PRACTICE IN MUSIC AND MOVEMENT: A STUDY OF MUSIC TEACHING IN SELECTED PRE-SCHOOLS IN NAIROBI PROVINCE.

BY

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SUBMITTED TO

KENYATTA UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION.
NAIROBI, KENYA

2000
DECLARATION.

This Research Project is my own original work and has not been presented for a degree in any other university.

Dedicated to my family and my sisters for their unwavering support. Without them, I owe my life and education.

LINNET ANGOGO SHIUNDU

DATE

26.06.2000

This Project has been submitted for examination with my approval as University Supervisor.

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DATE

26.06.2000
DEDICATION

Dedicated to my family and my sisters, for their unwavering patience. To all of them, I owe my life and education.
ACKNOWLEDGEMENTS.

I have received much challenge, help and encouragement from others, in the struggle to make this research project, to be what it is now. To all these I owe a great deal of credit and express my sincere appreciation.

I am very grateful to Nairobi City Council, Education Department for making it possible for me to carry out this project in schools. Thanks very much to the headteachers, teachers and pupils who gave necessary information.

I cannot adequately express my special thanks to my supervisor Dr. Ndichu Gitau whose tireless guidance, patience and encouragement were of inestimable help.

Prof. H.O. Ayot, the Director of the School for Continuing Education gave moral and professional support. Dr. H. Embeywa read the manuscripts and gave useful suggestions. Prof. M.M. Patel gave constructive challenge and guidance during the initial stages of the project. To all these I return my sincere gratitude.

The City Centre for Early Childhood Education (CICECE) gave all the assistance that was needed during the fieldwork. To all these I am most grateful.

To Mrs Makanda who typed the project to make it look what it is now. Mrs Florence who typed the proposal and research instruments. Mrs. Katia proofread the manuscripts. I am most grateful to them all. AD Bojana deserves special mention for his technical editorial contribution.
My special tribute goes to my son Victor, daughter Laura and my sisters Lorna, Joyce, Musimbi, Lydia and friends. They provided constant encouragement, financial assistance and were sympathetic and patient enough to see me reach this stage of my academic struggle, my success is theirs.

It is not possible for this formal acknowledgement to adequately recognise the roles of all my associates but it at least makes them a matter of record.

\[ L.A.S \]

\[ LINNET ANGOGO SHIUNDU. \]
The purpose of this study was to investigate the practice in music and movement which goes on currently in pre-school classes/learning. The emphasis was to establish how music helps in learning and teaching all the activities in pre-schools. The study sought to satisfy the following objectives:

- To find out which objectives of music and movement are applied in pre-school activities;
- To identify proposed curricular activities in the guidelines of teaching and the actual curricular activities in class;
- To determine the suitability or appropriateness of the music and movement activities;
- To identify various problems of content activities and implementation.
- To make recommendations for improvement and progress.

The study was carried out in four divisions: Westland, Kamukunji, Makadara and Embakasi in Nairobi Province. By means of questionnaire, observation and interview schedules, the necessary data were collected from a sample of four pre-schools in the area. The selection was done through systematic random sampling where the 21 public pre-schools were arranged in alphabetical order and every 6th school chosen.

Data obtained in the study revealed that some activities were taught with music more than others. It was also found that lack of training in music and resources...
to get more relevant songs for each activity were the main weaknesses in effective
teaching using music and movement.

Further findings revealed that training the teacher had received and his/her
interest in teaching affected the use of music activities for its effectiveness. Also the
guideline book did not give much help, for it is not detailed.

On the basis of discussion, findings conclusion and recommendations were
generally made for the whole area of resources, facilities, quality of teachers and
types of songs and dance that needed improvement.

For further research there is need to look into the training of pre-school
teachers in the use of relevant music in teaching other activities. Therefore, more
research should be done on the training of pre-school teachers in colleges.
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CHAPTER ONE

1.0 INTRODUCTION.

Early Childhood Education is concerned with the total development of the child. In providing this development, it is necessary to integrate the roles and influence of the home, the family, the Pre-school and the community.

1.1 BACKGROUND OF THE PROBLEM.

The earliest Pre-school in Kenya was established in Nairobi in 1942. This was to cater for European community. Later, similar institutions were established for Asians and Africans. Such institutions have continued to grow in numbers. Today there are many Pre-schools and related institutions in Kenya.

During the colonial era Pre-schools served mainly as feeding centres for children of freedom fighters. Such centres were built on self-help basis, where for example milk was given to children. They were also centres for playing, singing and listening to stories while parents went to work.

Today, Pre-schools are both social and educational centres which provide service to both parents and the Government. They provide safe custody for children while the parents are away at work. They also provide sound educational background in preparations for primary school.
According to the 1979-1983 Development Plan:

Pre-schools should contribute to the social, mental, emotional and physical development of the child.

Currently, Pre-schools in Kenya are managed by different bodies. Some of these include the local community, church and private individuals. The teachers are trained by both Government and Non-Governmental Organisations. Because of different background and management types, Pre-schools are bound to vary in the programmes. There are however, the same objectives and activities for public Pre-schools.

According to 1984 Guidelines for Pre-schools Education in Kenya, the general objectives of Pre-school education in Kenya are as follows:

- To provide an informal education geared towards developing the child's mental capabilities and physical growth;
- To enable the child to enjoy living and learning through play;
- To enable the child to build good habits for effective living as an individual and a member of a group;
- To enable the child to appreciate his cultural background and customs;
- To foster the spiritual and moral growth of the child;
- To develop the child's imagination, self-reliance and thinking skills;
- To enrich the child's experience so as to enable him to cope better with primary school life.

In order to achieve these objectives, six major categories of activities have been prepared in the Pre-school Curricular Syllabus.
• Language Activities
• Creative Activities
• Mathematics Activities
• Music and Movement
• Physical and Outdoor Play.

The Pre-school must aim at promoting the physical, social emotional, mental and spiritual development of the child. It should provide opportunities for play and learning in a friendly warm and secure atmosphere. The school must encourage the child to develop self-confidence as well as social skills that will make it easy for him or her to relate with other children and adults in the centre and elsewhere. We can let children learn more by innate desires for movement and let body expression be a part of the learning process because children love to move. There is a strong rhythmic quality in their chanting games, their play which looks like music and dance.

More opportunity for large-muscle activity is needed for children in the Pre-schools. They want to move and movement can be a way to enhance their learning. It is very difficult for children to sit stiff. This is probably why music and movement activities are used as strategy in most subjects and major activity in itself.

Music and movement plays a very important role in the development of children. They help in socialising them and therefore making them well integrated members of their communities. Right from birth, the child is exposed to music, listens to lullabies, songs, jiggles and poems, etc. from the mother, care-taker and other associates. The child has experienced natural sounds from animals, birds, insects, trees, wind and the falling rain. It is therefore expected that the Pre-school
should build on these musical experiences of the child and provide opportunities for the development of feelings through rhythm, melody and movement.

1.2 STATEMENT OF THE PROBLEM.

Music and movement, besides being one of the major activities of Pre-school education in Kenya, also cuts across the entire Pre-school curriculum. It is a component of all other major activities of Pre-school education, be it language, number work, art and craft, physical education or environmental activities.

Although music and movement form a major component of the Pre-school curriculum, majority of the Pre-school teachers are not trained musicians. It is therefore not clear as to whether they make full utility of the knowledge gained in music and movement in teaching young children.

The purpose of this study is therefore to investigate the practice in music and movement which goes on currently in Pre-school classes/learning.

1.3 OBJECTIVES OF THE STUDY.

The specific objectives of the study are as follows:

- To find out which objectives of music and movement are applied in Pre-school activities;
- To identify proposed curricular activities in the guidelines of teaching and the actual curricular activities in class.
- To determine the suitability or appropriateness of the music and movement activities.
• To find out the variety and status of resources or instruments of music and movement activities.

• To identify various problems of content, activities and implementation.

• To make recommendations for improvement and progress.

1.4 JUSTIFICATION FOR THE STUDY.

The aim of any systematic research is to generate new knowledge and/or to build up theory and/or provide solutions to problems and/or test the existing knowledge in a sense that:-

• Early Childhood Education is a relatively new phenomenon and therefore most of its aspects especially the curriculum have not been subjected to serious empirical investigation.

