

**INFLUENCE OF TEACHERS' COMPETENCE ON USE OF MUSIC TO
ENHANCE PUPILS' LANGUAGE SKILLS IN LOWER PRIMARY
SCHOOLS IN KIAMBU COUNTY, KENYA**

BY

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DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented 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 using current APA system and in accordance with anti-plagiarism regulations.

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ABBREVIATIONS AND ACRONYMS

APA	: American Psychological Association
CD	: Compact Disk
KICD	: Kenya Institute of Curriculum Development
MKO	: The More Knowledgeable Other
NACOSTI	: National Commission for Science, Technology and Innovation
NECDPF	: National Early Childhood Development Policy Framework
SPS	: Statistical Package for Social Sciences
UK	: United Kingdom
USA	: United States of America
ZPD	: Zone of Proximal Development

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ABSTRACT

Children require language skills to cope with tasks in schools and entire life. In contemporary society, early childhood period has been associated with school completion rate and personal living patterns in future. However, research to show the impact of music in promoting children's language skills is inadequate despite the notable developments that music sounds encourage listening and develop children's interests to learn meaning of sounds. The purpose of the study was to establish the extent to which teachers use music to enhance children's language skills in lower primary schools in Kiambu County, Kenya. The study was anchored on teachers' competences to use music to promote children's language skills. The theory of Vygotsky was used to guide the study and inform its conceptual framework. Survey design was used. The researcher adopted a descriptive survey methodology to gather quantitative and qualitative data. The dependent variable was use of music to enhance language skills in pupils. Independent variables included teachers' music skills, teaching experience in music and teachers' attitude towards use of music to enhance language skills in pupils. The study participants were teachers for standard one and pupils in public and private primary schools in Kiambu, County. Stratified random sampling was used to select the sample for the study. Data was collected using observational checklists and a questionnaire. Pilot study was conducted to enhance validity and reliability of the instruments. The result of the study showed that majority of teachers 73.1% used music in teaching. However, teachers still needed effective training and stronger attitude to extensively use music to enhance language skills in learners. The sampled consisted of 15% of teachers in the sub-county. Ruiru Sub-county has 93 lower primary schools both public and private, hence, the researcher stratified the schools into public and private and systematically selected fourteen schools. Based on the variety of songs used during lesson delivery and teachers positive responses, the study concluded that majority of teachers actively used music during language instruction. The study also observed that teachers' training directly influenced their ability to use music to enhance language skills. Majority of the teachers who used music had adequate training skills to integrate it to language development and specific language needs for individual learners. Further, it was noted that teachers' teaching experience influenced their use of music to teach language skills.

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

In this chapter, the researcher presents background of the study, statement of the problem, purpose and objectives of the study, and also the study's research questions. Also provided are the illustrations on the significance, limitations, delimitations and assumptions of the study. The chapter also illustrates theoretical and conceptual frameworks on which the study was based as well as operational definitions of terms that were used in the study.

1.1 Background of the Study

Use of music as a medium of instruction has largely created necessity for training teachers, acquisition of musical instruments and development of music lessons in schools, an initiative which remains not yet fulfilled. Music educators note that children acquired music concepts long ago since conception (Silton & Silton, 2015). Therefore, teachers' ability to incorporate music in instruction was a new development and an essential strategy to promote children's language skills.

A growing concern was observed in developed nations such as Israel where reading abilities in children was declining in schools. This was likely to prevent children from becoming productive members of society and perform low in their academics. Young children enjoy listening to music and dancing to its rhythm.

Unfortunately, there was limited knowledge on teachers concerning the importance of using music to foster language skills in children.

Flottmann (2011) suggested that the use of music during teaching enables children to learn sounds and later appreciate the meaning of sounds through speaking, reading and writing. These are language skills which were globally recognized to foster school achievement and holistic development in their nations. Flottmann (2011) further notes that music experiences help children to acquire emergent language skills such as listening and reading. Children taught by competent teachers in music skills also grow their interest in learning to read sounds and understand their meaning.

Campbell and Kassner (2010) suggest that teachers of music should be competent to use it in teaching language skills. Children are wired to musical sounds, hence only qualified and positive mind teachers will enable them conceptualize and connect music skills and language skills. Runfola et al., (2012) asserted that competent teachers were able to understand other development needs in children, develop locally available music materials and use their music skills to enhance language skills in children compared to those incompetent. Teachers' competence in use of music to teach children language skills would also add spatial musical abilities and interest to learn other subjects for below average children (Hansen & Milligan, 2012). It was therefore, important to explore the appropriate teaching methods, musicianship skills, experience and degree to which teachers should use music to promote children's language skills.

Research findings from a study done in Hispanic, Caucasian and Black American 165 preschool children and 11 teachers who were conveniently and criterion selected showed that music abilities enhanced children's tonal development. The findings of the study further established that children exposed to musical experiences significantly improved their grammatical understanding, oral vocabularies and sound recognition abilities. On the other hand, Campbell and Kassner (2010) found out that music and language are parallel. Both are universal entities and require listening.

In South African elementary schools, teachers who used recent strategies such as listening to CD and watching power point slides increased auditory discrimination in children. This situation places a great concern to incorporate music in promoting language skills. Therefore, it was important to study teachers' competence on use of music to teach language skills in relation to their experience, music skills and methods they use in Ruiru Sub-county.

