipality and to other schools in the county with similar characteristics.

1.7.2 Delimitation of the Study

This study was delimited to public pre-primary schools in Kitale Municipality, Trans Nzoia County. The municipality comprises of two educational divisions that is, Western and Eastern of which each has two educational zones; Grasslands and Bondeni zones and Bidii and Milimani zones respectively.

1.8 Assumptions of the Study

This study was based on the assumption that (1) Pre-primary school teachers’ posses’ different educational background, (2) Pre-primary school teachers’ training varies, (3) Pre-primary school teachers’ attitudes towards music may be positive or negative.

1.9 Theoretical and Conceptual Framework

This study was guided by the Social Cognitive Theory by Bandura (1977).
1.9.1 Social Cognitive Theory (1977)

The theory of Social Cognitive reveals that environment and personal variables influence human behaviour. The theory is based on the construct of self-efficacy. According to the theory, behaviour is best understood in terms of “triadic reciprocity” where behaviour, cognition and the environment exist in a reciprocal relationship and influence each other (Bandura, 1986).

Bandura (1982) also reveals that Self-efficacy influences behaviour through selection processes. Teachers who feel that they will be successful in using music as a medium of instruction will be more likely to be so because they adopt challenging goals, try harder to achieve them, persist despite setbacks, and develop coping mechanism for managing their emotional states. Bandura (1982) further says that self-efficacy is determinant of choice of behaviour because it influences the choice of behaviour settings. When people recognize coping as inadequate for addressing threatening situations, they avoid the situations.

Bandura (1986) more precisely believes that two cognitive processes influence one’s behaviour. These are outcome expectancy and self- efficacy. Outcome expectancy is one’s beliefs that behaviour for example use of music as a medium of instruction will produce a desired effect while self-efficacy is ones belief in his / her ability to perform behaviour in a given situation.

Self-efficacy beliefs develop in response to four sources of information. According to Bandura (1986) the first is “enactive experience” in which self-efficacy for behaviour is
increased by successfully performing the behaviour during teacher training. The second is “vicarious experience” in which other people that is, model pre-school teachers are seen to perform the behaviour successfully by using music as a medium of instruction. The third source of influence is verbal persuasions, which encourage efforts that are likely to increase efficacy through success. This means that the school management encourages teachers to use music as a medium of instruction. Lastly, self- efficacy belief is also affected by physiological factors for example stress and fear. Pre-primary school teachers who fear music may not use music as a medium of instruction.

Thus, according to this theory, proper pre-school teacher training increases self-efficacy and can be achieved through proper demonstration to the teachers on how to use music in teaching during teacher training. Lack of adequate resources like musical instruments may make it impossible for teachers to develop positive self-efficacy beliefs and hence may not use music as a medium of instruction.

This theory is relevant in this study because “teacher training” and “attitudes towards music” are important variables in the study. The theory describes the behaviour of pre-primary school teachers in that, if they believe that using music as a medium of instruction will improve pupils performance and feel competent in using it as a medium of instruction, they will do so while the opposite applies to those who do not believe.
1.9.2 Conceptual Framework

The diagram below illustrates some of the variables that influence the use of music as a medium of instruction which in turn influences educational outcomes.

**Educational Outcomes**
- Improved teaching/learning outcomes.
- Increased interest in learning.
- Increased attention span
- Better academic performance

**Figure 1.1 Conceptual Frameworks on Teachers’ Use of Music as a Medium of Instruction**
The above figure shows the factors which may be influencing the use of music as a medium of instruction that is; teaching experience, academic qualifications, teacher training and attitude towards music which also impacts on the educational outcome like better academic performance; increased interest in learning and increased attention span.

1.10 Operational Definition of Terms

**Attitudes** – It refers to pre-primary school teachers’ beliefs about music, feelings towards music and intentions to use music as a medium of instruction.

**Academic qualification** - It refers to teachers’ highest grade: CPE, KCPE, GCE, KCE, KCSE, EACE, EAACE, KACE, Certificate in ECDE, Diploma in ECDE, Degree etc.

**Music** – is a pleasurable and physical activity that involves the singing and dancing by young children in pre primary schools.

**Teaching experience** - It refers to the number of years a pre-primary school teacher has been teaching since leaving college.

**Teacher training** - Refers to whether teachers are trained on how to teach music.

**Pre-primary school** – It is refers to an institution for children who are yet to join primary school.

**Pre-primary school teachers** – It refers to teachers teaching pre-primary classes.

**Public pre-primary schools** - It refers to pre-primary schools managed by District Education Boards
Use of music as a medium of instruction – Refers to the use of music when teaching the content in the syllabus and to make learning interesting to children.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter discusses the use of music as a medium of instruction, the factors which influence the use of music as a medium of instruction which include; use of music as a medium of instruction, teachers’ training and use of music as medium of instruction, teachers’ teaching experience and use of music as a medium of instruction, teachers’ academic qualifications and use of music as a medium of instruction, teachers’ attitudes towards music and use of music as a medium of instruction and a summary of the literature review was also described.

2.2 Use of Music as a Medium of Instruction

Music in early childhood creates a foundation upon which future learning is built. Music education for young children should involve a developmentally appropriate programme of singing, moving, listening, creating, playing instruments, and responding to visual and verbal representations of sound (Bredekamp & Copple, 1997). A study done by Marshall (1978) among urban black middle school student found that involvement in school music build positive self-image, which is a motivation for learning. Sward (1989) remarks that musical experiences instil: 1) positive attitude; 2) positive self image; 3) desire to achieve excellence; 4) co-operation; 5) group cohesiveness; and 6) ability to set goals.
Music experience is very important in the early years. The substantial body of research about early childhood music education is a barometer of the value of early music experience. Music psychologist, specialist, music educators and musicologist have indicated the importance of early music experience. Music psychologist have suggested that very young children have musical potential and progress through certain stages just as they do in other developmental areas (Rainbow, 1977, 1979, 1981). Rainbow’s (1977, 1979, 1981) longitudinal study of preschoolers’ rhythmic ability indicated that rhythmic development is linked to age, a finding that agrees with the work of other researchers (Persellin, 1992; Schleuter & Schleuter, 1985).

There have been several studies concerning children’s musical potential. Music educators have found out that young children were able to respond to music for as surprisingly long time (Sims, 1985, 2002, 2005; Sims & Cassidy, 1997). The pre-schoolers exhibited individual differences in focused listening time, and young children’s music attention spans exceeded the adults’ expectations. Furthermore, the preschool children perceived many more musical concepts than they could express due to verbal limitations. The authors cautioned against under estimating young children’s interest in and ability to listen to music for extended time periods.

As additional support for the importance of early music experiences, several studies indicated that early music experiences influence later musical life. (Cass-Beggs, 1990; Gordon, 1990; Temmerman, 1995). Researchers concluded that the early years affect later musical success, including level of involvement and attitudes towards music.
Lundin & Sanberg (2001) investigated the musical memories of pre-school teachers from United States, Brazil, South Korea, Taiwan and Sweden using the qualitative research method. Whereas numerous respondents of the study presented positive memories from music class in a school setting, others had negative memories resulting from inappropriate experiences and revealed that music was now meaningless to them.

Music improves academic performance. Maltester (1986) found that increased instruction in music leads to increased learning in mathematics. Gardner (1983) observes that children often feel competent when they participate in musical activities in school for example singing, dancing, drama or moving in response to music. When children develop musical skill and understanding, they are developing basic cognitive, social, and motor skills necessary for success throughout the educational process. In addition, they are preparing skills that will apply in language and in life (MENAC, 2000).

Music develops children’s thinking skills. Campbell (1998) points that children think aloud through music. Their music can be seen and heard in their playful behaviours, some of it a realization of the songs in their heads. A review study conducted by Hanshumaker (1980) found that when music is used as a medium of instruction it facilitates language acquisition, reading readiness, and general intellectual development; it also fosters positive attitudes towards learning, enhances creativity, and promotes social development among learners. Whitwell (1977) contends that creative participation in music improves self-image, self-awareness and creates positive attitudes towards learning.
Music enables children to understand culture. Dobbs (1975) reports that music helps teachers to teach children about their culture. Dobbs further reveals that music can arouse the apathetic pupil from the state of lethargy, making her/him more active and lengthening the span of their attention. Dobbs continues that through instrumental work and other physical activities like singing, children’s discipline, motor control and co-ordination can be enhanced. Music gives every child real pleasure, not only in school, but also during leisure hours at home and on holiday.

Ng’asike (2004) did a study on the teachers’ use of play as a medium for bridging pre-school children’s mathematical experiences in Kasarani Division, Nairobi, Kenya. The main purpose of the study was to establish the extent to which pre-school teachers use play as a medium for bridging classroom mathematics experiences in selected pre-schools. The study revealed that only 10% of pre-school teachers used children’s play activities to bridge mathematics concepts. Majority of the pre-school teachers encouraged direct teaching, which emphasized marking of written exercises (97%) and homework (93%), despite the fact that (90%) of them were trained in child development theories and had adequate experience. Other findings revealed that only 3.4% of pre-school teachers used thematic teaching approach.

Digolo (1997) did a study on availability of teaching and learning resources for music education in Kenya: A survey of secondary schools in Nairobi. The purpose of the study was to investigate the availability and use of teaching and learning resources for music education in secondary schools within Nairobi province of Kenya. The study was
necessitated by an urge to carry out an in depth investigation on the state of teaching and learning equipment and facilities in the schools in order to establish the limitations that hinder their acquisition and utilization. The study revealed that essential teaching and learning resources for music education were either inadequate or not available at all in most of the secondary schools. The insufficiency of the resources was established to be a serious drawback to students learning and achievement. Lack of competence among some music teachers hindered proper utilization of the instructional resources.

Music allows children to express themselves. Weinberger & McKenna (1988) report that music offers great opportunities for communication and expression, for creativity and group co-operation. It is also good for the brain and can enhance learning and intellectual development. Zake (1981) indicates that young children express their capacities through dances, singing and games. The National Network for Child Care (2000) points that children of all ages express themselves through music. At early age children sway, bounce, or move their hands in response to the music they hear.