• A great deal of activities are going on in music and movement in Pre-school but whose objectives, pattern and problems of implementation are unclear to most people.

• Since most Pre-school teachers are untrained, we are not sure about the extent to which they are able to cope with the teaching of music and movement.

As a whole, there are a lot of facts which are yet to be known and understood about music and movement in the Pre-school curriculum. Most of the aspects of this curriculum, namely, the objectives, learning experiences, implementation, evaluation and resources need deeper clarification and understanding by most scholars.
1.5 SIGNIFICANCE OF THE STUDY.

Besides enriching research experience and knowledge of the researcher, the findings of this investigation should be useful in many ways:

- It is likely to provide a viable stage for more and further investigation in the area of music and movement activities and Pre-school education.
- Those who are responsible for developing and implementing music and movement activities in Pre-schools, and their trainers could use the findings to develop greater insights in the role and types of activities that are suitable for the Pre-school children.
- The findings could be used as a resource for training of Pre-school teachers in the selection and organisation of music and dances activities for children.
- The new information could enhance the understanding and possible solution to some of the problems in music and movement activities in the Pre-school curriculum.

1.6 THE SCOPE AND LIMITATION OF THE STUDY.

The study was conducted in Nairobi and it involved four Public City Council Pre-schools in four Divisions. These were Bahati, Lady Northey, Ofafa and Umoja I. The National Centre for Early Childhood Education (NACECE) and the City Centre for Early Childhood Education (CICECE) also formed a major source of information in this study.
Being a project which is running co-currently with other courses in the research programme, it was not possible to have a coverage beyond these places in Nairobi. Time and funds therefore were the major limiting factors in this study. It is hoped however, that findings will lay a foundation for subsequent studies of this kind.

The findings are mainly true of the schools and centres found in this study. Any generalisation of results should therefore be done with greater caution. The results may however be useful pointer to the nature and status of music and movement in several other Pre-schools, centres especially those in the predominantly urban areas. What one reads about music and movement in these schools and two centres will definitely be useful in understanding the programme in other Pre-schools and district centres for Early Childhood Education.

*Music*: Experiences - Activities that manifest or communicate musical Expression or feelings.

*NCECE*: National Centre of Early Childhood Education.

*Pre-school*: The first stage of Education before primary. It is the entrance to the primary school.

*Public Pre-schools*: Schools supported by the Government in terms of financial subsidy and recruitment of teachers.
1.8 DEFINITION OF TERMS

A Topical Song : Talks about major events or ideas or issues

CICECE : City Centre for Early Childhood Education

DICECE : District Centres for Early Childhood Education

Lullabies : A song usually sang to a baby to soothe and comfort it to stop crying and sleep.

Movement : That tactful, strategically and purposeful change of position by any part of the body.

Music : Experiences – Activities that manifest or communicate musical Expression or feelings.

NECECE : National Centre of Early Childhood Education.

Pre-school : The first stage of Education before lower primary. It is the entrance to the primary school.

Public Pre-schools : Schools supported by the Government in terms of financial subsidy and recruitment of teachers.
Round : Song sang by several groups in turns. Each beginning

at a different point and start or end producing

overlapping effects

Singing Game: This is performed by children with activities during

playtime.

2.1 THE IMPORTANCE OF MUSIC EDUCATION FROM A PERSPECTIVE.

Music has been stressed throughout the history of Egypt, Greece and Rome. Music was at the heart of formal schooling. 

Curriculum emphasised the important of music and gymnastics for character building, physical development and moral education (O'Mar, 1977). On similar lines, Quintiliani s educational theories utilised music in education for children, so music was emphasised in the Protestant Elementary school taught music as a tool for brightening the nationalist spirit and inculcating a love for art.

Today music education is regard as vital for all round development of child. It provides unique opportunities for physical, mental, social and spiritual development (Hawking, 1991).

In the United States, music and dance are emphasised in children activities and learning which help to develop social skills, sound work habits, good conduct and good citizenship.
CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION.

Music in the school curriculum in Kenya is yet to be looked at as a subject. This is even more true of music and movement in Pre-school Education. This means that there is hardly much information given. There is always more to be found.

2.1 THE IMPORTANCE OF MUSIC EDUCATION: A HISTORICAL PERSPECTIVE.

Music has been stressed throughout the history of Education. In Ancient Greece and Rome, music was at the heart of formal schooling. Plato’s education curriculum emphasised the importance of music and gymnastics because it is essential for character building, physical development and moral education (Ornsten, 1977:90). On similar lines, Quintillion’s educational theories underscored the role of music in education for children, so music was emphasised in the Roman Liberal Arts (Ornsten: 96). The Protestant Elementary school taught music to develop religious feelings and to save souls. Later, in the 18th century music Education was perceived as a tool for heightening the nationalist spirit and inculcating a feeling of patriotism.

Today music education is regard as vital for all round development of the child. It provides unique opportunities for physical, intellectual, emotional, social and spiritual development (Waving, 1951).

In the United States music and dance are emphasised because they afford children activities and learning which help to develop social aspect of life, health, sound work habits, good conduct and good citizenship.
Historically music in school curriculum in Kenya is justified for its extrinsic values which are essentially unmusical. Beyond the individual interest, the society views music and dance as a very important tool for entertainment, moulding of character, preservation of culture and keeping historical records.

On the whole, the purpose of Music Education Programme is to develop the aesthetic potential possessed by every human being to its highest possible level, Leonhard et al., (1972:3).

2.2 THE ROLE OF MUSIC AND MOVEMENT IN CHILD DEVELOPMENT.

Children have a natural interest and love for music and the potential to learning and gaining from it. Their games and other activities are full of music and movement. They will react negatively if denied the opportunity to move. Children therefore need conducive environment to learn and gain from music because it is vital for their all round development.

Music and movement help in the development and co-ordination of body muscles and body parts. Rhythmic movement during singing and dancing help to acquire mastery of body manipulation which help in physical development.

Music and movement contribute to mental development. Rhythmic patterns in movement promote new understanding of number concepts and set new ideas and new relationships through which insights can be perceived. Music and movement is a vehicle for creative expression and therefore an important source of learning. (Sydney, 1973).

According to Rowen (1963) music and movement enhance learning. They are motivating factors which make learning livelier and enjoyable.
Kenya Institute of Education (KIE) report (1984) describes music and movement in Early Childhood Education as a base for further music Education. Music is important in learning other subjects. Ideas in science for example take on a new meaning when children express them in music and movement.

2.3 MUSIC AND MOVEMENT IN EARLY CHILDHOOD EDUCATION

CURRICULUM

There seems to be a general consensus that music and movement activities in school should aim at enabling children to:-

- Develop practical music talents
- Live and value music
- Co-ordinate and control body movement
- Listen carefully and purposefully
- Concentrate and improve their attention span
- Become aware of and be proud of their tradition and cultural heritage
- Have fun and enjoy themselves
- Socialise and recognise by others
- Develop self confidence.


According to Rainbow (1978) to achieve these objectives, music activities in Early Childhood Education Programmes should include:

Singing, simple dance, interpretative movement and miming, playing of percussion and simple melodic instruments. These must be presented in variety to address all the objectives.
Songs for children should include songs of joy, sadness, lullabies, marches and dance songs, folksongs of their people, children verse, hymns and carols. All these songs should be simple and familiar and related to life experience in their communities or meaningful. They could also be introduced to musical conventions for example, "higher" and "Lower" musical sounds. They provide a base for later learning of staff notation.

The choice of songs to support the learning of other Pre-school subjects should be based on similar principles, but they must be relevant to the purpose and objectives of these subjects.

The variety of music activities call for a variety of music items. Some of these include drums, shakers, blocks symbols, plastic paper and costumes. Most of these can either be constructed or collected from within the community. These should be organised for effective utilisation.

At Pre-primary level of education, the success of music education does not necessarily require excessive qualification or musicianship on the part of the teacher, rather it demands a good teacher who is a genuine lover of music and capable of inspiring the children with similar enthusiasm. The teacher should be willing to undertake responsibility for the school music, flexible and willing to learn music.