Studies conducted in Tanzania and Uganda primary schools found out that teachers' low level of training was an obstruction towards children's language skills development (Uwezo, 2011). Lack of enough language materials, classrooms and teacher attitude largely leads to more than 75% of children unable to complete tasks for their next classes.

The Kenya National Early Childhood Development Policy Framework, (2006) suggests that children's needs should be met holistically in education settings

(NECDPF, 2006). The policy document emphasizes use of thematic approaches to teach activity areas. Kenya Institute of Curriculum Studies also puts emphasis for teachers to promote music skills in early childhood curriculum (KICD, 2014). However, the growing status of low language skills in pupils as revealed by Uwezo (2012) is raising questions.

Hansen and Milligan (2012) emphasize the need to train teachers and develop their music skills for a constructive and holistic teaching and learning on language skills. When teachers use music in teaching language, children easily learn auditory skills and later begin to develop interest in writing the sounds heard. Studies have shown that musical recording during learning of language increased children's interests to form learning groups (Silton & Silton, 2015). These developments have largely increased pupils' ability to communicate and excel in other subject activity areas. Therefore, children should have adequate language skills informed by music skills to nurture talents and cope with modern technologies in society.

In Kenya, Uwezo (2012) found out that 30% of children in lower primary schools are not able to read and write effectively. This was due to poor teaching methods, lack of enough language instructional materials and social economic status. This leads to most children completing school without the necessary language skills to cope in society, hence the need to explore on teachers' competence to use music to promote language skills.

A study by Wairimu (2015) in Kikuyu, Kiambu County involving 30 children and sixty preschool teachers found out that 71.7% of teachers asserted that use of songs increases children's vocabulary skills, listening skills, oral, fluency and memory abilities. However, the study did not explore on the influence of teacher training, teaching experience and attitude for individual teachers on use of music to enhance children's language skills.

1.2 Statement of the Problem

Music abilities position children to an explorative learning context. There is a close association between music and language development in children. Both require listening, involve sound and more importantly is that music skills develop language skills in children. Reviewed literature has shown that when teachers use music to teach language, children easily develop oral and receptive language skills.

On another note, teaching language skills using music requires certain level of competences. Teachers with these competences learn other developmental needs for children and use their music skills to tap language abilities for children to use during instruction.

Teachers with low competence often do not realize the importance of incorporating music as instructional method to enhance children's language skills. As a result, children may eventually lag behind in language skills. The status of language deficit makes pupils to drop out of school, repeat classes, and record

consistently poor academic achievements and fail to cultivate their musical talents. Notably, the reviewed studies focused on use of enough materials, increased number of teachers and teaching of music to young children.

Existing documented studies have largely focused on general teacher training and improving classroom environment, without adequately exploring use of music as a strategy to teach literacy skills. Teachers for pupils in standard one will be used because pupils in standard one have just joined lower primary school and are ready to start acquiring language skills in their learning experiences and as such their teachers will be better placed to aid in this study.

1.3 Purpose of the Study

The purpose of the study was to assess the extent to which teachers use music to enhance children's language skills in lower primary schools in Ruiru Sub-County. The study was also intended to find out the influence of teachers' music experience, training and attitude on their use of music to enhance children's language skills in lower primary schools in the sub-county.

1.4 Objectives of the Study

This study was based on the following objectives:

- i) To establish the extent to which teachers use music as a teaching strategy to enhance pupils' language skills.
- ii) To find out the influence of teachers' music training on use of music to enhance pupils' language skills.

- iii) To find out the influence of teachers' teaching experience on use of music to enhance pupils' language skills.
- iv) To determine the influence of teachers' attitude towards music on use of music to enhance pupils' language skills.

1.5 Research Questions

- i) To what extent do teachers use music to enhance pupils' language skills in lower primary schools?
- ii) Do music skills influence teachers' use of music to enhance pupils' language skills?
- iii) What is the influence of teachers' teaching experience on use of music to enhance pupils' language skills?
- iv) How does teachers' attitude towards music influence their use of music to enhance pupils' language skills?

1.6 Significance of the Study

The findings of this study may be used by the Ministry of Education to establish the need to incorporate music in the education system to enhance language skills among pupils' in lower primary schools. The Ministry can also ensure that all pre-primary school teachers have the relevant music skills and competence to be in a position to use music in their teaching.

The Kenya Institute of Curriculum Development (KICD) may use the findings of this study to inform review of curriculum to incorporate use of music as a teaching strategy to enhance language acquisition among pupils.

1.7 Limitations and Delimitations of the Study

The study was faced with the following limitations and delimitations.

1.7.1 Limitations

A range of factors exhibited on limitations to the study. Some respondents were prone to not provide information due to fear that the information may be used against them. To mitigate against this, the researcher assured them utmost confidentiality of all the information provided in a bid to win their trust.

Limited time and financial constraints did not allow an expansive study with the entire sub-county. This was because the sub-county comprise large geographical coverage with schools located far apart. Thus, the researcher selected appropriate sample to ensure large population is represented throughout the study and develop a study plan.

1.7.2 Delimitations

The study was delimited to teachers' music experience, teachers' music training, teachers' attitude towards use of music and teachers' use of music to instruct pupils' in language activity areas.