Music allows children to release emotions. Merrian (1964) reaffirms that music has many functions along with their relevance to children’s own musical involvement that include: emotional expression, aesthetics, enjoyment, communication, entertainment, physical response and enforcement of conformity to social norms. In a study on the teaching of music in pre-primary school by the non-specialist. The results indicated that pre-primary teachers felt less confident to teach music than other areas of the curriculum (Watt, 2000). In Nigeria, Salami and Oyaremi (2012) conducted a study on teachers’
knowledge, use and perception of the relevance of the Yoruba indigenous child’s play to pre-primary and primary schools. Results revealed that pre-primary and primary school teachers’ use of indigenous play which includes songs was low, but perceived them as relevant. Teachers in public schools similarly used indigenous plays than those in private schools. An examination of teaching-learning practices of all the pre-schools in Yoruba speaking state revealed that play, rhymes, and songs were foreign and exposed children to foreign language. This study investigated the use of music as a medium of instruction which was not investigated by Oyaremi.

Relationship between the structured early childhood music curriculum. Bilhartz (2000) conducted an experimental study to determine the relationship between the structured early childhood music curriculum, Kindermusic, and cognitive development. Seventy-one four through six year olds from Head Start program and private pre-schools in Texas were given pre and post tests using the Stanford-Binet Intelligence Scale, fourth edition (SB) and the Young Child Music Skills Assessment (MSA). Approximately one half of the sample participated in a 30-week, 75-minute weekly, and parent-involved music curriculum. The results lend support to the hypothesis that there is no significant link between early music instruction and cognitive growth in specific non-music abilities. The music-treated children in this study scored significantly higher on one measure of abstract reasoning ability, the SB Bead Memory subtests. Parent participation and out-of-class assignments dropped sharply over time in the Head Start and low to middle socio-economic demographics. The groups who had the greatest sustained parent participation and completion of outside assignments scored the highest MSA subsets.
Intensity of music corresponded with greater growth in scores of abstract reasoning ability. This finding followed predictable patterns with rates of improvement corresponding to socioeconomic status (higher income households had greater compliance to the program). Children exposed to early Kindermusik treatment prior to this study improved more during the treatment period than children who had never received prior early music education. The Kindermusik treatment did not have a significant impact on other SB measurements of abstract reasoning.

Music improves learner’s academic performance in a special way. Zanutto, (1997) compared the academic profiles of high school instrumental music students to high school students with no participation in music instruction. The results showed that positive trends in academic achievement and attendance developed in favor of the experimental (instructional music students) group over a critical five-year period, and that long-term participation in instrumental music programs coincided with significant increases in academic success. Through this study Morrison (1994) asserts that by and large, the students we teach in music classrooms, rehearsal rooms, and football fields demonstrate academic behaviors above and beyond many of their counterparts outside the music curriculum.

James (2000) found that using music in the classroom intensifies learning. Music and dance provide an opportunity for positive social interaction and singing cultivates understanding of the sound and rhythm of language, hence exposing children to the patterns of different kinds of music helps them to recognize patterns in mathematics.
Background music in the classroom reduces stress and motivates learning; Whitehead (2001) investigated the relationship between music instruction and math achievement between middle and high school students in the classroom. Results showed that students who received music instruction on a daily basis for 20 weeks showed a higher level of significant gain in mathematics scores than the other two groups (one group had music class once a week for 20 weeks, the other group received no music instruction).

Anderson, et al (2000) describes a program to enhance spelling word retention through the use of background music. Teachers employed background music in order to promote higher student achievement in spelling. Post intervention data indicated an improvement in students’ spelling word retention. Spelling test scores and report card grades indicated a positive academic growth. Music enabled the students to concentrate, relax and visualize spelling words.

Schneider & Klotz (2000) examined the relationship between enrollment in music performance classes and athletic extracurricular activities on academic achievement. Three hundred forty six subjects were divided into three groups: musicians (band or choir), athletes, or non-participants. All three groups were statistically equivalent in fifth and sixth grade. During seventh, eighth, and ninth grades the musicians achieved significantly higher academic achievement scores than athletes but did not score higher than the non-participants. The researchers noted that the musicians showed a tendency to maintain stabilized scores while athletes and non-participants groups’ scores dropped.
Hurwitz, Wolff, Bortnick and Kokas (1975) conducted a study to find out whether music training improved reading performance in first grade children. The experiment group received Kodaly training, which uses folk songs and emphasizes melodic and rhythmic elements. The control group consisted of children who were matched in age, IQ and socioeconomic status at the beginning of the study and who received no special treatment. The music instruction was extensive, five days a week for 40 minutes per day, for seven months. Students were tested on reading ability at the start of the school year and then tested again at the end of the year. After training the music group exhibited significantly higher reading scores than did the control group, scoring in the 88th percentile vs. the 72nd percentile. Incidentally, the benefits for the music group were not due to better teaching of reading because students who had the same teacher before, during and after music training showed greatly improved reading performance. Moreover, continued music training was beneficial; after an additional year of Kodaly training, the experimental group was still superior to the control group. These findings clearly support the view that music education facilitates the ability to read.

Use of music in a pre-school classroom. Gillespie (2010) carried out a study that investigated how and when teachers used music in pre-school classrooms throughout the day. Direct classroom observation were conducted to determine pre-school teachers’ use of music in four Head Start classrooms and one private pre-school classrooms for total of 24 hours of observation in each classroom. Music was observed to be used 6.5 times
hour on average. All teachers used music most frequently to scaffold children’s learning both in academic skills and social skill areas, and second most frequently to scaffold routine activities such as cleaning up and transitions of new activities. All teachers used music during group time. Music was used most frequently to scaffold routine activities such as cleaning up and transitions of new activities. All teachers used music during group time. Music was used most frequently at group times outside times specifically set aside for music and movement.

### 2.3 Teachers’ Training and Use of Music as a Medium of Instruction

General teacher training appears not to encourage the use of music in teaching. If pre-primary school teachers are to use music as a medium of instruction, then they must be properly trained on how to use music in teaching. Oliver and Shapiro (1993) when commenting about computers remarked that many teacher education courses have been graduating teachers with general computer skills for several years which do not translate into more or better integration of computers into teaching. Oliver and Shapiro further reveals that beginning teachers who had general computer training did not differ in their use of computers for teaching from their peers who had not had formal computer training. This statement is relevant in the use of music in teaching. This study has to establish whether there was a relationship between pre-primary school teachers’ training and use of music as a medium of instruction. A study conducted by Ng’asike (2004) on teacher’s use of play as medium of bridging pre-school children’s Mathematical experiences affirmed that training, in addition to improving teacher’s ability to plan classroom
teaching effectively, has also been found to enhance teacher’s use of appropriate child-centred teaching methods in pre-primary education. However, this study showed that only 10% of the teachers in Kasarani Division used play-teaching strategies in teaching mathematics skills to pre-school children despite their training in child development.

Office of Technology Assessment (1995) observes that strategies like appropriate and timely training, expertise to support and help teachers, and time for teachers to learn, mess around with the technology, and work with colleagues increases the use of technology in teaching. For pre-primary school teachers to use music as a medium of instruction, they must have relevant music knowledge and skills and be properly trained on how to use music as a medium of instruction. The question then asked was; do pre-primary school teachers have relevant training? This study was to find out.

Music training promotes the use of music in teaching. Shiundu (2000) conducted a study of music teaching in selected pre-schools in Nairobi province. The purpose of the study was to investigate the practice in music and movement which goes on in pre-school classes. She wanted to establish how music helps in learning and teaching all the activities in pre-schools. The study found that lack of training in music, lack of interest in music, and resources to get more relevant songs for each activity were the main factors hindering the use of music in teaching. Pre – primary school teachers in Kenya go through different training institutions which follow different curriculums. Some of the training institutions train teachers on how to teach music while others may not. This
The study was to investigate the relationship between pre-primary school teachers training and use of music as a medium of instruction.

Pre-primary school teachers should be trained on how to play different music instruments. Practical experiences in using the music instruments in teaching should be part of their training when they are in college. However, Mwangi (2000) found that lack of access, skills on how to use equipment and as well as a pro-theory primary teachers training that ignored practical sessions, are some of the factors which hindered the utilization of resources in teaching of music in primary teachers training colleges in Kenya. All the music sound producing resources were underutilized meaning that music was theoretically taught by the majority of tutors. Shiundu (2000) similarly reveals that lack of proper training in music and resources to get more relevant songs for each activity were the main factors which hindered the use of music in teaching children in Nairobi Province. The other factors hindering the use of music in teaching were; lack of interest in music, and the ECDE guide was not detailed to guide teachers on what to teach in music. A study done by Mbeche (2010) to investigate the factors affecting the performance of aural skills at KCSE in Nairobi secondary schools also found that lack of proper teacher training acted as an impediment to effective teaching of aural skills. The study further revealed that lack of adequate resources and regular training lead to poor aural performance of students in KCSE examinations. This study was to investigate the relationship between pre-primary school teachers’ training and use of music as a medium of instruction.
Oduolowu (2012) carried out an investigation on teaching practices of those preschool teachers exposed to the training in Ibarapa East Local Government of Oyo State in Nigeria. Thirty two pre-school teachers participated in the study. Two instruments tilted: “Pre- School Teachers teaching Practices Questionnaire” (PTTPQ) and Pre-school Teachers Observation Schedule” (PTOS) were used to gather relevant data. Findings of the study revealed the preschool teachers used teacher-centred methods of teaching with few materials provided. It was also revealed that preschool teachers used the new curriculum but did not encourage hands-on activities in learning the contents of the curriculum.

Lee (2008) conducted a study to investigate the current music practices and teachers’ needs for teaching in public preschools of South Korea. The data were obtained from the public pre- primary schools in South Korea, and 66.7% (n=6060 of the total sample (N = 908) responded. The online survey consisted of 42 questions: a Likert – type scales, single and multiple- choice responses, and open- ended questions. The 42 questions regarding the current music practices of public preschools were divided into seven categories according to question content. The majority of the teachers stated that their lesson plans included group music activities more than twice a week, lasting less than 30 minutes on average. The most important lesson indicated for including music in the curriculum was ‘enjoyment and recreation.” Almost all teachers planned music curriculum with a weekly theme, and they chose songs to complement the theme. Singing and finger play were reported to be the most frequently occurring activities in public
schools. The teachers taught songs with piano accompaniment by a CD, and several common CD collections for music activities were revealed. Rhythmic instruments were the most accessible instruments in a music centre, but a piano was the most frequently used by teachers during circle time in the classroom. Teachers identified lack of ideas for music activity in pre-primary schools as difficult. The majority of participants requested more applicable and thorough pre-service and in-service music education programs for pre primary school teachers.