Love of music should grow naturally. Children are children and are individuals and should therefore be treated as such. Each child has his or her own rhythm determined by such factors as weight, height and temperament (Heather, 1973).
Rainbow (1978) summarises the basic principles that would guide the teaching of music to young children as follows:

a) Musical experience should be enjoyed and interesting to children;
b) Musical education should be based on active musical experience;
c) Learning experience should cover a wide variety of musical activities;
d) Musical items should be heard, recalled and recognised as a whole.

Mengech (1986) finds the Pre-school music and movement syllabus very fitting in line with the general principles, but confirms the allegation that the scope of music in Kenyan Pre-school is narrow with haphazardly selected songs experience without considering the children’s needs and general principles of elementary music education. He further reports that the resources collected lack variety and are too organised for any meaningful learning. Most teachers are untrained and show little interest in music. The same study reveals lack of variety in the songs selected and teacher dominated learning situations with meaningless songs for the children.

In his discussion on music education in Kenya Omondi (1990) says that:

Pre-primary syllabus was introduced in 1971. This was a bare outline which nevertheless succeeded in emphasising the great need of children to participate in music activity at this level – It would seem however that this programme has not been successful. For example, it is a well known fact that Nursery school teachers are never given musical training. The music lesson which they hold with children after the completion of their training are therefore planned according to their own initiative, and subsequently tend to be idiosyncratic. Furthermore, since teachers are more at home within Western nursery songs, they find it easier to communicate these to the children.

According to the present Government Policy on participation in music and dance through observation and performance, emotional development of every child was the norm for every child in the traditional African society. As traditional society
disintegrated and Western lifestyles were adopted during the colonial and post-independence period, the process of acculturation was transferred to the school situation but, unfortunately, without making provision for music education. This could be said, to have impaired the emotional development of the children. The Government recognising this anomaly, has made an attempt to remedy the situation by introducing a policy on music education. The policy aims at achieving the following goals:-

i) National Unity

ii) National Development

iii) Individual Development (self fulfilment)

iv) Social Equality

v) Respect and Development of Cultural Heritage.

To implement this policy, the Kenya Ministry of Education introduced music at various levels of Educational System.

From the literature reviewed so far, and general opinions, it seems that music education in Pre-schools is not well focused and many things are not right, hence the urge to undertake the present research.

3.2 RESEARCH INSTRUMENTS.

Three research instruments were used mainly -

a) Questionnaire for Pre-school teachers;

b) Interview schedule for Headteachers;

c) Class observation during the teaching/learning sessions.
CHAPTER THREE
METHODOLOGY

3.0 INTRODUCTION.

The purpose of this study was to investigate the practice in music and movement in Pre-school curriculum activities. This Chapter therefore outlines the procedure used to collect data. It also describes the instruments and the techniques used in the research.

3.1 SAMPLING

In all, there are 21 public Pre-schools in Nairobi Province. Out of these, four were selected from divisions - Kamukunji, Westland, Makadara and Embakasi, leaving a total of 17.

Systematic sampling technique was used to select the schools. This procedure involved drawing a sample by taking every $K^{th}$ or $6^{th}$ case from a list of 21 city council Pre-schools. This gave us 23.5%.

According to Ary et al. Descriptive research typically uses larger samples; it is sometimes suggested that one selected 10-20 percent of the accessible population for the sample. (Ary et al. 1972:167).

3.2 RESEARCH INSTRUMENTS.

Three research instruments were used mainly:

a) Questionnaire for Pre-school teachers;

b) Interview schedule for Headteachers;

c) Class observation during the teaching/learning sessions.
3.3 **QUESTIONNAIRE.**

This was the main instrument for the study. The instrument was used to solicit information from Pre-school teachers. The researcher used both structured and unstructured questions. This enabled the researcher to get all the information from the respondents themselves readily for analysis. The questionnaires were distributed to Pre-school teachers for filling through the Headteachers, and were collected after a week.

The four schools had 47 teachers who all filled the questionnaire except one who was a man teacher in all the schools and was not willing to fill the questionnaire.

3.4 **INTERVIEW SCHEDULE.**

The interview schedule was constructed for the purpose of personal interview with Headteachers and one teacher from every school whom the researcher observed in class teaching. This was to facilitate collection of indepth information. The interview with the Heads was to assist the researcher in validating the response got from the teachers.

This was oral interview conducted by the researcher using — (Appendix B). It was specifically meant to determine:

i) The main problems in teaching music and movement in Pre-school
ii) The general feeling and suggestions about teaching and improving of music and movement activities
iii) Feelings towards the use of music in all teaching of other activities.
3.5 OBSERVATION GUIDE.

The observation was in form of a partial checklist. It was used to collect data that was to facilitate correlative association between variables.

3.7 DATA COLLECTION PROCEDURES.

The observation guide was put in use in classroom. This was conducted while teaching was in progress to seek and verify information given by Pre-school teachers on the utilisation of music in all the activities. Every activity in one class for each of the four schools was observed. This was four times for each of the seven activities which totalled 28 observation.

The class observation was used to determine:

i) How much music is used in other activities;

ii) Which songs appear in every activity

iii) What relationship we have in using these songs.

3.6 PILOT STUDY.

A pilot study was conducted to test the reliability of the questionnaire. This provided additional knowledge which assisted in improving the questionnaire items. The pilot study was carried out two weeks before the main research in the two Pre-schools — Parklands and Ngara Day Nursery school in Nairobi, other than the ones that were used in the main study.

Some of the items were removed and replaced with new ones. Modification of some statements was done. After further consultation with the supervisors and
experts in research schedule and observation schedule, tools used in the study were finally obtained. These were made ready for use in the present study.

3.7 DATA COLLECTION PROCEDURES.

The study was conducted in four divisions of Nairobi Province namely: Kamukunji, Westland, Makadara and Embakasi. The researcher used four Pre-schools – Bahati, Lady Northy, Ofafa and Umoja I which were selected for the study.

Before administration of the questionnaire, interview schedule and class observation, the researcher sought permission from the City Council Chief Advisor of the Pre-school and a letter from the researcher helped to explain the objective.

Personal visits were made to the four Pre-schools. The questionnaires were administered in all the selected schools then collected after a week. The Headteacher were interviewed the same week. The observation in class was carried out in the four schools in the first week of February, 2000. During this time the questionnaires from teachers were collected for data analysis.

Data collection is tabulated for analysis and presented in Chapter Four. This is done manually by use of descriptive statistics. However, a bit of descriptive analysis is used where tallying was first done to determine the number of observed activities in each school and the number of songs used each time.
A data from interview schedule and questionnaire is used to supplement data from classroom observation schedule. A detailed analysis of all data collected through interview, observation and questionnaire is all presented in Chapter Four of this project in tabular and descriptive form.

In this Chapter the data are analysed in three parts. First, is the analysis of data on teachers' questionnaires towards use of music. Second analysis of data is on classroom observation which the researcher conducted in the class as learning was in progress. The third data were the interviews done on Headteachers to confirm or give more details on the questionnaires answers. All these are written down in tabular form and descriptive analysis.
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION.

4.0 INTRODUCTION.

In this Chapter the data are analysed in three parts. First, is the analysis of data on teachers' questionnaires towards use of music. Second analysis of data is on classroom observation which the researcher conducted in the class as learning was in progress. The third data were the interviews done on Headteachers to confirm or give more details on the questionnaires answered. All these are written down on tabular form and description analysis.

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### TABLE 1: TEACHERS' ACADEMIC QUALIFICATIONS

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<td>34</td>
</tr>
<tr>
<td>S1</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Untrained Graduate</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Any Other</td>
<td>23</td>
<td>48.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>47</td>
<td>99</td>
</tr>
</tbody>
</table>
The results in Table 1 shows that the teachers of Pre-school are drawn almost from all existing types of teachers in terms of qualification. In fact the majority of the teachers are those with lowest academic and professional qualifications and with the longest experience in teaching as explained on Table 2.

