This study investigated 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.

Specifically, the study sought to:

a). Determine what resources were available for teaching and learning music in the secondary schools.

b). Find whether the available resources were adequate for use by the students and teachers.

c). Establish the extent to which the available instructional materials were used in the teaching and learning process.

d). Determine factors that affect the acquisition and use of the teaching and learning resources;

e). Ascertaining whether any relationship existed between the use of instructional resources and students learning and achievement in music.

The study targeted the head teachers, music teachers and music students. A total of 26 head teachers and deputy head teachers, 27 music teachers, and 330 music students participated in the study.

The simple random sampling technique was used in selecting the respondents that participated in the study. Data was collected from the respondents using three types of instruments, namely, questionnaires, interviews, and observation. The data was analyzed using frequency tables, percentages, and the chi-square ($x^2$) test.

The frequency tables and percentages were used in analyzing the availability, adequacy, and use of the instructional resources. Variables such as teacher qualification, experience, attitude and student achievement were subjected to the chi-square ($x^2$) test to determine their relationship with the use of instructional resources.

The major findings of 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 student learning and achievement. Lack of competence among some music teachers hindered proper utilization of the instructional resources.

In light of these findings, recommendations for improvement and further course of action by appropriate authorities were made.