2.4 Teachers’ Teaching Experience and Use of Music as a Medium of Instruction

Teachers can do great deal to provide the necessary stimulation through music experiences to nurture pre-primary school children’s music abilities and this is possible when the teacher has acquired the appropriate training and experience. A study conducted by Makobi (1985) on factors affecting music education in primary schools in Kenya found that teachers who have taught for many years have not done music in their college examinations, which means that the teachers have worked on their own to improve their musical knowledge. Gumo (2003) conducted a study on the teacher’s factors related to the teaching of art and craft in pre-schools and similarly found that there was a significant positive correlation between the number of years the teachers had been trained and quality scores in teaching Art and Craft.
Lawrence (1975) remarks that teachers’ teaching experience is an important basis for further professional development of a teacher since the teacher widely draws from his or her experience to improve his or her effectiveness and to counter problems encountered. This study was to investigate the relationship between pre-primary school teachers’ teaching experience and use of music as a medium of instruction in Kitale Municipality.

2.5 Teachers’ Academic Qualifications and Use of Music as a Medium of Instruction

On teacher qualification, Makobi (1985) also found that the majority (78.1) of the primary school teachers were P1 teachers and that the majority of them did not want to use music in teaching because they were not trained on to teach it. Gumo (2003) similarly found that there was a significant positive correlation between the teacher’s academic qualification and their quality scores in teaching Art and Craft.

Sidhu (1982) point out that common defect in our education set up that most of the teachers are not adequately qualified in the subjects concerned. Without proper qualifications they fail to do justice to the subject and hence do not assist their children adequately. Moyles and Adams (2000) in their studies indicated that teachers working in pre schools should be well equipped academically, intellectually and in their personal and moral strength in issues related to their profession. An adequate and high academic qualification of a teacher creates self confidence, self – esteem and serves as a source of inspiration to the children he/she teaches.
A study conducted by Olabode, (2012) examined the effects of teachers’ qualifications on the performance of senior secondary school physics students: implication on technology in Nigeria. The purpose was to determine whether the status of the teacher has an impact on the performance of the students in physics. The results revealed that students taught by teachers with higher qualifications performed better than those by teachers with lower qualifications. The study showed that students performed better in physics when taught by professional teachers. It further showed that teachers’ gender has no effect on their ability to impact knowledge on the students, much as he / she is a skilled teacher in the field of study. However, the experience of the teacher is significant at impacting the child’s academic performance in physics. This study was to investigate the relationship between pre-primary school teachers’ academic qualifications and use of music as a medium of instruction in Kitale Municipality.

2.6 Teachers’ Attitudes towards Music and Use of Music as a Medium of Instruction

Teachers’ attitudes towards music influence the use of music in teaching. Watt (2000) did a study on the teaching of music in primary schools by the non-specialist. The study investigated the extent to which non-specialist primary class teachers were able to teach music to children. The results revealed that primary school teachers felt less confident to teach music than other areas of curriculum. The current study was to investigate the relationship between pre-primary school teachers’ attitudes towards music and use of music in teaching in Kitale Municipality.
Odongo (2009) compared teachers' perceptions on their use of music as a medium for enhancing development in all early childhood domains in Kenya and United States of America. Interview and observation schedules were used to collect data. Results revealed strategies used to teach music, the role of music in early childhood curricula, instructional strategies used including singing and movement and use of musical instruments.

In Kenya a study conducted by Makobi (1985) on the factors affecting music education in primary schools in Kenya found that the majority of the teachers did not want to use music in teaching because they were not trained on how to use music in teaching. This means that the teachers had negative attitude towards music. Shiundu (2000) in a study of music teaching in selected pre-schools in Nairobi province found that lack of interest in music was one of the factors which hindered the use of music in teaching.

Bariseri (2000). Investigated the primary student teachers’ music education in England and Turkey. The study aimed to determine the generalist PDCE and specialist B.Ed students’ attitudes and confidence towards primary music teaching before and after their teacher education courses. It similarly investigated the 3rd and 4th generalist student teachers’ attitudes and confidence towards primary music teaching. English students’ attitudes towards music teaching are based on three factors: (i) confidence in pedagogical content knowledge. (ii) Beliefs about value of music, (iii) enjoyment of
teaching music. The Turkish students’ responses on attitude statement created four factors: (i) confidence in content of music, (ii) teaching role and beliefs to the value of music, (iii) confidence in pedagogy (iv) enthusiasm for music teaching. Turkish students tended to separate their pedagogical confidence from their subject knowledge confidence, whereas these aspects were merged for English students. In contrast to the Turkish teacher education course, the PGCE course increase students’ confidence in their pedagogical knowledge and in creative activities at the end of the course. 3rd year Turkish students were more confident in their musical and teaching knowledge and had more positive beliefs about the value of music education than the 4th year students. Lack of time for music teaching practice and class management problems were shown as the main obstacles to the development of students’ confidence to teach music further.

Pietra, Cruz, Bindery, and Devaney. (2010) conducted a study to determine the attitudes of pre-service elementary education classroom teachers toward teaching music and the importance of music in the school curriculum as they prepare to enter the field in an era of high stakes testing, state standards, and accountability. The study sought to determine attitudes towards the following three constructs: (a) academic and social benefits of music education, (b) inclusion of music in the curriculum, and (c) comfort in teaching and leading music in the classroom. Results were positive for all the constructs. Post hoc analyses indicated a strong relationship between prior musical experiences and the strength of positive responses.
Research has indicated that elementary general classroom teachers have traditionally played a role in the musical education of children and have had musical training as a part of their professional preparation since the early 19th century (Birge, 1988; and Gray, 2000). Elementary classroom teachers and school administrators have had extensive preparation in many areas for certification; however, their required study of music is often very limited (Stein, 2002). Their attitudes toward music in the curriculum become critical to decisions regarding the music education of elementary school students. Weller (1991) documented the subsidiary position of non-core subjects, such as music, in which informants associated non-core subjects with an attitude of devaluation. This devaluation had a considerable impact on curriculum and instruction in a junior high school setting. Similarly, elementary classroom teachers’ attitudes toward the music program may be an indicator of the value they place upon the importance of music education and the manner in which they support music education (Stein, 2002).

Recent studies of attitudes of elementary teachers have focused on (a) pre-service attitude change as a result of a specific methods course (Kretchmer, 2002; Siebenaler, 2006), (b) in-service elementary teachers’ attitudes toward music course content factors that affect attitude change toward elementary general music (Colwell, 2008; Stein, 2002), (c) in-service elementary teachers’ attitudes toward teaching the national standards for music (Byo, 1999, Colwell, 2008), (d) in-service elementary teachers’ attitudes toward the relationship between use of music in the classroom and music methods course content. (Gray, 2000), (e) the relationship between use of music in the classroom and music methods course curriculum (Propst, 2003), and (f) musical activities used by in-
service classroom teachers (Giles & Frego, 2004). The findings have indicated that methods courses may or may not have a practical impact on teachers’ infusion of music in the classroom (Kretchmer, 2002; Stein, 2002), and in-service teachers do not believe standards-based music instruction to be within their professional purview or competency (Byo, 1999).

Whitecomb (2012) conducted a survey to determine the nature of musical activities in preschools in an urban region of the United States, the extent to which music is occurring in preschools and current teacher attitudes regarding the implementation of music in preschool instruction. Sixty-six preschool teachers participated in the study. Data was analyzed using descriptive statistics and qualitative methods to determine categories and trends. Ninety-eight percent of participants indicated they have included music while teaching, with 78% reporting that musical activities occur in their classrooms every day. Commonly reported musical activities implemented by preschool teachers were singing songs (100%), playing rhythm instruments (95%), moving to different sounds and rhythms (93%), playing pitched instruments (83%), and using imagination and creativity to express oneself through music and dance (74%). Qualitative data was used to results. Attitudes regarding music were favorable, with all respondents indicating that music should be included regularly in preschool. Commonly reported assisting factors for including music were in-service training in music instruction (94%), professional conferences (92%), demonstrations by music specialists (885), and summer workshops (88%). Commonly reported inhibiting factors were a lack of training to teach music (48%), financial constraints for the purchase of musical materials (46%), and a lack of
planning / preparatory time (42%). The findings of the study revealed that preschool teachers support the inclusion of music in instruction, have included music in their classrooms, and would welcome professional development opportunities focusing on music. With this in mind, music educators can play a role in assisting pre-school teachers by providing demonstrations of musical activities and collaborating with preschool personnel to ensure the inclusion of developmentally appropriate music practices in instruction.

Vannatta-Hall (2010) carried out an investigation on the impact of music methods course on pre-service early childhood teachers’ confidence and competence to teach music. The investigation sought to determine if there was a significant change in participants’ perceived self-efficacy to teach music following the completion of a 15–week music method course. The study illuminated environmental and interpersonal influences on confidence and competence to teach music by examining the sources of self-efficacy (i.e., mastery experience, vicarious experience, verbal persuasion, and physiological and effective states) within the context of a university music methods course for 41 early childhood pre-service teachers in which the researcher was also the course instructor. Changes in self-efficacy perception were revealed according to each course of self-efficacy. Results revealed a significant overall increase in student self-efficacy scores over time. The most influential source of self-efficacy beliefs was enactive mastery experience, exemplified by prior music experiences as well as independent teaching experiences throughout the semester. Vicarious experiences included observations of both a music specialist and peers teaching music. Verbal persuasion included feedback
from both the course instructor and the children the students taught for their practicum. Finally, physiological and effective states were exemplified by participants’ music anxiety, and to a lesser degree, stress and fatigue. The results of the study demonstrates how important it is for a pre-service generalist to develop the will (i.e. self-efficacy) and the skill (i.e. competence) to teach music if they are to develop the competencies needed to provide adequate music opportunities for their future students. This study was to investigate the relationship between pre-primary school teachers’ attitudes towards music and use of music as a medium of instruction in Kitale Municipality.