It is however, true that not all the teachers in Pre-schools like the teaching and got training on how to use music and movement in activities. Out of 47 teachers only 16 (34%) had been trained on how to use music and movement activities. Only seven teachers (14.9%) were untrained. The largest number 23 (48.9%) were not trained in the relevant Nursery schools because they were former health centres and feeding centres for children. Therefore, those in-charge where turned to teachers when centres became education centres.
<table>
<thead>
<tr>
<th>TEACHING EXPERIENCE</th>
<th>N=47</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>06</td>
<td>12.7</td>
</tr>
<tr>
<td>1-5 years</td>
<td>13</td>
<td>27.6</td>
</tr>
<tr>
<td>6-10 years</td>
<td>06</td>
<td>12.7</td>
</tr>
<tr>
<td>11-15 years</td>
<td>11</td>
<td>23.4</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>11</td>
<td>23.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>47</td>
<td>99.7</td>
</tr>
</tbody>
</table>

Table 2 shows that a good number of teachers, 27.6%, in the observed school have taught for 1-5 years. This could be attributable to the type of training given. The highest number of teachers (23.4%) have taught for 11-15 years, which is one year of experience and 6-10 years. The lowest percentage is 12.7%, however, most teachers have taught for 6-10 years and over 15 years which were both 23.4%. The above could contribute to the academic standards of teaching especially in music which is not given much attention during training and yet it is the key variable in for effective learning.
A part from training and qualification the teachers experience in the job matters a lot. The more years you teach you get experience and learn from each other to improve the standards.

Table 2 shows that a good number of teachers 27.6% in the observed schools have taught between 1-5 years. This could be attributable to the type of training given.

<table>
<thead>
<tr>
<th>NUMBER OF PERIODS TAUGHT PER WEEK</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 years</td>
<td>02</td>
<td>4.3</td>
</tr>
<tr>
<td>11-15 years</td>
<td>05</td>
<td>10.6</td>
</tr>
<tr>
<td>16-20 years</td>
<td>18</td>
<td>36.2</td>
</tr>
<tr>
<td>More than 25 years</td>
<td>06</td>
<td>12.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>47</td>
<td>99.7</td>
</tr>
</tbody>
</table>

These teachers with one year is experience and 6-10 years experience attracted the lowest percentages of 12.7% . however, most teachers have taught between 11-15 and over 15 years which were both 23.4%.

The above could contribute to the academic standards of teaching especially in music which is not given much attention during training and yet it is the key variable in for effective learning.
### TABLE 3: TEACHERS' WORKLOAD PER WEEK

<table>
<thead>
<tr>
<th>NUMBER OF PERIODS TAUGHT PER WEEK</th>
<th>N=47</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 year</td>
<td>02</td>
<td>4.2</td>
</tr>
<tr>
<td>11-15 years</td>
<td>05</td>
<td>10.6</td>
</tr>
<tr>
<td>16-20 years</td>
<td>18</td>
<td>38.2</td>
</tr>
<tr>
<td>21-25 years</td>
<td>15</td>
<td>31.9</td>
</tr>
<tr>
<td>More than 25 years</td>
<td>06</td>
<td>12.7</td>
</tr>
<tr>
<td>No Respond</td>
<td>01</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>47</td>
<td>99.7</td>
</tr>
</tbody>
</table>
Table 3 gives us the detail of the teachers workload. Most teachers taught between 16-20 periods per week which was 38%. The Second group were 31.9% taught between 21-25 lessons per week. The third group 12.7% taught more than 25 periods per week. However, the rest 10.6% taught between 11-15 periods a week.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>To introduce or conclude lesson</td>
<td>17</td>
</tr>
<tr>
<td>To prepare pupils for activities</td>
<td>16</td>
</tr>
<tr>
<td>To motivate children</td>
<td>15</td>
</tr>
<tr>
<td>To enjoy oral skills, vocabulary</td>
<td>14</td>
</tr>
<tr>
<td>To help child morally, socially, mentally and physically develop</td>
<td>06</td>
</tr>
<tr>
<td>To make counting enjoyable</td>
<td>04</td>
</tr>
<tr>
<td>To develop their listening skills</td>
<td>03</td>
</tr>
<tr>
<td>No respond</td>
<td>01</td>
</tr>
</tbody>
</table>

Note: Some teachers gave more than one response.
<table>
<thead>
<tr>
<th>REASONS</th>
<th>N=47</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To introduce or conclude lesson</td>
<td>17</td>
<td>36.1</td>
</tr>
<tr>
<td>To prepare pupils for activities</td>
<td>16</td>
<td>34.0</td>
</tr>
<tr>
<td>To motivate children</td>
<td>15</td>
<td>31.9</td>
</tr>
<tr>
<td>To enjoy oral skills, vocabulary</td>
<td>14</td>
<td>29.7</td>
</tr>
<tr>
<td>To help child morally, socially, mentally and</td>
<td>06</td>
<td>12.7</td>
</tr>
<tr>
<td>Physical development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To make counting enjoyable</td>
<td>04</td>
<td>8.5</td>
</tr>
<tr>
<td>To develop their listening skills</td>
<td>03</td>
<td>6.3</td>
</tr>
<tr>
<td>No respond</td>
<td>01</td>
<td>2.1</td>
</tr>
</tbody>
</table>

*Note: Some teachers gave more than one response.*
According to researchers music experience, music lesson should be started by a song for introduction and concluded with a song as well which should be relevant.

Table 4 shows that most teachers felt that music was used for introduction and ending of the lesson which the respond was 36.1%.

The second group which was 34% said music was used to prepare pupils for activities and motivate their learning.

While the rest said music was to help motivate children and make learning more enjoyable in development of skills and morally, socially development. The no response attracted 2.1%.

| Table 4 | Teach Use mother tongue songs to dominant group | 03 | 03 |
| Table 4 | Repeat the song most many times for mastery | 09 | 13 |
| Table 4 | Make own instruments and collect some from community | 14 | 30 |
| Table 4 | Attend musical festivals | 04 | 9 |
| Table 4 | Have more lessons in music and movement | 03 | 6 |
| Table 4 | No respond | 21 | 45 |

Note: Some teachers gave more than one response.
TABLE 5: ANALYSIS OF PROBLEMS ENCOUNTERED BY TEACHERS IN THE TEACHING OF MUSIC AND MOVEMENT IN SCHOOLS.

<table>
<thead>
<tr>
<th>SOLUTION TO THE PROBLEMS ENCOUNTERED</th>
<th>N=47</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce short and interesting simple songs</td>
<td>23</td>
<td>49</td>
</tr>
<tr>
<td>Use instruments and action play songs</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>Use mother tongue songs to dominant group</td>
<td>03</td>
<td>6.3</td>
</tr>
<tr>
<td>Teachers should participate and show interest</td>
<td>10</td>
<td>21.2</td>
</tr>
<tr>
<td>Repeat the songs taught many times for mastery</td>
<td>06</td>
<td>13</td>
</tr>
<tr>
<td>Make own instruments and collect some from community</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>Attend musical festivals</td>
<td>04</td>
<td>9</td>
</tr>
<tr>
<td>Have more lessons in music and movement</td>
<td>03</td>
<td>6.3</td>
</tr>
<tr>
<td>No respond</td>
<td>21</td>
<td>45</td>
</tr>
</tbody>
</table>

*Note: Some teachers gave more than one response*
The Pre-school teachers being not specialised musicians admitted that they have many problems in teaching using music and movement.

Table 5 shows how they solved some of the problems for effective teaching. Twenty three responses 49% said teaching small children, it was better to introduce short, simple and interesting songs in class. This makes it easier for children to master the songs and sing for enjoyment.

Twenty-one respondents (45%) did not respond, because most of them were not trained Pre-school teachers according to Table I. They therefore were not sure how to solve the problems encountered while teaching. This response was obtained from the questionnaires.

Note: Some teachers gave more than one respond.
TABLE 6: ANALYSIS OF TEACHERS COMMENTS REGARDING MUSIC AND MOVEMENT.

<table>
<thead>
<tr>
<th>TEACHER’S COMMENTS</th>
<th>N=47</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music is important for integrating other activities</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>Music is the key for effective learning</td>
<td>18</td>
<td>38.2</td>
</tr>
<tr>
<td>Music is for socialisation, enjoyment and should be encouraged</td>
<td>22</td>
<td>47</td>
</tr>
<tr>
<td>Music is important for development of body parts</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Music and movement used for learning new songs, therefore attend music festivals</td>
<td>07</td>
<td>15</td>
</tr>
<tr>
<td>More information should be given to teachers during training in music</td>
<td>03</td>
<td>6.3</td>
</tr>
<tr>
<td>Music and movement should be given more lessons</td>
<td>06</td>
<td>13</td>
</tr>
<tr>
<td>No respond</td>
<td>06</td>
<td>13</td>
</tr>
</tbody>
</table>

*Note: Some teachers gave more than one respond.*
The results in Table 6 show responses of the teacher's comments regarding music and movement.