1.8 Assumptions of the Study

The study assumed that teachers in lower primary schools understand the importance of using music to enhance pupils' language skills.

1.9. Theoretical Framework

The study was guided by Vygotsky theory of social constructivism. The theory puts a lot of emphasis on learning through socialization (Vygotsky, 1980). Children acquire cognitive skills after they have been adequately socialized by individuals and positive experiences. Vygotsky illustrates the theory through three constructs.

Social interaction forms a basis for learning. According to Vygotsky (1980), children's cognitive development is informed by the quality of interaction they obtain. He demonstrated that children's cultural development often appears at social level first, followed by individual level. This attribute was relevant in the study because when teachers effectively use music during instruction, children's language skills may become wired to the tune of music, and hence improve.

According to Vygotsky, the More Knowledgeable Other (MKO) meant a person with a better understanding level compared to a child in relation to a specific concept, learning task or process. In school settings, the MKO referred to a teacher, older peer, coach and all assistive and instructional materials. Therefore, the connection of music and learning imply that children were likely to develop

language skills in the event they are exposed to the competent teachers and adequate materials.

Vygotsky referred to Zone of Proximal Development (ZPD) as a distance of a child's ability to undertake an activity with guidance from a teacher and adults or independently. He proposes that this point marks a learning context. According to him, human beings use writing and speech tools to cope with environment through learning.

Therefore, the theory was applicable to this study because music itself promotes group activity where children socialize as they sing, listen to sounds and later learn meaning of sounds. Similarly, children are likely to learn language skills if exposed to interesting rhythms and musical tones. In totality, the need for competent teachers who might match musical skills to the development and learning of children through adequate exposure is very essential. Hence, there was a practical need for this theory in the study.

1.10. Conceptual Framework

The researcher explored the extent of teachers’ use of music to teach language skills. Independent variables (input) were the teachers’ music skills, teaching experience and attitude towards music. The dependent variable (output) was use of music to enhance language skills in children.

Factors affecting teachers’ use of music

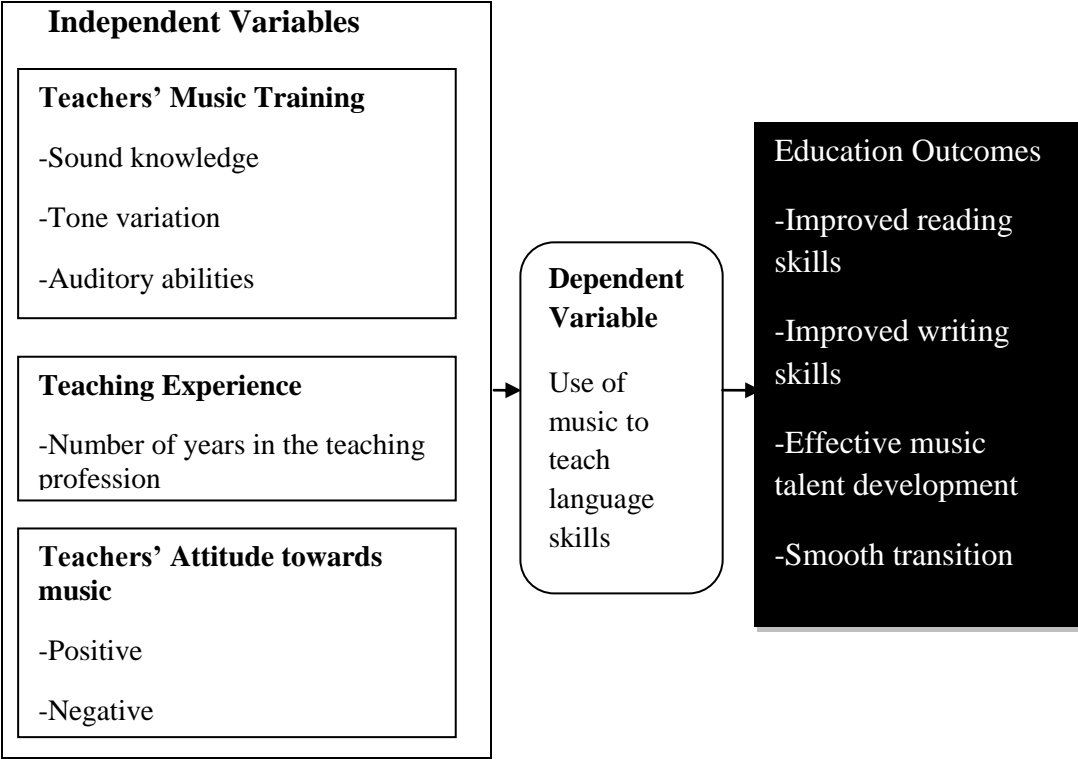


Figure 1.1 Conceptual Framework

KEY

- Study variables
- Non-study variables

Figure 1.1 above shows that the independent variables influence the dependent variables which in return influence the specified educational outcomes.

1.11 Operational Definition of Terms

Competence: Teacher's skills and ability to use music as a teaching strategy to promote language skills in pupils during instruction.

Lower Primary: Class one to three.

Language Skills: Listening, speaking, reading and writing.

Music: Songs and instrumental sounds.

Music Skills: Refers to abilities by standard two language teachers to use songs and lyrics to teach children language.