2.7 Summary of the Literature Review

The literature reviewed has shown that the use of music makes children competent, develops children’s thinking skills, enables children to understand culture, allows children to relieve emotions, develops communication skills and improves children’s academic performance. The studies have also shown that the use of music as a medium of instruction is limited and general teacher training does not encourage the use of music in teaching. Academic qualifications, teaching experience, and attitude towards music were the other possible factors which have been shown to influence the use of music in teaching. This study was to investigate how the different factors relate to the use of music as a medium of instruction in Kitale Municipality. The research methodology is described in the next chapter.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the design of the study, variables, location of the study, target population, sampling technique and sample size, and research instruments. Piloting, reliability and validity of the instrument, data collection, data analysis, and ethical and logistical considerations were also described in this study.

3.2 Research Design

The type of research design to be used by a researcher depends on the type of the study. The present study employed ex post facto design because the researcher could not manipulate variables of the study and the effect of the independent variables on the dependent variable had already occurred (Best, 1992).

3.3 Dependent and Independent Variables

In this study there was one dependent and four independent variables. The variables are described in the following sub-sections:

3.3.1 Dependent Variables

The dependent variable was the use of music as a medium of instruction in pre primary schools.
3.3.2 Independent Variables

The independent variables in this study were:

i. Teachers’ training includes training on use of music as a medium of instruction in different curriculum areas.

ii. Teachers’ teaching experience. It refers to the number years one has taught as a pre- primary school teacher since training.

iii. Teachers’ academic qualifications. It refers to the highest academic level that teachers attained including KCPE, CPE, KJSE, EACE, KCE, KCSE, GCE, KACE and EAACE.

iv. Teachers’ attitudes towards music. Attitudes consist of three components: beliefs about music, feelings towards music, and teachers’ behaviours based on their beliefs and feelings about music.

3.4 Location of the Study

The study was carried out in Kitale Municipality, Trans Nzoia County. Kitale Municipality Quality Assurance and Standards School Assessment reports (2010- 2012) had shown that music was not utilized as a medium of instruction in public primary school teachers in Kitale Municipality and this created the need to conduct the study.
3.5 Target Population of the Study

The population of the study were all the pre-primary school teachers in 28 public pre-primary schools in Kitale Municipality.

3.6 Sampling Technique and Sample Size

They are described under the following sub – sections:

3.6.1 Sampling Techniques

Purposive sampling technique was used to select Kitale Municipality. Random sampling technique was used to select the public pre-primary schools. In random sampling every member of the population will have an equal chance of being selected (Gay, 1976). The investigator first compiled a list of all the public pre-primary schools in Kitale Municipality. The schools were numbered and entered into a computer spreadsheet and assigned random numbers using S- plus statistical package and then randomly selected 30% of the pre-primary schools. According to Gay (1981) in a descriptive study, a sample of more than ten percent of accessible population is adequate.

3.6.2 Sample Size

The sample of the study consisted of 28 teachers teaching in 9 (30%) of the public pre-primary schools. There were a total of 28 public pre-primary schools in Kitale Municipality meaning that one teacher was sampled from each school. All the pre-primary school teachers teaching in the schools were trained.
3.7 Research Instruments

The researcher used a questionnaire and an observation schedule which were described in the following subsections.

3.7.1 Questionnaire

The researcher used a questionnaire which was administered to pre-primary school teachers to collect data. The designed instrument comprised of four sections. Section A collected background information of the teachers. Section B comprised of a scale to measure pre-primary school teachers’ use of music as a medium of instruction. Section C was used to measure pre-primary school teachers’ training in music, while section D measured pre-primary school teachers’ attitude towards music.

Scoring of the Questionnaire

Section A: Background Information

The information was coded before entered in a computer.

Section B (Pre-primary school Teachers’ use of music as a medium of instruction)

The scores were assigned scores as follows: Always 3, sometimes 2, and never 1.

Frequencies, percentages, means and coefficients of correlation were calculated.
Section C (Pre-primary school Teachers’ training in Music)

The scores were assigned scores as follows: Strongly Agreed 5, Somewhat Agreed 4, Undecided 3, Somewhat Disagreed 2, and Strongly Disagreed 1. Frequencies, percentages, means and coefficients of correlation were calculated.

Section D (Pre-school Teachers’ Attitudes towards music)

The items were assigned scores as follows: Strongly Agreed 5, Somewhat Agreed 4, Undecided 3, Somewhat Disagreed 2, and Strongly Disagreed 1. Frequencies, percentages, means and coefficients of correlation were calculated.

3.7.2 Observation Schedule

The instrument was used to establish the music instruments available in pre-primary schools in order to confirm the data obtained through the questionnaire on the availability of music instruments in the classrooms and whether teachers were actually using music as a medium of instruction. The instrument consisted of two sections; section A consisted of background information; while section B was used to establish the availability of music instruments in the classrooms or school and actual use of music as a medium of instruction by teachers in teaching and learning.

3.8 Piloting of the Research Instruments

The instruments were pre-tested with teachers in two public pre-primary schools. The two schools were selected from 28 public pre-primary schools in the Municipality. The pre-primary schools involved in the pilot study were not part of the sample of the study.
because they were already familiar with the questionnaire. The purpose of piloting the instruments was to test the appropriateness of the items to pre-primary school teachers in order to improve them and to enhance the validity and reliability of the items.

3.8.1 Reliability of the Instruments
The investigator tested the reliability of the instruments by using test – retest method that is the instruments were re-administered to teachers in two pre-primary schools twice, with an interval of two weeks. Cronbach test was used to calculate reliability co-efficient. The acceptable reliability coefficient was 0.7.

<table>
<thead>
<tr>
<th>Table 3.1: Reliability Test</th>
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<tbody>
<tr>
<td><strong>Cronbach’s Alpha Coefficients</strong></td>
</tr>
<tr>
<td>Instrument</td>
</tr>
<tr>
<td>Use of music as a medium of instruction</td>
</tr>
<tr>
<td>Music training</td>
</tr>
<tr>
<td>Attitude towards the use of music</td>
</tr>
</tbody>
</table>

Table 3.1 shows that the alpha coefficients of the scales ranged from 0.76 – 0.98. The results imply that the instruments had good test-retest reliability and thus considered reliable.
3.8.2 Validation of the Instruments
Validity is the quality of a data – gathering instrument that enables it to measure what it is intended to measure. Content validity was used to test the validity of the instruments. Content validity refers to the degree to which the test actually measures what it is designed to measure (Best, 1992). Content validity was achieved by ensuring that all relevant variables and objectives of the study were covered.

3.9 Data Collection Techniques
The researcher after piloting and revising the instruments administered the instruments to the teachers in their respective schools. Data was collected in two stages:

Stage One: The researcher administered the questionnaire to pre-primary school teachers in their respective schools.

Stage Two: The researcher observed the availability of music instruments in pre-primary school classrooms and actual use of music as a medium of instruction in teaching and learning by the teachers.

3.10 Data Analysis
Data obtained through questionnaire were analyzed using descriptive and inferential statistics. The inferential statistics used were; frequencies, means, standard deviation, and percentages. Inferential statistics used was Pearson “r” to test the null hypotheses. The level of significance was 0.05. The information obtained through observation was analysed using qualitative methods. The data was analysed by generating themes and then interpreted to make meaning. Statistical Package for Social sciences (SPSS) was used to analyse quantitative data.
3. 10.1 Statistical Hypotheses

H₀1: There is no significant relationship between pre-primary school teachers’ training and use of music as a medium of instruction.

H₀2: There is no significant relationship between pre-primary school teachers’ teaching experience and use of music as a medium of instruction.

H₀3: There is no significant relationship between pre-primary school teachers’ academic qualifications and use of music as a medium of instruction.

H₀4: There is no significant relationship between pre-primary school teachers’ attitudes towards music and use of music as a medium of instruction.

Hypotheses H₀1-H₀4 were tested using Pearson’s Product Moment Correlation coefficient (PPMC) referred to as Pearson’s r at Alpha value 0.05.

3.11 Logistical and Ethical Considerations

3.11.1 Logistical Considerations
The researcher got an authorization letter from graduate school and then applied for a research permit from the Ministry of Higher Education, Science and Technology and sought permission from the relevant authorities before starting collecting data.
3.11.2 Ethical Considerations
The researcher obtained authority to do research from graduate school of Kenyatta university. The researcher also obtained ethical approval for the study from the Kenyatta university Ethics review Committee (KU-ERC). The researcher sought permit to undertake research from the National Commission for Science and Technology Innovation (NACOSTI). The researcher sought introduction letter from the County Director of Education (CDE) and Municipal Education Officer (MEO) Trans Nzoia County and Kitale Municipality respectively. In the location of the study approval was also sought from the town clerk, District Officer in charge of Central Division and the area chief as entry points to the study. The purpose of the study was made known to the respondents.

Confidentiality of the information and anonymity of the respondents was assured since participants names and institutions were not assigned but codes were used. Respondents did not write their names on the research instruments and the information given was kept confidential. The respondents consent was also obtained before administering the instruments.

3.11.3 Care and protection of research participants
The researcher has had a wealth of experience in the field of education since 1984 to date. He was an assistant teacher, got elevated to teacher managerial as deputy, then head of an institution up to 1993 when he joined education office as a zonal TAC Tutor up to May 1994 when he joined Kisii DEOs office as a District TAC Tutor, the position he held till Mid 1995 when he joined Kisii district Centre for Early Childhood Development and Education (DICECE). The researcher got his first B. Ed degree in Early childhood
and Studies from Kenyatta University in 2001 and then got posted to Kitale Municipal Education Office as a Lecturer. Later joined Kenyatta University for a master’s degree in Early Childhood Studies. The researcher therefore was a conversant person in the field of research and kept the confidentiality of the participants.

The research participants had the will to participate or withdraw from the research at any time. However, the researcher had the authority to replace where need a rose. In case of any withdrawal the researcher had to employ a random sampling lottery technique to get the substitute.

The pre-primary school teachers were a special group of the respondents during the study period. All that the researcher sought permission ensured to maintain maximum confidentiality of the respondents throughout the period of data collection exercise.

3.11.4 Protection of Research Participant Confidentiality

The identity of the respondents was not revealed since the researcher assigned codes to each respondent. The information collected was confidentially saved both in the laptop and hard disc and the researcher had to maintain the password.