The result show that a majority 47% agreed that music is for socialisation, enjoyment and should be encouraged.

<table>
<thead>
<tr>
<th>TEACHERS' OPINION ABOUT ACTIVITIES</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music makes us happy with interest to motivate learning</td>
<td>27</td>
</tr>
<tr>
<td>Music prepares for next activity</td>
<td>12</td>
</tr>
<tr>
<td>Pupils are able to remember what has been taught</td>
<td>15</td>
</tr>
<tr>
<td>Pupils are able to understand what is taught</td>
<td>14</td>
</tr>
<tr>
<td>No respond</td>
<td>02</td>
</tr>
</tbody>
</table>

The Second group who were 38% said music was the key for effective learning in Pre-school.

The Third group who were 38% said music was the key for effective learning in Pre-school. Music was for integrating other activities. While the 26% said music was important for development of body parts.

The group which did not respond was 13%. According to Table 1 the teachers who did not respond were untrained teachers who were not sure on what comment to give in the use of music and movement.
### TABLE 7: ANALYSIS OF TEACHERS' RESPONSES REGARDING REASONS WHY USE OF MUSIC MAKES THE ACTIVITIES THEY TEACH MORE EFFECTIVE.

<table>
<thead>
<tr>
<th>TEACHERS OPINION ABOUT ACTIVITIES</th>
<th>N=47</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music makes us happy with interest to motivate learning</td>
<td>27</td>
<td>57.4</td>
</tr>
<tr>
<td>Music prepares for next activity</td>
<td>15</td>
<td>31.9</td>
</tr>
<tr>
<td>Pupils are able to remember what has been taught</td>
<td>13</td>
<td>27.6</td>
</tr>
<tr>
<td>Pupils are able to understand what is taught</td>
<td>18</td>
<td>38.2</td>
</tr>
<tr>
<td>Music for integration of other activities</td>
<td>14</td>
<td>29.7</td>
</tr>
<tr>
<td>No respond</td>
<td>02</td>
<td>4.2</td>
</tr>
</tbody>
</table>

*Note: Some teachers gave more than one response*
According to Table 7 teachers' response to the questionnaire about the effectiveness of teaching with music, the highest response was 57.4% where teachers said music makes learning interesting and motivate the pupils. In one of the open-ended questions, one teacher clarified by saying that younger children’s attention span is too short, therefore music is motivating.

The second highest response was 38.2% where teachers response was that music in activities makes pupils understand what is taught. The skills or concepts are grasped easily. The third response was 31.9% which was that music prepares for next activity in the programme. Music also makes learning effective because pupils are able to remember what is taught for longer time which the response was 27.6% while the other response was 29.7% where music was used for integration of other activities for effective learning. Some teachers did not want to respond to that question for one reason or the other. That category (non-responses) attracted 4.2%.

<table>
<thead>
<tr>
<th>Fork Song</th>
<th>USED</th>
<th>%</th>
<th>NO RESPONSE</th>
<th>N=47</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROUNDS</td>
<td>22</td>
<td>47</td>
<td></td>
<td>23</td>
<td>12</td>
</tr>
<tr>
<td>POEMS</td>
<td>44</td>
<td>94</td>
<td></td>
<td>01</td>
<td>2</td>
</tr>
<tr>
<td>COUNTING SONGS</td>
<td>45</td>
<td>96</td>
<td></td>
<td>02</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>398</td>
<td>848</td>
<td></td>
<td>117</td>
<td>22</td>
</tr>
</tbody>
</table>

35
### TABLE 8: Teachers' Responses Regarding Types of Songs Used in Teaching Music.

<table>
<thead>
<tr>
<th>TYPES OF SONGS</th>
<th>USED</th>
<th>NO RESPONSE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=47</td>
<td>%</td>
<td>N=47</td>
</tr>
<tr>
<td>Fork Song</td>
<td>37</td>
<td>79</td>
<td>10</td>
</tr>
<tr>
<td>A Tropical Song</td>
<td>18</td>
<td>38</td>
<td>29</td>
</tr>
<tr>
<td>Patriotic Song</td>
<td>32</td>
<td>68</td>
<td>15</td>
</tr>
<tr>
<td>Story Songs</td>
<td>44</td>
<td>94</td>
<td>03</td>
</tr>
<tr>
<td>Singing Games</td>
<td>41</td>
<td>87</td>
<td>05</td>
</tr>
<tr>
<td>Hymn</td>
<td>32</td>
<td>68</td>
<td>15</td>
</tr>
<tr>
<td>Lullaby</td>
<td>37</td>
<td>79</td>
<td>10</td>
</tr>
<tr>
<td>Play Songs</td>
<td>46</td>
<td>98</td>
<td>01</td>
</tr>
<tr>
<td>Rounds</td>
<td>22</td>
<td>47</td>
<td>25</td>
</tr>
<tr>
<td>Poems</td>
<td>44</td>
<td>94</td>
<td>03</td>
</tr>
<tr>
<td>Counting Songs</td>
<td>45</td>
<td>96</td>
<td>02</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>398</strong></td>
<td><strong>848</strong></td>
<td><strong>117</strong></td>
</tr>
</tbody>
</table>
Table 8 shows teachers responses regarding types of songs used in teaching music. In general observation some teachers said they used the songs by ticking others had no respond. For No respond is not clarified if the teachers for sure did not use the songs or were not sure about the titles of the songs. However, the result in this Table 8 shows that play songs, counting songs, poems, story songs which were between 94-98% were very much used in learning. The no response is in this section was between 2-6%.

The next response which were singing games, Folk songs, Patriotic songs, Hymns, Lullaby fell between 68-87% and the No response was between 11-32%. The Round Songs seem not to be popular and those who used were 47% and no response was 53%.
TABLE 9: ANALYSIS OF TEACHERS’ RESPONSE REGARDING THE USEFULNESS OF THE TEACHERS GUIDE TO PRE-SCHOOL CURRICULUM.

<table>
<thead>
<tr>
<th>TEACHERS RESPONSE</th>
<th>N=47</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide Teachers’ class work</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>Help teacher to scheme</td>
<td>17</td>
<td>36</td>
</tr>
<tr>
<td>Helps teachers in lesson planning</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>Guides which material to use</td>
<td>06</td>
<td>13</td>
</tr>
<tr>
<td>Helps in Time tabling</td>
<td>08</td>
<td>17</td>
</tr>
<tr>
<td>Guides teachers on how to handle children of different ages</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>No Response</td>
<td>03</td>
<td>06</td>
</tr>
</tbody>
</table>

Note: Some teachers give more than one response.
Table 9 shows the analysis of teachers' response regarding the usefulness of the Teachers Guide to Pre-school curriculum. The most response which was 36% said the guide helps the teachers to scheme well. The Second response was that it guides teachers on how to handle children of different ages and this was 32%. The Third group which was 30% said that guide helps teachers in lesson planning. The rest between 13-23% said Guide helped teachers organise, their work, which materials to use and to timetable themselves on day’s routine. However, there were other teachers (6%) who did not respond to the questionnaire. Looking at the record of qualification all these were untrained teachers, who were either not sure how the Guide help in curriculum development or were non-committal.