Teachers' Teaching Experience: Number of years teachers have been teaching.

Teachers' Attitude: Perception of a class two language teacher to use music skills to promote language skills in pupils.

Use of music to enhance pupils' language skills: Application of songs and instrumental sounds to teach language skills among pupils in lower primary schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of literature related to the study on use of music to enhance children's language skills in lower primary schools, teachers' music training and use of music to enhance children's language skills, teachers' teaching experience and use of music to enhance children's language skills and teachers' attitude towards music and its use to enhance children's language skills. The section also highlighted summary of literature significant to this study.

2.2 Use of Music to Enhance Pupils' Language Skills in Lower Primary Schools

“Learning to listen is a prerequisite to listening to learn,” stresses researcher Mayesky (1986). Listening is the first language mode that children acquire, and it provides a foundation for all aspects of language and reading development. Listening may form a large component during instruction. It therefore calls for teachers of language to employ music as one of instructional methods during teaching and learning. This development increases interest to listen to sound and learn their meaning among children, hence likely to improve their phoneme awareness.

Globally, children who were often exposed to music concepts easily learnt language skills compared to their counterparts. Similarly, a study conducted in the U.S.A in 165 elementary school children and teachers conveniently sampled

demonstrated that, children taught through music improved their oral and vocabulary abilities. In Canadian preschools, teachers provided literacy tests to children taught through music and those not taught through music. Findings indicated that experimental group performed 50% better than the control group. Therefore, it was essential to explore teachers' competence to inform their abilities to use music to enhance language skills in lower primary children.

In South African and Liberia, secondary school students taught music could outperform their counterparts in classroom assessment tests (*Courey et al., 2012*). The findings indicated that songs stimulate children's brain, hence making them more attentive to sounds. Teacher's melody during instruction positions children to an inquiry learning session, enabling them to construct meaning of words. Exposure to musical experiences also is observed to increase children's socialization abilities and thus window opportunities for learning (*McElvany et al., 2012*). This progress provided a necessity to conduct this study to explore extent of teachers' use of music to enhance language skills for lower primary school children in Ruiru sub-county.

The Uwezo (2011) findings conducted from longitudinal studies in Tanzania, Kenya and East Africa found that 30% of children might not successfully complete tasks from a class one level and below. Lack of enough language materials, incompetent teachers, abuse of school language policy and families socio-economic status were major factors for the above situation. This may create worry across East Africa concerning the next generation of children who may fail

to cope with language skills on a global perspective. Thus, it was necessary to research on the extent teachers' are competent to employ music as an instructional strategy to promote children's language skills.

In Kikuyu Sub-county pre-primary schools, Kiambu County, Wairimu (2015) found out that use of songs directly influenced children's performance in oral skills, listening, vocabulary and social skills. Also their talents were unmarked and improved to help a specific child to realize the life goals. This development challenged children's interests in learning and co-curricular activity areas. However, the study did not explore on teachers' competence to use music as an instructional strategy to promote children's language skills, which would have added value to literacy skills for children within the county, thus the need to carry out this study.

2.3 Teachers' Music Training and use of Music to Enhance Pupils' Language Skills

Teachers Music Training can determine their use of music as a medium of instruction towards enhancing children's language skills.

In London, use of songs in instruction in secondary schools was related to students' achievement in academic. However, Zicari (2016) found out that primary teachers who were not willing to use music in teaching were not trained on music activity area. Therefore, it was important to explore on appropriate competence for teachers to use music skills to teach language skills to children.

In their studies Moyles and Adams (2000) pointed out that adequately trained teachers in music creates self-confidence, self-esteem and serves as a source of inspiration to the children. This develops a learning community which focuses on inquiry about rhythms, sounds and meaning of sounds, hence promoting language skills. Boahene and Baffoe (2014) conducted a study in Zanzibar preschools on importance of musicianship skills to learning and discovered that only teachers with music skills could promote learning in children about music. Empirical evidence collected over a period of time demonstrates that training in music enhances reading ability Kraus and Chandrasekaran, (2010); Strait and Kraus, (2011). It was therefore suggestive that teachers of lower primary schools should seek appropriate music skills in order to use music to enhance learning of language skills in children. The limited studies in Kenya focusing on relevancy of music skills to help teachers in instruction of language create a gap in knowledge for this study to attempt to fill.

There was growing evidence that musical expertise has profound consequences on the anatomy-functional organization of the human brain and the musician brain is consequently recognized as a good model of brain plasticity (Schlaug 2001; Münte et al. 2002; Pantev et al. 2003; Gaab et al. 2006). Music is one of the most active, absorbing ways that children can interact with sound, even a few years of music instruction early in life can have profound effects on the functioning of the nervous system years later (Skoe and Kraus, 2012; White-Schwoch et al., 2013). Thus, there was need for this study to explore reasons why

teachers should possess effective music skills to promote language skills and positive inquiry learning environment in Ruiru sub-county.

Sidhu (1982) pointed out that most of the teachers' are not adequately qualified in their teaching subject which was a common deficit in our Kenyan education system. Lack of proper qualifications among the teachers leads to their failure to teach subjects and thus did not help their children adequately. Music is not an exception. Since its development begins at conception in children, teachers' music skills could effectively enhance sound development, sound recognition and writing of sounds and music alphabet if the teachers adequately acquire music training. These would improve self-concept and coordination in learning activities for children both normal and those with special needs. It was therefore important to explore teachers' music skills as a major instruction strategy to enhance children's language skills, hence a need for this study in Ruiru Sub-County.