3.11.5 Informed Consent Process

The researcher sought the consent from all the school heads where the pre-primary schools are attached including one teacher from each respective centre. All the concerned parties were informed including the Municipal Education Office, office of the town clerk, CDs office. The researcher ensured that the concerned had verbal information on the actual dates for data collection.
The researcher informed the participants to raise any queries through their leaders so that the situation was amended in good time.
CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction
This chapter presents research findings and discussions. The demographic results are presented first and then followed by descriptive and inferential results which are organised and presented according to research objectives and hypotheses. The objectives of the study sought to:

i. To find out the relationship between pre-primary school teachers’ training and use of music as a medium of instruction.

ii. To determine the relationship between pre-primary school teachers’ teaching experience and use of music as a medium of instruction.

iii. To find out the relationship between pre-primary school teachers’ academic qualifications and use of music as a medium of instruction.

iv. To determine the relationship between pre-primary school teachers’ attitudes towards music and use of music as a medium of instruction.

4.1 Demographic Information
The demographic information of the respondents included teachers’ gender, level of education and teaching experience which have been presented and discussed in the following sub-sections:
4.1.1 Gender
Teachers’ gender was established and results are presented in Table 4.1 below.

Table 4.1: Pre-primary School Teachers’ Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>28</td>
<td>100</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 shows that all the pre-primary school teachers were females. This could be because of ECE is considered a domain for women and cultural beliefs that child is a responsibility of women.

In a study by Githinji (2011) on the influence of background factors on pre-school teachers’ and managers’ perception of impact of childhood play activities on child development in Kiambu district Kenya found that majority (88%) of the pre-school teachers were females while (12%) were males. Mudaki (2011) did a study on supervision of Early Childhood Development and Education; implications for provisions for provision of quality pre-school education in Nairobi Province, revealed that (88%) of pre-school teachers were females, while (13%) were males. The implication was that males had a negative attitude towards pre-primary school education. It is important to have more males to have a positive attitude in the ECDE sub-sector.
4.1.2 Teachers’ Level of Education

The level of pre-primary school teachers’ education was established and the results are presented in Table 4.2 below.

Table 4.2: Pre-Primary School Teachers’ Level of Education

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCPE</td>
<td>2</td>
<td>7.2</td>
</tr>
<tr>
<td>EACE</td>
<td>6</td>
<td>21.4</td>
</tr>
<tr>
<td>KCSE</td>
<td>20</td>
<td>71.4</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2 shows that out of the total number of teachers sampled, 7.2% of the teachers were KCPE holders, 21.4% EACE, while 71.4% were KCSE holders. The results implied that the majority of the pre-primary school teachers’ highest qualification was KCSE.

Mugo (2003) conducted a study on investigation of problems inhibiting access of effective participation in Early Childhood Development and Education in Central Division in Embu District and found that (20%) of the ECDE teachers had attained KCPE qualification, and (66.7%) had attained KACE qualification while (13.3%) had attained KCSE qualification in Education. While in a study done by Nyabuto (2005) on factors constraining management of Early Childhood Education in Nyamarambe Division, Gucha District revealed that (10%) of ECDE teachers were KCPE holders while (90%) were KCSE/KACE holders. This implied that majority pre-primary teachers had better qualifications to implement the use of music as a medium of instruction.
4.1.3 Teachers’ Teaching Experience

Table 4.3: Number of Years Pre-Primary School Teachers Have Taught

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>3</td>
<td>10.7</td>
<td>10.7</td>
</tr>
<tr>
<td>6 or more years</td>
<td>25</td>
<td>89.3</td>
<td>89.3</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.3 shows that out of the total number of teachers involved in the study, 10.7% of the pre-primary school teachers had teaching experience of between 0-5 years while 89.3% of the teachers had teaching experience of six or more years. The results implied that most of the teachers were experienced and teachers with more teaching experience used music as a medium of instruction compared to those with less experience.

Similar results were reported by Murundu, Chisikwa, Indoshi, Okwara and Otieno (2012) who conducted a study on teacher based factors influencing the implementation of Early Childhood Development and Education (ECDE) curriculum in Gem District. The results revealed that 4.6% of the teachers had a teaching experience of below 2 years, 23.1% had a teaching experience of 2-5 years, while the remaining teachers had 72.3% with a teaching experience of five years and above.

Gillian, (2010) in his study on challenges faced in the provision of quality of Early Childhood Education in Kitui District. Results revealed that (50%) of the ECDE teachers had teaching experience of over 5 years, (40%) of teachers had teaching
experience of between 1 and 5 years, while (10%) of the teachers had less than 1 year of teaching experience.

Mudaki (2011) found that (84.4%) of the pre-primary school teachers had worked for two years and above, while the remaining (15.6%) had less than 1 year of working experience. This implied that majority teachers have rich teaching experience to enable them use music as a medium of instruction. This implied that majority of the pre-primary school teachers had enough teaching experience to implement the use of music as a medium of instruction in pre schools.

4.2 Use of Music as a Medium of Instruction
To determine how the pre-primary school teachers were using music as a medium of instruction in pre-primary schools in Kitale Municipality, individual and overall mean scores were calculated. Table 4.4 presents the results.
Table 4.4: Use of Music as a Medium of Instruction

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate music with other curriculum areas.</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>4.71</td>
<td>.659</td>
</tr>
<tr>
<td>Use of music to make language interesting.</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>4.54</td>
<td>.838</td>
</tr>
<tr>
<td>Use of music to improve children’s understanding when teaching</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>4.46</td>
<td>.838</td>
</tr>
<tr>
<td>Use of music to keep learning activities run smoothly</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>4.46</td>
<td>.838</td>
</tr>
<tr>
<td>Use of music to teach mathematics activities</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>4.43</td>
<td>.836</td>
</tr>
<tr>
<td>Use of music to teach language activities</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>4.32</td>
<td>.945</td>
</tr>
<tr>
<td>Use of music to teach science activities</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>4.39</td>
<td>.685</td>
</tr>
<tr>
<td>Use of music to social studies activities</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>4.43</td>
<td>.836</td>
</tr>
<tr>
<td>Use of music to teach art and craft activities</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>4.36</td>
<td>.678</td>
</tr>
<tr>
<td>Use of music to teach religious education activities</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>4.64</td>
<td>.678</td>
</tr>
<tr>
<td>Use of music during indoor and outdoor activities</td>
<td>27</td>
<td>2</td>
<td>5</td>
<td>4.56</td>
<td>.698</td>
</tr>
<tr>
<td>Use of music to teach life skills activities</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>4.29</td>
<td>.937</td>
</tr>
<tr>
<td><strong>Overall Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>4.46</strong></td>
<td><strong>0.66</strong></td>
</tr>
</tbody>
</table>

Table 4.4 shows that the pre-primary school teachers’ individuals mean scores in use of music as a medium of instruction in all the activity areas were more than 4 while the overall mean score was 4.46. The result implied that pre-primary school teachers were using music as a medium of instruction.

Actual observations of lessons were done to determine whether teachers were actually
using music as a medium of instruction. The results are as follows:

1. **Language and Mathematics Activities**

The songs teachers were using to teach language and mathematics activities were:

(i) **Tunasoma**

*Watoto wa Kenya ....................*

*Njoo ni tusome- a, e, tusome [a, e, i, o, u]*

*Watoto wa kenya, njoo ni tusome [moja mbili]*

*[moja, mbili, tatu, nne]*

The song was accompanied with drums, sticks, and shakers. The song was used to teach language and mathematics skills.

(ii) **Our ABC**

*ABCDEFGHIJKLMNOPQRSTUVWXYZ*

Happy happy shall we be when whole we learn our ABC.

The song was used to teach letters of the alphabets.

2. **Social Studies Activities**

The songs teachers were using to teach social studies were:

(i) **Mwana wa mberi (First born Child)**

*Solo*  – *Mwana wa mberi woyaye*

*All*  - *Mwana wa mberi, Mwana wa mberi neshikhyero x2*

*Solo*  - *Rera ingubo ya wakula*

*All*  - *Mwana wamberi [solo- khufwale mwana]*

- *Mwana wa mberi neshikhoyero x2*
The song was accompanied with drums, shakers, kayamba, and sticks. The song was used to teach family members.

(ii) **Clothes**

*Kofia ya Baba yafika hapa juux2*

*Tupige makofi natena mara tatu,*

*Wavulana katetei tei te tete, katetei tei tete ite.*

Accompanied Instruments were drums, shakers, sticks and whistle. The song was used to teach about the clothes we wear.

(iii) **Game Song**

*Nani alisema walimu ni wabaya – huyo*

*Nani alisema walimu ni wabaya – huyo*

*Mpaka wapi? Paka chini, paka chini, paka down.*

*Mpakawapi? Paka juu, paka juu, paka up.*

Accompanied instruments were drum, whistle, and sticks. The song was used to teach people who help us.

(iv) **Food**

*[Boys to solo]* Poly put the kettle on, poly put the kettle x2 on we all have tea.

*[Girls to reply]* Sucky take it off again, Sucky take it off again, Sucky take it off again, we all have tea. And where is the bread?

The song was used to teach food we eat in our homes.
(v) **Obule Bwanje (Luhya Singing Game about the harvest)**

*Obule bwanje, obule*

*Obule bwanje, obule*

*Dada inyokha obule,*

*Shina mabeka, obule mana wikhale obule..*

*Auwi ...obule auuwi obule.*

Accompanied instruments were Drum, bottle, shakers, leg bells nails Sung in a circular pattern. The song was to teach harvesting season.

(vi) **Shule Yetu**

*Nani huyo .......

*Nani huyo, anacheza na shule yetu.*

*Simba itamarura x2*

Accompanied instruments were Drum, shakers, kayamba, flute, and reeds. The song was used to teach about our school.

3. Life skills Activities

**Changa Pesa Nisome**

*Changa, changa, changa pesa nisome x2*

*Baba changa, mama, changaa x2*

*Sitaki, sitaki, sitaki kulea watoto x2*

*Sitaki, sitaki, sitaki kuuza matunda x2*

*Baba changa, mama changa pesa nisome.*

Accompanied instruments were Drum, sticks, Kayamba, and whistle.
4. Science Activities

(i)  *Twinkle Twinkle Little Star*

*Twinkle Twinkle little star,*

*How I wonder what you are,*

*Up above the sky so high,*

*Like a diamond in the sky,*

*Twinkle Twinkle little star.*

The music instruments used were bottles and nails. The song was used to teach weather.

(ii) *Butterfly*

*Fly fly fly the butterfly,*

*Fly fly the butterfly fly.*

*In the middle the butterfly fly high.*

*In the garden the butterfly fly low.*

*Fly fly the butterfly fly.*

The song was used to teach about nature.