<table>
<thead>
<tr>
<th>Language Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Activity</td>
<td>19</td>
</tr>
<tr>
<td>Environmental Activity</td>
<td>19</td>
</tr>
<tr>
<td>Creative Activity</td>
<td>21</td>
</tr>
<tr>
<td>Outdoor Play Activity</td>
<td>22</td>
</tr>
<tr>
<td>Indoor Free Activity and Assembly</td>
<td>17</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>153</td>
</tr>
</tbody>
</table>

39
TABLE 10: THE FREQUENCY OF SINGING IN ACTIVITIES AS OBSERVED IN CLASSROOM TEACHING.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>FREQUENCY OF OCCURRENCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUMBER</td>
<td>%</td>
</tr>
<tr>
<td>Music and Movement</td>
<td>21</td>
<td>13.7</td>
</tr>
<tr>
<td>Language Activity</td>
<td>35</td>
<td>22.7</td>
</tr>
<tr>
<td>Mathematics Activity</td>
<td>19</td>
<td>12.4</td>
</tr>
<tr>
<td>Environmental Activity</td>
<td>18</td>
<td>11.8</td>
</tr>
<tr>
<td>Creative Activity</td>
<td>21</td>
<td>13.7</td>
</tr>
<tr>
<td>Outdoor Play Activity</td>
<td>22</td>
<td>14.4</td>
</tr>
<tr>
<td>Indoor Free Activity and Assembly</td>
<td>17</td>
<td>11.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>153</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
This information in Table 10 reveals that the greatest concentration of singing in language activity with 22.7% and even more than in music and movement itself which is 13.7%. The lowest frequency of singing in indoor free activity with 11.1% perhaps is because singing is only done during assemble.

Apart from language activity which recorded the highest frequency (22.7%), other activities namely; outdoor play, music and movement and indoor free activity recorded 14.4%, 13.7%, 12.4%, 11.8% and 11.1% respectively. This shows that singing in activities were considered almost equally significant by most teachers.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singing game</td>
<td>24</td>
</tr>
<tr>
<td>Play-songs</td>
<td>24</td>
</tr>
<tr>
<td>Lullaby</td>
<td>30</td>
</tr>
<tr>
<td>Folk songs</td>
<td>18</td>
</tr>
<tr>
<td>Patriotic songs</td>
<td>16</td>
</tr>
<tr>
<td>Reminds</td>
<td>11</td>
</tr>
<tr>
<td>A tropical song</td>
<td>10</td>
</tr>
<tr>
<td>Praising song</td>
<td>9</td>
</tr>
<tr>
<td>Human activities any progress</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
</tr>
</tbody>
</table>
TABLE 11: TYPES OF SONGS AND FREQUENCY THEY ARE USED IN CLASSROOM TEACHING AS OBSERVED.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacred songs</td>
<td>38</td>
<td>14.3</td>
</tr>
<tr>
<td>Poems</td>
<td>36</td>
<td>13.6</td>
</tr>
<tr>
<td>Counting songs</td>
<td>30</td>
<td>11.3</td>
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<td>Story songs</td>
<td>24</td>
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<td>Play songs</td>
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<td>Lullaby</td>
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<td>Folk songs</td>
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<td>Patriotic songs</td>
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<td>Rounds</td>
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<td>A tropical song</td>
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<td>3.8</td>
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<tr>
<td>Praising song</td>
<td>8</td>
<td>3.0</td>
</tr>
<tr>
<td>Human activities any progress</td>
<td>6</td>
<td>2.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>265</td>
<td>100</td>
</tr>
</tbody>
</table>
Table II shows the frequency of the various songs in music and movement and also in music across the curriculum. The Table reflects a fair variety of songs and most of them relevant to the children's life. Sacred songs dominate music activities (over 14.5%). This shows character and morality are more emphasised in children's songs. Human activities are not emphasised much in children's songs. While most songs appeared suitable and relevant, there are some which are the common songs found in adult life like in church or social ceremonies. These are introduced to children without services consideration as to whether they make sense out of them or not. More poems which was 13.6% are more used especially in language activity. The counting songs which were much used in mathematics activity was 11.3%. Others like story songs, singing game, play songs share percentage of 9.1% at the frequency of 24 times each.

4.1 THE STATUS OF MUSIC AND MOVEMENT AS REVEALED IN THE HEADTEACHERS' RESPONSES IN THE INTERVIEWS

The purpose of preparing and using the interview schedule in this study was mainly to solicit more information on the status of use of music in order to subsidise the findings obtained through the observation schedule and to confirm some of the findings obtained using the questionnaires.

Out of the four Headteachers interviewed, all of them felt that the general status of music and movement in classroom was low.
Some of the reasons given for low status of music and movement were:

4.3 **HEALTH AND MOVEMENT**

i) The content of the use of music is mainly foreign and irrelevant to some teachers.

This reduces the interest of both pupils and teachers in the teaching of activities.

ii) There is generally poor teaching and lack of dedication among teachers because of the knowledge they have in music.

Effective teaching of Pre-primary activities need a lot of use of relevant music to master skills. Many teachers do not provide for these and therefore the teaching is very dry.

iii) Very little time is allocated to learning of music and movement. They felt one period per week was not enough since it is the time teachers can use for teaching new songs.

4.2 **PURPOSE OF THE INTERVIEWS.**

This interview was specifically to determine:

i) The main problem of using music and movement in other activities in Pre-school.

ii) The general feelings and suggestions about teaching and improving music and movement in order to try and raise the status.

iii) Feelings towards the integrated music given special emphasis.

iv) What suggestion and comment on teaching and improving music and movement in other activities.
4.3 HEADTEACHERS REASONS FOR PROBLEMS FACING MUSIC AND MOVEMENT.

All the four Headteachers felt that most of the problems now facing music and movement are mainly related to the low status the subject (Music) is given in training programme. Some of these were:

i) Inadequate provision for the programme.

ii) The curriculum developers do not take as much pain in improving the Pre-school teachers' training in music and movement to help teachers in this area.

iii) The music lesson is not given adequate time on the school timetable.

iv) Some of the Heads cannot assist the teachers since they have no knowledge in music.

v) Teachers need to be given frequent in-service in music and movement.

4.4 HEADTEACHERS' RECOMMENDATIONS.

As a result of the problems faced, the Headteachers recommended that:

i) One person should be employed to work with Cluster Team for music only,

ii) Music instruments and materials should be provided by the Ministry of Education to use in classroom teaching.
iii) Every school should have music books with songs guided for each activity.

iv) Teachers should be in-serviced often by music specialists to guide teachers on how to use relevant songs for each activity.

v) Use media for further learning for example Television (T.V) programmes.

vi) Songs should be put on cassettes for learning.

vii) More lessons for music and movement during training and classroom should be considered.

5.1 INTRODUCTION.

As expressed in Chapter 1, the purpose this study was to investigate the practice in music and movement in Pre-school curriculum activities. The study was then to go further and identify the types of songs used in classroom activities and its relevance to the learning. On the basis of the findings, the study was then extended to make possible practical recommendation for the general improvement of music, music and movement teaching and development of the integration of music in effective learning.

5.2 DISCUSSION.

In Chapter 1 the study discusses the Literature Review in order to present the rationale and strategies for the course of the study. The Literature Review provided suggestions, methods and the findings that contributed very much to the present study. The findings are also relevant to the effort to improve the Pre-primary music and movement in Kenya.
CHAPTER FIVE
DISCUSSION, FINDINGS, CONCLUSION AND RECOMMENDATIONS.

5.1 INTRODUCTION.

As expressed in Chapter I, the purpose this study was to investigate the practice in music and movement in Pre-school curriculum activities. The study was then to go further and identify the types of songs used in classroom activities and its relevance to the learning. On the basis of the findings, the study was then expected to make possible practical recommendation for the general improvement of use of music and movement teaching and development of the integration of music to effective learning.

5.2 DISCUSSION.

In Chapter II the study discusses the Literature Review in order to provide the rationale and strategies for the course of the study. The Literature Review provided suggestions, methods and the findings that contributed very much to the present study. The findings are also relevant to the effort to improve the Pre-primary music and movement in Kenya.
5.2.4 Some of the Identified Issues

- The Pre-school guideline is neither detailed nor focussed enough to help the teachers, most of whom are untrained.

- Most teachers come to the Nursery school without initial training. They therefore find it hard to understand children and implement rather technical activities like music and movement. They find it difficult to compose new songs and even to co-ordinate music activities in class. There is a monotony of certain songs, hence they are boring to children. Certain songs are irrelevant to the activities in which they are sang.

- Some teachers though trained lack interest. They neither join children in singing nor in dancing. Children find such classes boring.

- The classrooms are too small and are shared with different ages. Hence they do not provide enough space, concentration and atmosphere for singing and dancing. Such teachers are reluctant to take children out as they may not be able to control them and in most cases the environment is not conducive.