A study conducted by Ng'asike (2004) in Starehe Sub-county, Nairobi City County pre-schools on use of play as a teaching strategy to promote mathematics concepts in children highlighted that, only 10% of teachers did employ the strategy. Most teachers could use songs to introduce lessons through singing and supported by pupils' finger movement. Use of piano, guitar and locally improvised musical instruments was not explored. Additionally, teachers did not possess adequate music skills and competence to employ music as a strategy to promote language skills; rather, music was used for pupils' enjoyment and relaxation during and after lessons. Therefore, incorporating music into language

instruction may become a potential and effective strategy to promote language skills in children, hence there was need to carry out this study to explore this factor among primary schools in Ruiru Sub-County.

2.4 Teachers' Teaching Experience and Use of Music to Enhance Pupils' Language Skills

Children love music and singing. There is something magical about words being set to a melody that make children perk up and join in. Since most children's songs consist of catchy beats and poetry-infused lyrics, it is a perfect combination of rhythm, rhyme and fun. An added benefit to children's songs is that they are often easy to learn. The short, repetitive sentences lend themselves to easy memorization and retention. Children don't even realize how much their language skills are improving while joining in the singing fun. It was therefore essential that experienced teachers in music are recruited in schools to promote language skills among children during instruction.

To a large extent, teachers can provide the necessary stimulation through music experiences to nurture music abilities among pre-primary school children. This can be made possible when the teacher has acquired the appropriate training and experience in music. Burnard and Murphy (2017) carried out a two year study in 245 elementary schools in Canada and found out that teachers did not possess adequate experience to instruct through music. Findings on post-test literacy assessment showed majority of learners (64%) were unable to link music skills and language skills. This may imply that teachers' low teaching experience in

music denies children opportunity to experience and explore language skills during music instruction. As a result, there was need to conduct this study to explore appropriate teaching experience in music teachers should possess to employ music in enhancing language skills in lower primary schools' children.

In South Africa, a study conducted by Finnegan (2012) in high schools demonstrated that experienced teachers were able to use modern strategies on music teaching such as use of CDs and power point presentation for learners to watch. This was noted as a major contributing factor for learners to increase creativity and model this problem solving skills during auditory skill development. As such, children may start realizing their hidden talents in music and become active composers of songs and interesting melodies through which they use language skills to communicate. Thus, it means that ignoring teachers' teaching experience in music creates a deadlock to children's opportunities to explore their hidden talents, hence the need for this study to explore the factor.

Regionally, Uwezo (2012) findings on pupils' reading achievement show that majority (30%) of children in standard four cannot complete class three and two literacy tests. Teachers majorly use memorizing strategy and look and say methods during instruction. The status of education in East Africa therefore becomes compromised and children for the next generation may not fully cope with increasing demands for language skills from school contexts to work place. Consequently, there was much need for the study to explore on essential of

teachers' teaching experience as a factor to influence their choice of music to promote language skills in lower primary school children in Ruiru Sub-county.

Research in Kenya, Kiambu County has suggested that song lyrics could provide a source of new vocabulary (Wairimu, 2015). In her findings, she found out that 71.9% of children in pre-primary schools exposed to songs are able to develop oral and vocabulary skills. This situation might imply that songs provide a source of incidental acquisition of vocabulary to children. However, the study did not adequately and clearly elaborate on the relationship between teachers' teaching experience and children's performance in language skills, hence the need to conduct this study in Ruiru Sub-county, Kenya.

2.5 Teachers' Attitude towards Music and Use of Music to Enhance Pupils' Language

According to Sobol (2017), there was a close relationship between music and self-conception. Teachers with positive knowledge, skills, and interests about music will definitely possess positive attitude towards it. Sobol (2017) further noted that global teaching and learning is largely measured by extent of teachers' attitude towards instruction. Use of songs provides opportunities for children to develop positive interests and curiosity to listen and learn meaning of sounds produced. This eventually provides learning opportunity. However, negative attitude which may be triggered by several factors such as low level of training and experience in musical aptitudes may also discourage children to learn music and use it in language skills development.

The influence on the use of music in teaching can be determined by teachers' attitude towards music. Watt (2000) did a study on the teaching of music in primary schools in UK by the non-music specialist investigating 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 results showed that children were not readily willing to use music skills to learn sounds and their meaning. Therefore, the current study sought to investigate the relationship between lower primary school teachers' attitudes towards use of music to promote language skills in children in Ruiru Sub-County.

Research in South Africa and Zanzibar on the effect of songs on children music development indicated that standard four children were able to acquire oral skills through group activity (Townsend, 2011). This was largely due to teachers' collective effort to support children, understand their music need and other development needs and use modern developmental experiences and materials in instruction. Further, there was a positive association and link between use of lyrics and improved physical development in children (Green, 2011). Teachers' dedication and interest to learn music would therefore become a big asset in children's language skill development. Thus, there was need to establish influence of teachers' attitude on music to promote children's language skills within the sub-county.