(iii) *Finger*

*Put your finger in the air in the air*

*Put your finger in the air in the air*

*Put your finger in the air in the air shake them on the air.*

*Put your finger in the air in the air.*

The song was used to teach body parts.
(iv) **Kuna Mambo**

*Hakika, kuna mambo porini kuna mambo x2*

*Wakati wa masika, mvua nyingi,*

*Ndege wa porini hawanafuraha,*

*Ndege wakila mzee kobe anacheka,*

*Ananyumba ya milele na kichwa du! kadundundu na*

*Kichwa du! kadundundu.*

Accompanied instruments were Drum, shakers and sticks. The song was used to teach weather conditions.

(v) **Little Ducks**

*Five little ducks went up one day*

*Over the hill and far away*

*Mother duck said [quack] x 3*

*But only four little ducks came back.*

The song was used to teach sounds.

The music instruments available in the schools for instructional use were also established using an observation schedule. The results are presented in Table 4.5 below.
Table 4.5: Music Instruments Available in the Pre-primary Schools

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Available</th>
<th>Not Available</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Drums</td>
<td>21</td>
<td>75.0</td>
<td>7</td>
</tr>
<tr>
<td>Shakers</td>
<td>27</td>
<td>96.4</td>
<td>1</td>
</tr>
<tr>
<td>Flutes</td>
<td>13</td>
<td>46.4</td>
<td>15</td>
</tr>
<tr>
<td>Sticks</td>
<td>27</td>
<td>96.4</td>
<td>1</td>
</tr>
<tr>
<td>Fiddle</td>
<td>4</td>
<td>14.3</td>
<td>24</td>
</tr>
<tr>
<td>Bottles</td>
<td>27</td>
<td>96.4</td>
<td>1</td>
</tr>
<tr>
<td>Nails</td>
<td>24</td>
<td>85.7</td>
<td>4</td>
</tr>
<tr>
<td>Reeds</td>
<td>4</td>
<td>14.3</td>
<td>24</td>
</tr>
<tr>
<td>Horn</td>
<td>9</td>
<td>32.1</td>
<td>19</td>
</tr>
<tr>
<td>Piano</td>
<td>0</td>
<td>.0</td>
<td>28</td>
</tr>
<tr>
<td>Guitar</td>
<td>1</td>
<td>3.6</td>
<td>27</td>
</tr>
<tr>
<td>Harp</td>
<td>1</td>
<td>3.6</td>
<td>27</td>
</tr>
<tr>
<td>Whistles</td>
<td>23</td>
<td>82.1</td>
<td>5</td>
</tr>
<tr>
<td>Leg bells</td>
<td>6</td>
<td>21.4</td>
<td>22</td>
</tr>
<tr>
<td>Trumpet</td>
<td>0</td>
<td>.0</td>
<td>28</td>
</tr>
</tbody>
</table>

Table 4.5 show that a variety of music instruments were available in the schools. The most common instruments included: Drums (75%), shakers (96.4%), flutes (46.4%), sticks (96.4%), fiddle (14.3%), bottles (96.4%), and nails (85.7%). A piano and trumpet
were not available in any of the schools. The results implied that shakers, sticks, and bottles were the most available music instruments in the schools.

The findings of this study were consistent with those found by Waigera (2013) who did a study on pre primary school teachers’ use of culturally relevant instructional materials in teaching in Kieni West District, Nyeri County. He found that the common instructional materials available in pre-primary schools included play costumes, real objects, shakers, pictures, and charts.

A study done by Kairu (2000) on availability and utilization of resources for the teaching of music in selected primary school teachers’ training colleges in Kenya revealed that music resources were under utilized in instructions. Begi (2007) in his study on comparative study of pre-primary school and lower primary school teachers’ computer technology usage in teaching in Nairobi, Kenya, found that the majority of schools did not have computer soft-ware for teaching music which limited the use of computers in teaching of music.

Chakravarthi (2009) conducted a study on pre-school teachers’ beliefs and practices of outdoor play and outdoor environments in Greensboro, North Carolina and the results revealed that balls were the most prevalently used play materials in outdoor activities. In a study conducted by Brown (2009) on young children and nature, reported that majority of the respondents had used balls during outdoor play activities. This was occasioned by
their availability and innovativeness of teachers by making balls using materials from the locally available materials.

Aina and et al (2011) did a study on factors influencing teachers’ use of games as a strategy for pedagogy of primary science in schools. The purpose of the study was to investigate the effectiveness of games as a technique for teaching and learning of primary science in schools and the role of play by library services. The results revealed that significant difference existed between factors influencing teacher’s choice of a game, its usefulness and problems hindering the effectiveness of game(s) for teaching and learning processes of primary science in schools.

4.3.1 Pre-Primary School Teachers’ Training in use of music and Use of Music as a Medium of Instruction

The first objective in this study was to find out the relationship between pre-primary school teachers’ training and use of music as a medium of instruction. To achieve the objective, pre-primary school teachers’ music training was investigated and the results are presented in Table 4.6.
Table 4.6: Pre-Primary School Teachers Music Training on how to Integrate Music Activity

<table>
<thead>
<tr>
<th>Areas</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained on how to integrate music and other curriculum areas</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>1.07</td>
<td>.262</td>
</tr>
<tr>
<td>Trained on how to use music to make teaching learning interesting</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>1.21</td>
<td>.418</td>
</tr>
<tr>
<td>Trained on how to use music to improve children's understanding</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>1.25</td>
<td>.441</td>
</tr>
<tr>
<td>Trained on how to use music to keep learning activities run smoothly</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>1.29</td>
<td>.460</td>
</tr>
<tr>
<td>Trained on how to use music to teach mathematics activities</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>1.11</td>
<td>.315</td>
</tr>
<tr>
<td>Trained on how to use music to teach language activities</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>1.29</td>
<td>.535</td>
</tr>
<tr>
<td>Trained on how to use music to teach indoor free choice activities</td>
<td>27</td>
<td>1</td>
<td>5</td>
<td>1.11</td>
<td>.320</td>
</tr>
<tr>
<td>Trained on how to use music to teach science activities</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>1.32</td>
<td>.548</td>
</tr>
<tr>
<td>Trained on how to use music to teach social studies activities</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>1.46</td>
<td>.881</td>
</tr>
<tr>
<td>Trained on how to use music to teach art and craft activities</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>1.50</td>
<td>.839</td>
</tr>
<tr>
<td>Trained on how to use music to teach religious education activities</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>1.25</td>
<td>.441</td>
</tr>
<tr>
<td>Trained on how to use music during indoor and outdoor activities</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>1.21</td>
<td>.418</td>
</tr>
<tr>
<td>Trained on how to use music to teach life skills activities</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>1.32</td>
<td>.670</td>
</tr>
<tr>
<td>Trained on how to play different music instruments</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>1.46</td>
<td>.838</td>
</tr>
<tr>
<td><strong>Total Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td>1.27</td>
<td>0.32</td>
</tr>
</tbody>
</table>
Table 4.6 shows that pre-primary school teachers’ individual mean scores in all the activity areas ranged between 1.07 – 1.5 while the overall mean score was 1.27. The result implied that the pre-primary school teachers were not trained on how to use music as a medium of instruction. Some of the reasons why the teachers are not trained while undergoing training are: The syllabus was too broad, lack of adequate training time, and there was lack of qualified music trained tutors.

Ora (2007) points out that a pre-school teacher is a very important person in the pre-school and is expected, among other responsibilities, to integrate and use music into the curriculum. Nevertheless, many pre-school teachers communicate a sense of inadequacy with regard to their music competencies, and lack of confidence in their music teaching ability. The gap between the pre-school teachers and musical abilities and the expectation that they will direct musical experiences in pre-schools generated the incentive for this study. The aim of the study was to examine the development of pre-schools’ musical competencies, confidence, and ability to integrate music into the pre-school during the process of a one-academic-year music course which focused on the fundamental element of music- rhythm, using percussion instruments. The study followed the process of two pre-school teachers’ groups studying the course consecutively at two different locations in Israel: a teacher training regional college and a local community town music centre. Qualitative action research was used in the study and subjects were pre-school teachers who participated in the courses. Data were gathered through observations, questionnaires, focus groups and reflective journals. Photographs and videos were used to document experiences during the course and in the pre-schools. The findings revealed that the structured one-academic-year rhythm music course using percussion instruments
improved the pre-school teachers’ knowledge and expertise in music and contributed to their playing skill. It was also possible to enhance the teachers’ confidence with regard to their musical abilities and their ability to lead musical experiences in the pre-school. However, the transfer of these competencies into practice is challenging as the pre-school teachers tend to transfer the experiences to the field work “as is”, in a technical manner, lacking the ability for musical aesthetic judgment. The conclusions are that a rhythm music course is feasible means to improve pre-school teachers’ musical competencies and confidence. However, although this special training may contribute to the teachers’ musical development, in order for the process to be assimilated and for the learning to be effectively transferred into practice, it is essential that supportive professional music assistance and follow-up will accompany the pre-school teachers, in their educational work. Additionally, the research found that when a group of educators is built as a “community of learners” that together constructs knowledge, the learning experience is magnified and the group serves as a motivating force which provides support and encouragement to its members. Trained pre-primary school teachers can use their knowledge and skills to improve pre-school teachers’ musical competencies by integrating music into pre-primary school curriculum on use of music as a medium of instruction.

In another study of teachers’ perception, Choy & Kim (2007) investigated changes in pre-service teachers’ self-confidence in teaching music to children. The pre-service teachers, college student in early childhood education did not express confidence in their abilities to teach music to children, but, there was an overall increase in the rate of confidence after the course. Although they increased their knowledge of their music concepts after
taking a music education course, there was a gap between knowing and teaching. This indicated that pre-service preschool teachers should be instructed in the methodology of music education in addition to basic music skills.

Many music educators have suggested that music courses of sufficient depth and breadth should be required for an early education major. Carol (1999) recommended course work in early childhood music for both early childhood teachers and music teachers, although the two roles are obviously different. Also, Nardo et al, (2006) suggested that music courses in early childhood education should be taught for not less than two semesters to impart a breadth of knowledge for music teaching and learning.