- As alleged by parents, general public and the researcher’s observation, most singing is mere shouting. Teachers are unable to control the class or they are not sure of what to do in order to develop their vocal chords.
Music and movement is not adequately provided for in terms of facilities and resources. This curtails children's effective participation in music and movement.

Time allocated for music and movement activities is very little. Thirty minutes a week does not allow children to have adequate experience of music. Moreover, there is hardly any time to allow for informal music and movement. School outings do not include music and dance activities in the community.

Most of the songs are in English and Kiswahili, so children in the school lack the opportunity to fully experience African culture through traditional songs in indigenous languages.

A number of songs are irrelevant to the activities taught. Other songs are not authentic for example "London is burning". Children cannot make sense of such songs because they are about situations and events which are foreign to them.

Lack of Pre-school song books with collection of songs for each activity to guide teachers who cannot compose. Lack of proper training and in-servicing for teachers on how to take using relevant songs in the activities taught.

5.2.5 Objective of Music and Movement.

The four public Pre-schools used for study are mainly guided by the common objectives contained in the Pre-school Education, Teachers' Guidelines of 1984 issued by the Ministry of Education.
These are summarised as follows:

- To encourage children to enjoy their Pre-school activities through music;
- To help children to learn new songs and games;
- To lead children to appreciate their cultural heritage and develop a sense of Nationhood through music;
- To enable children to participate in making simple musical instruments and learning how to use them.

5.1.3 Place of Music in Pre-School Education

In the context of these common objective, one can appreciate the place of music in Pre-schools as fulfilling the following roles:

- Children need to be kept happy and active and this can be best achieved through music and movement.
- Through music and dance, children learn a lot about themselves, the environment, culture and social values. It is an important medium for learning and makes learning meaningful.
- Music and movement is a very important motivator of children. Through music children are motivated to learn other subjects.
- The attention span of children is very short so music and dance provide food break between other learning activities.
• Music helps in learning new concepts which could have otherwise been very difficult to understand, since they are very abstract.

Most teachers showed high regard for music and movement as a very important activity in Pre-school Education. Children generally enjoy music and best express personality through singing and dancing.

5.1.4 The Curricular Activities.

The recommendation activities for Pre-school music in Kenya are based on the general Principles that have already been discussed in this project.

The guideline recommends the following:

a) Short enjoyable songs with meaning related to various situations, objects, events and ideas.
   i) Indigenous children songs.
   ii) Play songs.
   iii) Songs appropriate to various occasions.
   iv) Songs of praise.
   v) Songs depicting Nationhood.

b) Singing games.

c) Rhythmic movements and actions to accompany songs.

d) Basic use of musical instruments such as drums, shakers and sticks.

Beyond regular music and movement programme, singing and dance are important in other Pre-school activities to help learn concepts, for motivation and
refreshment. Music at the four schools observed can be divided into two major
categories namely: music and movement as a subject or major activity area and
secondary music and movement across the curriculum which means that in every
other subject or activity there is music and movement.

5.1.5 Music and Movement Activities.

This is a subject on the timetable that recurs once a week on Friday mid-
morning for 30 minutes. Observation of several music and movement lessons plans in
music and movement revealed a number of activities that go on during these lessons.

- Singing songs
- Starting song words after the teacher
- Reciting poems
- Producing song with instruments
- Simple composition of songs
- Children make their own tunes, songs, dance and rhythms
- Dancing
- Dramatisation with songs and dances
- Game songs
- Clapping hands
- Banging objects
- Beating drums
- Shaking music instruments like Kayamba and shakers
- Individual and small group dance demonstration

All these activities are carried out in the classroom which are fairly small and
congested with all Pre-school children of different ages.
The resources for music and movement in the school appeared rather constrained, besides the classrooms being generally small. The resources for music instruments and movement constitute a very small variety; only four types namely shakers, Kayamba, Drum and Tambourine. This collection is too small for meaningful activities in music and dance. Moreover, there is no organised point in the classroom where music instruments and related objects are paced and organised for effective utilisation. The teacher also seem not to be sure of how to organise a music class because there isn’t emphasis during training.

5.1.6 Music Across the Curriculum

Music is used as a method of teaching in all other pre-school activities at the four schools researcher observed. The music aspect in these activity areas is dominantly singing. Songs are used to introduce and conclude these activities. Music is used to motivate learning and songs for easier learning. Songs enables the children to socialise and also gain vocabulary; and prepare them for the next activity. Some songs are related to the concepts, skills and values that the activities are intended to inculcate. Otherwise there are also several songs that are totally irrelevant. For example, some teachers pick on songs that are commonly sung in the local church but which have no significance for the lesson activities. Some teachers also get children to sing in the middle of activities to sustain their attention span and motivate the children to master oral skills.
The analysis of songs in various activities revealed that there is more singing in certain subject than others. For example, there is more singing in the language activities than any other activity on the timetable.

5.2 FINDINGS.

The public Pre-school music and dance programme is very much based on the objectives and guidelines provided by the Ministry of Education. However, the activities and learning experiences are limited, making it difficult to effectively achieve some of the objectives. The absence of traditional music and dance makes it rather difficult to make children appreciate the varied Kenya cultures. This situation could be as a result of urban influence. There is hardly any attempt to get children to make simple music instruments, an experience which does not only teach them skills but also develop appreciation for music and dance. More initiative from the teachers is required in this regard.

Lack of resources seems to be a real handicap to music education here. This is probably another reason why children cannot have access to African traditional songs and dance. Also without resources and materials it is difficult to have children make simple instruments. There is the issue of room space – small rooms are very restrictive to children’s movement. Much time is wasted when putting down the chairs and tables aside to allow children have enough dancing space. Congestion in the small classrooms which are shared also prevents enough ventilation and free circulation of air. The possibility of singing and dancing in the open is restricted by
not only lack of teachers' initiative but also by various environmental factors, such as
lack of shade or any other alternative convenient place.

One lesson of 30 minutes a week for music and movement is definitely not
evenough because this is the time when new songs for use in activities should be learnt.
This was judged against the generally agreed upon practice of a lesson daily and one
special music and dance session a week to allow open and free performance by
children. This situation makes it difficult to take children through effective and
meaningful music experiences. This may also explain why there is no time for
practical activities of collecting and composing songs by the children themselves.
This time or period does not also allow children to make simple musical instruments.

The monotony of songs and dance in the four Pre-schools could be probably
as a result of lack of interest and initiative by the teachers. Maybe also that children
are not encouraged to collect and compose songs. So they are not motivated to
contribute to the collection and composition of new songs and dance. Most teachers
are either reluctant to compose songs of their own or they don't know how to do it.
The training does not also give opportunity for collection of songs.

The domination of the sacred songs denies the children the opportunity to
appreciate other vital aspects of life. Of cause children need to learn more and
appreciate good character and morality but it is also important to learn about the
human body, growth and health, time and punctuality through music. All these are
very important for growth and development of the child.
Since most of the Pre-school teachers are either untrained or just partly trained, one could have expected a more detailed guideline than what is currently available. A sketchy guideline may not help these less trained and even the trained to provide a focused and meaningful music programme. The untrained teacher may not only be unable to understand the child and provide the necessary guidance but may also not have confidence to plan and organise worthwhile music and movements programmes relevant for teaching the other activities.

Looking at the Table 12 extracted from the "Pre-school Teacher In-service Education Syllabus" use for training teachers, music and movement is given list hours (24) compared to other activities and yet it is the key activity used. This can already be seen the start of weakness in use of music in teaching other activities from the training of teachers itself.

When the researcher looked at the trainee data collection there is no assignment on collection of songs which may be useful when they get to their schools. There isn't any examination of singing and this does not develop the confidence on teachers' teaching using music.

The untrained teachers lack skills necessary for effective teaching at Pre-school level. They are unable to plan and organise activities systematically with relevant songs. They are not able to plan activities based on definite goals and objectives. They do not provide suitable materials for learning and play. They also lack the techniques for mobilising parents and local community in order to improve the services for the child.
<table>
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<th>SUBJECT AREAS</th>
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<td>Creative Activities</td>
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<td>Physical and Outdoor Play</td>
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<td>Health and Nutrition</td>
<td>10</td>
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<td>Development, status, Administration and Management of Early Childhood Education in Kenya</td>
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<td>8</td>
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<tr>
<td>General Knowledge</td>
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<td>4</td>
</tr>
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</table>
5.3 CONCLUSION.