Boahene and Baffoe (2014) found that few teachers reported some major successful musical experiences and that their students had benefited a lot in Zambian elementary schools. Some teachers mentioned that they use it as a warm up activity. Only half of the teachers in the study seemed to believe that music can enliven learning and accelerate students' learning process. Results also indicated that some teachers are not aware of how music can enrich second language culture learning (Boahene & Baffoe, 2014). In some Kenyan primary schools in Nairobi City County, Commeyras and Inyega (2007) found out that although the majority of teachers recognized and appreciated music as a unique technique to enhance students' second language learning, they still expressed low self-concept and attitude to use it to promote their language skills.

A study on the factors affecting music education in primary schools in Kenya conducted by Shiundu (2000); and Wairimu (2015) found that 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 meant that the teachers had negative attitude towards music. Lack of interest in music was one of the factors which hindered the use of music in teaching (Dubeck, Jukes, & Okello, 2012). The study, therefore, sought to explore on teachers' attitude as a factor to determine their use of music as a strategy to promote children's language skills in Ruiru Sub-county.

2.6 Summary of Literature Reviewed

The literature reviewed in this study underscored the role of music in enhancing acquisition of language skills among lower primary school pupils. Music has special features that enhance language skills and hence the need to integrate music in teaching. The findings of reviewed studies further revealed that teachers who use music to teach positions pupils to acquire language skills unconditionally. However, some studies focused on showing relationship between teaching music and its outcomes in elementary levels.

Teachers' positive attitude towards music was found to impact positively on children's academic and social skills outcome. Given the large demand for language skills in modern societies, it becomes useful to incorporate music as a strategy of instruction when teaching language skills. Therefore, majority of the studies reviewed did not sufficiently elaborate on the importance of teachers' competence to use music to teach language skills in children, hence there was a need to undertake this study to generate more knowledge for policy makers.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents a description of the research design to be adopted by the researcher during the study, and the location where the study will be conducted. It also described the target population, sampling technique and the size, research instruments, piloting, data collection and data analysis techniques as well as logistical and ethical considerations the researcher will apply.

3.1 Research Design

The study adopted a survey design. According to Mugenda and Mugenda (2003), a survey design enables a researcher to gather data from the phenomena concerning the current facts. The researcher was also able to obtain information in comparison to other variables of the study. Finally, the design was helpful to the researcher to collect quantifiable data and qualitative data from a sample of a specific population.

3.2 Variables

The variables for this study are discussed below.

3.2.1 Dependent variable

The dependent variable of the study was stated as use of music to teach language skills in lower primary schools. The researcher measured the variable using likert scale to establish the type of music and how teachers used it in teaching language skills.

3.2.2 Independent Variables

The independent variables of the study were as follows:

i) Teachers' music training

This variable was measured through use of questionnaires to all standard one teachers to establish the extent to which teachers are trained in acquisition of music skills and their use to enhance language skills among children.

ii) Teachers' teaching experience

This variable was measured through use of questionnaires to obtain a number of years teachers have been teaching.

iii) Teachers' attitude towards music

The researcher measured this variable by use of rating scale on items constructed in questionnaires to measure how teachers of language feel about use of music to promote pupils' language skills.

3.3 Research Methodology

The study adopted a quantitative research methodology. The need to gather teachers' opinions on their attitudes towards use of music to enhance language skills in children informed the methodology. In addition, quantitative information was collected focusing on teachers teaching experiences and music skills.

3.4 Location of the Study

The study was conducted in Ruiru Sub-County, Kiambu County, Kenya. The study locale was selected because most studies done in Kiambu County have focused on investigating how children's literacy may be improved through training of teachers and provision of enough materials. This creates a gap where the researcher aims to incorporate music in teaching language skills particularly based on specific competence teachers should possess.

3.5 Target Population

The Sub-County has a total of 93 primary schools, 18 public and 75 private primary schools, which have previously recorded low performance in language skills. The researcher targeted teachers of standard one pupils for the sampled private and public lower primary schools in Ruiru Sub-County. Pupils in standard one are already in their formative stage and have just joined lower primary school and are ready to start acquiring language skills in their learning experiences. Head teachers were also included to provide useful information about the demographic factors of schools and specific variables of the study.

3.6 Sampling Techniques and Sample Size

The following sections explain the researcher's sampling techniques.

3.6.1 Sampling Techniques

Ruiru Sub-County was selected through purposive sampling while stratified random sampling was used to select public and private lower primary schools within the Sub-County. Class one teachers and pupils were selected through purposive sampling while the teachers to be used were selected through stratified sampling technique.

3.6.2 Sample Size

Mugenda and Mugenda (2003) suggested that use of a large sample size may often increase precision of a researcher's findings. They proposed that a sample of between 10% and 30% may be used for large and small populations respectively. In this study, the researcher employed 15% of sample population. Ruiru Sub-county has 93 lower primary schools both public and private. Hence, the researcher stratified the schools into public and private and systematically selected fourteen schools as per the following sampling frame:

Table 3.1: Sample size for schools

School Category	Number of schools	Sample size (15%)
Private	75	11
Public	18	3
Total	93	14

3.7 Research Instruments

The researcher used questionnaires for standard two language teachers and an observational checklist.