Teacher development programs for music education are a necessity not only for the teachers but also for children. de l’ Etoile’s (2001); Nicholas & Honig, 1995) indicated that an in-service music education program increased the teacher’s young pupil response to music; de l’ Etoile’s research offered related findings, in that child care personnel working with infants and toddlers wanted to receive professional development for music activities. Teacher education programs improved teachers’ attitudes toward and knowledge about music activities for young children. In addition, the education improved children’s active engagement in musical activities.

Lee (2005) found that almost all pre- primary school teachers mention teacher education workshops as very important (69.2%) or important (30.8%) need. Most teachers who
had experienced music workshop were not satisfied with the content, and they said the length of the workshop was too short to learn the consents. Golden (1989) examined the use of music in selected licensed pre schools. She found that regular teachers led music instruction in most pre schools (98.8%) and they wanted teacher education.

Teacher education was the highlight of another study, in which Dogani (2008) investigated the use of reflection as a tool for preparing generalist teachers to teach music. Student teachers in Greece were encouraged to frame their pedagogy for music teaching through reflection. The student teachers noted the popular belief among preschool teachers that teaching songs provides sufficient music education for children, and they observe that music activities were often based on singing songs or listening to music, thus limiting children’s musical experiences. Reflection through journals, questionnaires, observation and discussion was encouraged as a toll for preparing student teachers.

Yi & Shim (2001) examined kindergarten teachers’ perceptions and the actual teaching conditions of young children’s music drama classes. They found that 51.6% of kindergarten teachers had difficulties with teaching methods and 26.3% teachers perceived a lack of materials. Rarely with teachers mention having difficult teaching music drama due to children’s ability. Furthermore, 93% of preschool teachers wanted teacher development or workshops in music education and methodology. Also, 82.6% of the respondents reported the need for an early childhood music education course at college level. They especially wanted instruction on methodology (54.5%).
and materials (30.5%); accordingly, these were the courses Yi & Shim recommended for teacher preparation programs. Temmerman (1998) noted the need to prepare effective and qualified teachers for early childhood music education programs, suggesting the establishment of effective communication networks among programs to ensure the exchange of ideas, content, resources, approaches and qualified personnel stating that:

*Best teachers are those with early childhood education qualifications supplemented by some music expertise.*

To determine whether there was a significant relationship between pre-primary school teachers’ training and use of music as a medium of instruction, the following hypothesis was formulated and tested.

**H₀₁:** **There is no significant relationship between pre-primary school teachers’ training and use of music as a medium of instruction**

Pearson Correlation was used to measure the relationship between pre-primary school teachers’ training and use of music as a medium of instruction. The results are presented in Table 4.7 below.
Table 4.7 shows that Pearson Correlation coefficient between pre-primary school teachers training and Use of music as a medium of instruction was -0.308 with 0.111 level of significance (2-tailed). The results show that Correlation coefficient was not significant at 0.05. The null hypothesis was thus accepted. This means that there was no significant relationship between teachers’ training and use of music as a medium of instruction due to inadequate training on how to use music in teaching.

Similar results were reported in a study conducted by Mwangi, (2000) on pre-school teachers’ use of oral instructional strategies in teaching English at Kasarani division in Kenya. The results showed that teacher's factors such as teacher training, teaching experience, and education qualification impact on the choice of instructional strategies that teachers use. The study also revealed that the length and type of training of teachers,
academic qualifications and teaching experience were not related to the instructional strategies of pre-school teachers in their classroom teaching in ECD centers.

Umar-ud-Din, Khan & Mahmood (2010) conducted a study on the effects of teachers’ qualification on students’ L2 performance at the secondary level. The analysis of the performance of the English Language Teachers (ELTs) and Teachers with Formal Education (TFEs) at secondary level in public high school was done. The study showed that English Language Teachers (ELTs) had positive influence on the performance of the students in the final examinations conducted by the board of intermediate and secondary education. Data was collected from three different public schools where ELTs and TFEs were teaching in parallel. The results for those students who received instruction from the ELTs showed better results in the final examinations as compared to those who received input from the TFEs. The study suggests that the practice of inducting qualified English Language teachers at secondary level should continue.

4.2.2 Relationship between Pre-Primary School Teachers’ Teaching Experience and Use of Music as a Medium of Instruction

The second objective was to determine the relationship between pre-primary school teachers’ teaching experience and use of music as a medium of instruction. Pearson’s coefficient “r” was used to measure the relationship between the two variables and results are presented in table 4.8.
**Table 4.8: Relationship between Pre-Primary School Teachers’ Teaching Experience and Use of Music as a Medium of Instruction**

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Independent Variables</th>
<th>Use of music as a medium of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>H₀²</td>
<td>Teachers’ teaching experience</td>
<td>Pearson Correlation 0.413(*)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sig. (2-tailed) 0.029</td>
</tr>
</tbody>
</table>

Table 4.8 shows that Pearson Correlation coefficient between pre-primary school teaching experience and use of music as a medium of instruction was 0.413 with 0.029 level of significance (2-tailed). The results show that Correlation coefficient was significant at 0.05. The null hypothesis was thus rejected. This means the relationship between pre-primary school teachers’ teaching experience and use of music as a medium of instruction was significant. This implied that the more experienced a teacher was, the more he/she used music in teaching.

Contrasting results were reported by Waigera (2013) who did a study on pre primary school teachers’ use of culturally relevant instructional materials in teaching in Kieni West District, Nyeri County. The results revealed that the relationship between use of culturally relevant instructional materials, teaching experience and professional qualifications were not significant. This implied that the more experienced a teacher is, the more he/she uses music as a medium of instruction.
4.2.3 Relationship between Pre-Primary School Teachers’ Academic Qualifications and Use of Music as a Medium of Instruction

The third objective was to find out the relationship between pre-primary school teachers’ academic qualifications and the use of music as a medium of instruction. To achieve the objective, Pearson’s coefficient “r” was used to measure the relationship between the two variables and the results were presented in table 4.9.

Table 4.9: Relationship between Pre-Primary School Teachers’ Academic Qualifications and Use of Music as a Medium of Instruction

<table>
<thead>
<tr>
<th>H₀₃</th>
<th>Teachers academic qualification</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>-0.066</td>
<td>0.754</td>
</tr>
</tbody>
</table>

Table 4.9 shows that Pearson Correlation coefficient between pre-primary school academic qualification and use of music as a medium of instruction was -0.066 with 0.754 level of significance (2-tailed). The results show that the correlation coefficient was not significant at 0.05. The null hypothesis was thus accepted. The results reveal that the relationship between pre-primary teachers’ academic qualification and use of music as a medium of instruction was not significant. This could be because the majority of the pre primary school teachers’ highest qualification was KCSE.
The results concurs with that reported by Waigera (2013) who found that there was no significant relationship between teachers’ professional qualifications and use of culturally relevant instructional materials.

4.2.4 Relationship between Pre-Primary School Teachers’ Attitudes towards Music and Use of Music as a Medium of Instruction

The fourth objective of the study was to determine the relationship between pre-primary school teachers’ attitudes towards music and use of music as a medium of instruction.

The construct of attitudes has three components: Beliefs, feelings and behaviour. Pre-primary school teachers’ overall mean scores for each of the three components of attitudes was calculated and results are presented in Table 4.10

Table 4.10: Overall Mean Scores in Attitude towards the Use of Music as a Medium of Instruction

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Overall Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>2.3018</td>
</tr>
<tr>
<td>Feelings</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>2.4548</td>
</tr>
<tr>
<td>Behaviour</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>1.8333</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>1</td>
<td>5</td>
<td>2.20</td>
</tr>
</tbody>
</table>
Table 4.10 shows that pre-primary school teachers’ overall mean scores in attitude towards the use of music as a medium of instruction was 2.20. The results reveal that pre-primary school teachers’ attitude towards the use of music as a medium of instruction was negative. Meaning pre primary school teachers have low attitude towards music and does not influence the use as a medium of instruction.

Wanyama (2012) did a study dealing with the prevailing attitudes and challenges for effective implementation of early childhood music and movement curriculum in Eldoret Municipality, Kenya. The purpose of the study was to explore ECDE teachers’ and educational managers’ practices, beliefs, experiences and values regarding music and movement as one of the aesthetic activities in early childhood education (ECE). It also identified practical realities in terms of successes and challenges being experienced by the early childhood educators in its implementation. Descriptive survey was used to examine instructional practices in music and movement activities in Eldoret municipality among 105 teachers and their pupils from 35 sampled early childhood centres and management practices from five zonal coordinators, one municipal coordinator and the municipal Education Officer (MEO). Data collection instruments included questionnaires, observation and interview schedules, photographs and video recordings were used. Findings revealed that teachers generally had a positive attitude towards music and movement activities. Lack of in-service opportunities and lack of facilities and materials were cited by most teachers as being the most serious challenges.
To determine the relationship between pre-primary school teachers’ attitude towards music and use of music as a medium of instruction, the following hypothesis was formulated and tested.

**H₀₄:** There is no significant relationship between pre-primary school teachers’ attitudes towards music and use of music as a medium of instruction

Pearson’s correlation coefficient was used to test whether there was a significant relationship between relationship between pre-primary school teachers’ attitudes towards music and use of music as a medium of instruction. The results are presented in Table 4.11 below.

**Table 4.11: Pearson Correlation Coefficient between pre-primary school teachers’ attitudes towards music and use of music as a medium of instruction**

<table>
<thead>
<tr>
<th>H₀₄</th>
<th>Teachers belief</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers feeling</td>
<td>Pearson Correlation</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>Teachers behavior</td>
<td>Pearson Correlation</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.207</td>
<td>0.292</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.376(*)</td>
<td>0.049</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.136</td>
<td>0.489</td>
</tr>
</tbody>
</table>
Table 4.11 shows that Pearson Correlation coefficient between pre-primary school teachers’ attitude towards use of music as a medium of instruction was significant in only feelings with a correlation coefficient of 0.376, and sig. (1-tailed) 0.049. The results show that the correlation coefficient was not significant at 0.05. The null hypothesis was thus accepted. This means that attitude was a very important variable to influence the use of music as a medium of instruction.

The results is inconsistent with those reported by Mwoolo (2009) who found that there was a significant relationship between pre-school teachers’ attitudes towards instructional visual media and use of visual media instruction. Begi (2007) also found that there was a significant relationship between attitude towards computers and use of computers in instruction among pre-primary and lower primary school teachers in Nairobi province.