The purpose of this project was to investigate the practice in music and movement which goes on currently in Pre-school classes/learning. Music and movement is a major part of the Pre-school studies. Music is also used both as a method of teaching and for motivating children to learn.

While much has been achieved in music and movement at the public Pre-school, a lot is yet to be done to enhance the role of music and movement in the Pre-school curriculum. The whole area of resources, facilities, equality of teachers and types of songs and dance need improvement. This goal can probably be achieved through further training of teachers and community resource mobilisation.

On the whole, music and movement forms a very important aspect of the pre-school education. In fact it forms a basis for all activities, hence it is vital for the learning and development of the children.

- The teaching materials that are made by the teachers from parents should be encouraged in Pre-schools and in movement to reduce the problems in this area.
- Children should be encouraged to collect materials and instruments.
- A variety of traditional songs and dance should be collected and children exposed to them. Along with this they should have the opportunity to compose simple music.
5.4 RECOMMENDATIONS.

This was exploratory study focussing on Pre-schools in Nairobi province. What is therefore reported in this document should not be taken to reflect the accurate situation of music and movement in Early Childhood Education in Kenya. It is however, a useful pointer to the general situation regarding the same. It definitely alerts music scholars that there is a lot yet to be known, understood and done about music and movement in Pre-school Education. It is therefore hoped that such scholars will make efforts to organise both intensive and extensive investigation especially in rural area in this important area of learning.

From the present study recommendations are made that would benefit the public pre-schools and also other similar schools:

- The teaching materials that are made by the Pre-school teachers and donations from parents should be encouraged in Pre-schools and should focus on music and movement to reduce the problem in this area.

- Children should be encouraged to collect materials and construct simple musical instruments.

- A variety of traditional songs and dances across ethnic groups in Kenya should be collected and children exposed to them. Along with this, teachers and children should have the opportunity to compose simple songs.
• Any future construction of classrooms in pre-schools should take care of the children's interest and need in music and movement. They should be spacious enough and avoid sharing with different ages to allow room for music and movement activities to be performed freely with concentration.

• More time and periods are definitely needed to allow teachers and children enough time to carry out all the Pre-school activities effectively.

• There is need to motivate the Pre-school teachers and build in their confidence that they require to create a conducive environment for music and movement education. These should take the forms of short courses, workshops and seminars.

• There is need to have a common song book for Pre-schools with songs grouped for different activities to guide teachers on what songs to use in particular lesson activity like mathematics, languages etc.

• Regarding the above, the tune of music can be put on cassettes for teachers to learn to avoid the monotony of one tune used with different content or one music teacher should be employed to work with cluster team for music training or teaching.
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APPENDIX A

TEACHERS' QUESTIONNAIRE

Dear Colleague:

This questionnaire hopes to benefit from your experience in the teaching of Music by getting your views. There are no correct answers expected. Your responses will be treated with absolute confidentiality. Your sincere views and suggestions will contribute highly to coming up with a collective view on Music and Movement.

Tick [ ] the responses that best describe your position. Otherwise feel free to write in your answers or this topic where not adequately provided.

SECTION 1

1. Name………………………………………………………………………………… (Optional)

2. Please indicate your gender:
   [ ] Male
   [ ] Female

3. Are you a Professional Trained Teacher?
   [ ] Yes
   [ ] No

4. Which is your highest professional qualification?
   [ ] U.T
   [ ] PI
   [ ] Diploma in Education
   [ ] SI
   [ ] Untrained Graduate
   [ ] any other, please specify……………………………………………………………

64
5. For how long have you been teaching at Pre-school level?
   [ ] Less the 1 year
   [ ] 1-5 years
   [ ] 6-10 years
   [ ] 11-15 years
   [ ] More than 15 years

6. How many periods do you teach per week?
   [ ] Less than 10
   [ ] 11-15
   [ ] 16-20
   [ ] 21-25
   [ ] More than 25

7. Do you use songs in activities other than Music and Movement?
   [ ] Yes
   [ ] No
   Please explain why.

8. Do you encounter problems in teaching Music and Movement in school?
   [ ] Yes
   [ ] No

9. If your answer to (8) above is Yes, how have you tried to solve these problems?
   i) .................................................................
   ii) .................................................................
10. What further comments would you make regarding Music and Movement?
   i).
   ii).
   iii).
   iv).
   v).

11. In your opinion, does the use of Music make the activities you teach more effective?
   [ ] Yes
   [ ] No
   Please give more details to your answer:
   i).
   ii).
   iii).
   iv).
   v).

12. Which type of songs do you use in your teaching?
   (Please tick as many as applicable)
   [ ] Folk songs
   [ ] A topical song
   [ ] Patriotic songs
Story songs
Singing songs
Hymn
Lullaby
Play songs
Counting songs
Rounds
Poems

Any others:

i) 

ii) 

iii) 

iv) 

v) 


i) 

ii) 

iii) 

iv) 

THANK YOU FOR YOUR PARTICIPATION.
APPENDIX B
INTERVIEW SCHEDULE.

1. What meaning do you attach to music and movement or what are your feelings about the teaching of music and movement integrated to other activities in classroom teaching?
   i) .............................................................
   ii) .............................................................
   iii) .............................................................
   iv) .............................................................
   v) .............................................................

2. Do you encounter any problems in the use of music and movement with the teachers in the classroom in connection to all the activities?
   i) .............................................................
   ii) .............................................................
   iii) .............................................................
   iv) .............................................................
   v) .............................................................

3. In your opinion does the use of music make the activities taught more effective?
   i) .............................................................
   ii) .............................................................
4. What would you suggest that ought to be done to improve the teaching of music?

i).

ii).

iii).

iv).

v).

5. How are songs chosen for each activity taught?

i).

ii).

iii).

iv).

v).

6. What other comments would you make regarding the use of music and movement in pre-school curriculum?

i).

ii).

iii).

iv).

v).

THANK YOU FOR YOUR PARTICIPATION.
## APPENDIX C

### SAMPLING GRID FOR USING MUSIC IN OTHER ACTIVITIES

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<th>FREQUENCY USED No.%</th>
<th>OCCASIONALLY USED No.%</th>
<th>NEVER USED No.%</th>
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</table>
APPENDIX D

OBSERVATION SCHEDULE

A. SCHOOL OBSERVATION.

1) Suitability of classroom size
2) Availability of alternative site to sing and dance
3) Any collections of music materials in the school

B. CLASS OBSERVATION.

4) All types of music materials available in the classroom
5) Are the materials organised for children use?
6) Titles of songs that children sing in class during music and movement
7) Children's activities in music and movement in class
8) Songs that children sing during other activities area
9) Children's musical activities during other activities
10) Teacher's activities during music and movement in class.
3rd November, 1999

Director
City Education Department
Pre-Primary Section
P.O. Box 30298
NAIROBI

Dear Sir/Madam,

RE: PERMISSION TO VISIT SCHOOLS

The bearer of this letter Mrs. Linnet A. Shiundu, is a postgraduate student undertaking an M.Ed. degree in Primary Teacher Education (PTE) here at Kenyatta University. She would like to collect data on the teaching of Music in Nairobi’s pre-unit schools. She plans to visit four of those schools.

The purpose of this letter therefore is to introduce her to you and request that you kindly give her the assistance that she needs.

Thank you in advance for your help.

Yours sincerely,

PROF. HENRY O. AYOT
DIRECTOR, SCHOOL FOR CONTINUING EDUCATION
10th November, 1999

The Headteacher:-
Bahati Day Nursery
Lady Northey Day Nursery
Ofafa Jericho Day Nursery
Umoja I Day

RE: AUTHORITY FOR RESEARCH.

This is to confirm that Mrs. Linnet A. Shiundu of Kenyatta University has permission from this office to collect data on the teaching of Music in our Pre-schools for her M.E.D.

Kindly give her the necessary assistance.

M. W. THIONG'O (MRS)
DEPUTY CHIEF ADVISER TO SCHOOLS for: DIRECTOR OF CITY EDUCATION.

MWT/jwm