3.7.1 Questionnaire for Teachers

A structured questionnaire with items was used to collect data during the study. Section A of the questionnaire had items on demographic data of teachers and schools and teacher's experience. Also, sections B, C and D contained items on likert scales about teachers' use of music to enhance language skills, teachers' music training and their attitude towards use of music to enhance development of language skills in children.

3.7.2 Observation Checklist

The researcher also used an observation checklist during data collection to make observations during language instruction by teachers. The observations were based on the teachers' use of music to enhance children's language skills

3.8 Piloting Study

Piloting in research is conducted to establish the validity and reliability of research instruments. This enhances the suitability of using instruments to collect right information from participants which is meaningful during presentation. Also, relevant applicable measures to counter possible challenges likely to be encountered in the study are set up after pilot of study. The researcher used teachers in standard one from two schools i.e. public and private lower primary schools to carry out pilot study. These participants of the study were excluded from the final research.

3.9 Validity

Validity of research instruments refers to the extent they can measure attributes they are supposed to measure (Mbwesa, 2006). Content validity was established by subjecting the research instruments to a pilot study to identify items that required correction. The content was compared to be consistent with study variables and research objectives.

3.10 Reliability

To establish reliability the researcher assessed the consistency of responses on pilot questionnaires and observations made when administering observation checklists. Test-retest reliability was performed after one week interval, where study respondents, language teachers were observed and questionnaires given later in one day. An observation checklist was used by the researcher to record various aspects during class instruction followed by questionnaires at an interval of one week to ascertain their strengths and limitations prior to actual study. Items with minor errors were rephrased and improved to match study objectives.

Table 3.2: Reliability Test Result

Instrument	Cronbach alpha coefficient
Use of music	
1 st Administration	.91
2 nd Administration	.92
Training in Music	
1 st Administration	.95
2 nd Administration	.97
Attitude towards Music	
1 st Administration	.89
2 nd Administration	.93

From Table 3.2 above the alpha coefficient ranged from .89 to .97. This means that the instruments were reliable. The results in the 1st administration correlates with the results in the 2nd administration of the instruments.

3.11 Data Collection Techniques

The researcher procedurally collected data in two steps.

Step One: Qualitative Observation

Study data was collected through observation checklist on standard one language teachers for each sampled school. The researcher focused on music attributes, skills and attitudes teachers portray during language instruction. Qualitative data was documented on teachers' use of music to enhance children's language skills during language instruction.

Step Two: Administration of Questionnaire

The researcher performed data collection through administering questionnaires to teachers for standard one in their respective schools. The questionnaires were conveniently given to the teachers and explained on the various questions and upon completion collected for processing. Section A of the questionnaire required teachers to fill in bio data before proceeding to next sections to provide relevant information on their music training, teaching experience and their attitude towards use of music to enhance pupils' language skills. The data also helped the researcher to compare earlier data collected during an observation in a language instruction.

3.12 Data Analysis

Data collected was organized systematically prior to editing and removal of irrelevant information. Descriptive Statistics, frequencies, means, standard deviations and frequency tables and percentages were used to analyse data. Qualitative data was organized and coded before it was analysed using themes. The findings of the study were eventually presented using tables.

3.13 Logistical and Ethical Considerations

Logistical and ethical considerations to be used in this study were as discussed below.

3.13.1 Logistical Considerations

The researcher sought permission from the Graduate School at Kenyatta University to seek for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). This further helped the researcher to seek permission of Kiambu County and Ruiru sub-county education officers to conduct the study within the stipulated scope.

3.13.2 Ethical Considerations

In collecting data, the researcher created time to seek consent from each head teacher first and teachers of sampled schools. Explicit explanation about the purpose to undertake the study was provided to each study participant. Further, the researcher was strictly to maintain high data integrity and assure all respondents about confidentiality of information they provided. Participants of the

study were guided not to provide their names at the time of responding to items on questionnaires. All study participants were informed that giving information would be on voluntary basis. The researcher altogether thanked the study participants after the whole process of collecting data.

CHAPTER FOUR

FINDINGS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This topic presents the research findings, interpretations and discussions. The demographic results are first presented followed by the observations made according to the research objectives. This study was based on the following objectives:

- To establish the extent to which teachers use music as a teaching strategy to enhance pupils' language skills.
- To find out the influence of teachers' music training on use of music to enhance pupils' language skills.
- To find out the influence of teachers' teaching experience on use of music to enhance pupils' language skills.
- To determine the influence of teachers' attitude towards music on use of music to enhance pupils' language skills.

4.2 Demographic Information of the Respondents

The demographic information included the type of school, whether private or public, teacher's gender, age, academic qualifications and their teaching experience which is presented in the subsections below.

4.2.1 Type of School

The type of school was established and the results presented in table 4.1 below.

Table 4.1: Type of School

Type of School	Frequency	Percentage (%)
Public	3	21.4
Private	11	78.6
Total	14	100

Table 4.1 above shows that out of the fourteen (14) schools used in the sample, three (3) were public schools while eleven (11) were private schools. This is due to the fact that private schools are more in number as compared to the number of public schools in Kiambu County, Ruiru Sub-County.

4.2.2 Teacher's Gender

The teacher's gender was as shown in table 4.2 below.