Similar results were also reported by Makobi (1985) who did a study on factors affecting music education in primary schools in Kenya. The purpose of the study was to identify the factors and problems that hamper music education in primary schools in Kenya. Results from data analysis revealed that negative attitude toward music, lack of facilities, inadequate time allocated to music on the school timetable and poor quality of music teachers were the factors hindering music education in primary schools in the district.

Nielsen (2011) carried out a study of K-12 music educators’ attitudes toward technology – assisted assessment tools. The purpose of the study was to examine K-12 music educators’ attitudes regarding the use of technology in the assessment of music learning.
The study provided current data about the demographics of teachers using technology to assess musical growth and the variables that might motivate a music teacher to use technology–assisted assessment tools. A researcher–designed survey was administered to a stratified, random sample of K-12 music educators. The survey questions determined the number of teachers using technology–assisted assessment tools and the types of assessment tools they use. The mean scores from a series of belief statements suggested teachers’ attitudes towards assessment practices and technology was positive. However, it was discovered that specific school and teacher factors had generally small influence on their perceptions of technology-assisted assessment tools.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter the summary of the study findings and conclusion are presented. The recommendations for different stakeholders and suggestions for further research are also discussed.

5.1 Summary of the Study Findings

This study investigated whether music was used as a medium of instruction by public pre primary school teachers in Kitale Municipality. It also investigated how the use of music was related to the factors that may influence its use.

The majority of teachers stated that they were using music as a medium of instruction. The results from data analysis revealed that the pre-primary school teachers’ individual mean scores in use of music as a medium of instruction in all the activity areas were more than 4 while the overall mean score was 4.46.

It was also found that varieties of music instruments were available in the schools but not adequate. The music instruments included; drums, shakers, flutes, sticks, fiddles, bottles, nails, reeds, horns, guitar, whistles, and leg bells. The most available instruments were: Shakers (96.4%), sticks (96.4%), bottles (96.4%), nails (85.7%), and drums (75%).
The majority of the pre-primary school teachers were not trained on how to use music as a medium of instruction. The mean for pre primary school teachers who were not trained on the use of music was 1.27. Some of the reasons why the teachers were not trained include: Lack of enough time for practice during training course, the syllabus is too broad, and there is also lack of qualified music trained tutors.

The relationship between pre-primary school teachers’ training and use of music as a medium of instruction was not significant at 0.05. Correlation coefficient was -0.308 with 0.111 level of significance (2–tailed).

The relationship between pre-primary school teachers’ teaching experience and use of music as a medium of instruction was significant. Pearson Correlation coefficient was 0.413 with 0.029 level of significance (2–tailed).

The relationship between pre-primary school teachers’ academic qualification and use of music as a medium of instruction was not significant at 0.05. Correlation coefficient was -0.066 with 0.754 level of significance (2–tailed).

Pre-primary school teachers’ attitude towards use of music as a medium of instruction was negative. Overall mean scores in attitude towards the use of music as a medium of instruction was 2.20.

The relationship between pre-primary school teachers’ attitudes towards music and use of music was not significant at 0.05. Correlation between pre-primary school teachers attitude towards use of music as a medium of instruction was significant in only one
component of attitude (feelings) with a correlation coefficient of 0.376, with sig. (one-tailed) 0.049.

5.2. Conclusion

The findings of this study showed that pre-primary school teachers were using music as a medium of instruction in all the activity areas. From the findings of the study it was also clear that varieties of music instruments were available for teaching like drums, shakers, flutes, sticks, fiddles, bottles, nails, reeds, horns, guitar, whistles, and leg bells were available in schools for instruction. Results have also shown that the relationship between pre-primary school teachers’ teaching experience and use of music as a medium of instruction was significant. The correlation between the use of music as a medium of instruction and teachers’ academic qualifications, teacher training, and teachers’ attitude towards the use of music were not significant at 0.05. This is because the majority of the pre-primary school teachers were not trained on how to use music as a medium of instruction due to lack of enough time for practice during training course, the syllabus was also very broad, and there was lack of qualified music trained tutors.

5.3. Recommendations

The following recommendations will help to improve the use of music as a medium of instruction in pre-primary schools in the Municipality:

i. The results had revealed that the majority of the pre-primary school teachers were not trained on how to use music as a medium of instruction.
National Centre for Early Childhood Education (NACECE) should ensure pre-primary school teacher trainees in DICECEs and other training institutions are trained on how to use music as a medium of instruction. This will assist teachers to gain confidence and develop positive attitudes towards music. The centre should also ensure that tutors are trained or inducted regularly on how to use music as a medium of instruction when training the pre-primary school teacher trainees in their training institutions. This will ensure efficiency and quality work. The centre should further ensure there is sufficient time allocated to the use of music as a medium of instruction in all the preschool learning activity areas as outlined in the syllabus. This will help the preschool children to exploit their talents through practical work. There is also need for NACECE to reduce the syllabus for pre primary school teacher trainees to allow more time for practice.

ii. The results had revealed that majority of pre-primary school teachers were not trained on how to use music as a medium of instruction. District Centre for Early Childhood Education (DICECE) should train pre-primary school teachers and re-train those on job regularly on how to use music as a medium of instruction. This will assist teachers to gain confidence and develop positive attitudes in the subject. The centre should also organize more workshops for pre-primary school teachers on how to use music as a medium of instruction. They should also provide sufficient time for practical and for teachers to learn how to play different music instruments.
and ensure that there are adequate music resources and learning resource centres.

iii. The findings of the study had shown that pre-primary school teachers’ attitude towards use of music as a medium of instruction was negative. Teacher Training Institutions should ensure appropriate and adequate training of pre-primary school teachers on how to use music as a medium of instruction. This will help teachers to gain confidence and develop positive attitudes towards music. The institutions should also provide sufficient time for practical in order for teacher trainees to learn how to play different music instruments. The institutions should also recruit qualified music tutors and provide adequate music learning resources.

iv. The results of the study had shown that varieties of music instruments were available in the schools but not adequate School management should provide adequate resources for using music as a medium of instruction. They should also sponsor teachers to attend in-service training on how to use music instruction.

5.4 Suggestions for Further Research

More research studies related to the use of music as a medium instruction should be carried out to establish why teachers have negative attitude towards music. Studies should be done involving other factors which might be influencing the use
of music as a medium of instruction. Similar study should also be carried out in other counties to confirm the findings of the study.
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APPENDIX I

QUESTIONNAIRE FOR PRE-PRIMARY SCHOOL TEACHERS

Please go through the questionnaire item-by-item and write your answers in the space provided (or do as required) or tick the correct box.

SECTION A

BACKGROUND INFORMATION

1. Name of your school …………………………………………………

2. Gender ☐ Male ☐ Female

3. The highest academic level that you have attained is:
   i. K.C.P.E ☐
   ii. C.P.E ☐
   iii. K.J.S.E ☐
   iv. E.A.C.E ☐
   v. K.C.E ☐
   vi. G.C.E ☐
   vii. K.A.C.E ☐
   viii. E.A.A.C.E ☐

   Other, specify ………………………………………

4. Teacher training: Trained ( ) Not Trained ( )
5. Number of years you have taught as a pre-primary school teacher since teacher training:

- 0-5 years.
- 6 or more years
**SECTION B**

**USE OF MUSIC IN TEACHING**

Please select the response which indicates how you are using music in teaching:

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Very little</th>
<th>Undecided</th>
<th>Quite bit</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How much do you integrate music with other curriculum areas?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>How much do you use music to make Language interesting?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>How much do you use music to improve children’s understanding when teaching?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>How much do you use music to keep learning activities run smoothly?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>How much do use music to teach mathematics activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>How much do you use music to teach language activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>How much do you use music to teach science activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>How much do you use music to teach social studies activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>How much do you use music to teach art and craft activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>How much do you use music to teach religious education activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>How much do you use music during indoor and outdoor activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>How much do you use music to teach life skills activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION C
PRE-PRIMARY SCHOOL TEACHERS MUSIC TRAINING
Please tick (√) the response that indicates the extent you agree or disagree with the following statements.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Undecided</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I was trained on how to integrate music and other curriculum areas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I was trained on how to use music to make teaching – learning interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I was trained on how to use music to improve children’s understanding.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I was trained on how to use music to keep learning activities run smoothly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I was trained on how to use music to teach mathematics activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I was trained on how to use music to teach language activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I was trained on how to use music to teach indoor free choice activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I was trained on how to use music to teach science activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I was trained on how to use music to teach social studies activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I was trained on how to use music to teach art and craft activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I was trained on how to use music to teach religious education activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I was trained on how to use music during indoor and outdoor activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I was trained on how to teach life skills activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I was trained on how to play different music instruments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SECTION D
### PRE-PRIMARY SCHOOL TEACHERS’ ATTITUDES TOWARD THE USE OF MUSIC AS A MEDIUM OF INSTRUCTION.

Put a tick for the best response.

Strongly Agree (S), Somewhat Agree (SA), Undecided (U), Somewhat Disagree (SD), Strongly Disagree (D)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Undecided</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Music is a useful subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Music is not a difficult subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Music is an interesting subject.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Music is a boring subject.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Music is an enjoyable subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I feel intimidated when I use music as a medium of instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I feel comfortable when I use music as a medium of instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I feel joy when I use Music as a medium of instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>When I use music as a medium of instruction I feel relaxed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>When I use music as a medium of instruction I feel bored.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I feel joy when I teach music.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I intend to use music as a medium of instruction more in future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I intend to find ways of integrating music with other curriculum areas in future.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>I intend to plan more music activities to develop children’s talents.</td>
<td></td>
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</tbody>
</table>
APPENDIX II
OBSERVATION CHECKLIST
Researcher will write answers in the space provided or tick in a box

SECTION A: BACKGROUND INFORMATION

1. Name of your school ……………………………………………………………

SECTION B: AVAILABILITY AND USE OF MUSIC INSTRUMENTS

2. The researcher will observe whether the following music instruments are available and used in the schools.

<table>
<thead>
<tr>
<th>SN O</th>
<th>MUSIC INSTRUMENTS</th>
<th>AVAILABLE</th>
<th>NOT AVAILABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>shakers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Flute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sticks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Fiddle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Bottle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Nails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Horn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Piano</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Guitar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Harp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Whistle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Leg bells</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Trumpet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>