Table 4.2: Teacher's Gender

Gender	Frequency	Percentage (%)
Male	2	14.3
Female	12	85.7
Total	14	100

Table 4.2 shows that out of the fourteen (14) teachers interviewed twelve (12) were females while (2) were males. This could be attributed to the fact that Early Childhood Education is regarded as an area for women and cultural beliefs that a child is a responsibility of women. A study on the influence of background factors on pre-school teachers' and managers' perception of impact of childhood play activities on child development by Githinji (2011) in Kiambu district Kenya, found that majority (88%) of the pre-school teachers were females while (12%) were males. This implies that males have a negative attitude towards education in pre-school years. This demonstrates that there is need to have more males as pre-school educators to have a positive attitude in the Early Childhood Education sub-sector.

4.2.3 Teacher's Age

The Teacher's Age was established and is as shown in table 4.3 below.

Table 4.3: Teacher's Age

Age Bracket	Frequency	Percentage (%)
Below 20 Years	0	0
20-30 Years	8	57.2
31-45 Years	5	35.7
Over 46 Years	1	7.1
Total	14	100

Table 4.3 shows that out of the fourteen pre-primary school teachers interviewed, a majority of them (57.2%) were in the age bracket of between 20-30 years. None of the pre-primary school teachers interviewed was in the age bracket of below 20 years while only 1 (7.1%) was over 46 years of age.

4.2.4 Academic Qualifications

The academic qualifications for the respondents were established as shown in Table 4.4 below.

Table 4.4: Academic Qualifications for the Teachers

Academic qualifications	Frequency	Percentage (%)
Certificate	6	42.9
Diploma	7	50.0
Degree	0	0.0
Masters	1	7.1
Total	14	100.0

Table 4.4 above shows that out of the fourteen (14) pre-primary school teachers that were interviewed, (42.9%) were certificate holders, 50.0% were Diploma holders, 0 % were Degree Holders while 7.1% were Masters holders. This shows that most of the pre-primary school teachers have not advanced in further studies at university levels.

Table 4.5: Teacher's Experience in Teaching

Teacher's Experience	Frequency	Percent (%)
0-3 Years	5	35.7
4-7 Years	7	50.0
Over 10 Years	2	14.3
Total	14	100

Table 4.5 shows that majority of the teachers (50%) had taught for four to seven years while 14.3% had taught for over ten years. 35.7% had taught for a period of between zero to three years.

4.3 Use of Music as a Teaching Strategy to Enhance Pupils' Language Skills

Objective One: To establish the extent to which teachers use music as a teaching strategy to enhance pupils' language skills. To determine the extent to which the pre-primary school teachers were using music as a medium of instruction in pre-primary schools in Kiambu County, individual and overall mean scores were calculated. Table 4.6 below presents the results.

Table 4.6: Use of Music in Teaching Language Skills

Language Skills	Not at all (1)		Rarely (2)		Sometimes (3)		Always (4)		Total			
	F	%	F	%	f	%	f	%	Max	Min	Mean	Std Dev
Listening Skills	0	0.0	0	0.0	1	7.1	13	92.9	4	3	4	0
Speaking Skills	0	0.0	0	0.0	2	14.3	12	85.7	4	3	4	0
Reading Skills	0	0.0	0	0.0	2	14.3	12	85.7	4	3	4	0
Writing Skills	0	0.0	0	0.0	2	14.3	12	85.7	4	3	4	0

Table 4.6 shows that most of the teachers interviewed used music as a teaching strategy to enhance acquisition of the four language skills; listening, speaking, reading and writing skills. The table shows that the pre-primary school teachers' individuals mean scores in use of music as a medium of instruction in all the language skills was between 3- 4 while the overall mean score was 4. The result implied that pre-primary school teachers were using music as a medium of instruction to enhance language skills.

Table 4.7: Use of Music by type of school (Private and Public)

Type of School	No. of Teachers	Mean Score in Use of Music in Teaching Language Skills	Std. Deviation
Public	3	4	0.00
Private	11	3.8	.11
Total	14	3.9	.06

Table 4.7 above shows that teachers in both public and private schools, teachers used music as a teaching strategy to enhance language acquisition among pupils.

Actual observations on the use of music as a teaching strategy to enhance acquisition of the various language skills are as follows:

1. Use of music to enhance reading skills

The teacher was observed singing a tune of the alphabet as follows:

a) The Alphabet Song

ABCDEFGHIJKLMNOPQRSTUVWXYZ

The letters of the alphabet were written on the blackboard or charts and the pupils pointed at the letters in turns as the rest of the pupils read and sung the alphabet song.

b) The song on the Twelve Months of the Year

January, February, March...

April, May, June....

July, August, September.....

October, November, December....

The observations of the study are consistent with a qualitative study by Hopkins (2013) conducted on elementary schools where majority of the teacher narrative voices such as ‘I use music in teaching vocabulary and sound differentiation in children was observed during learning. The song was used to enhance reading in pupils in that the months are written on the blackboard and the children read as they sang the song.

c) Head Shoulders Knees and Toes

Head Shoulders Knees and Toes Knees and Toes Knees and Toes

Head Shoulders Knees and Toes Eyes Ears Nose and Mouth

The song was used to introduce new words. To enhance reading skills, the pupils sang out the parts of the body and touched each body part in rhythm as they sang.

2. Use of Music to enhance writing skills

These skills were enhanced through music where the children could sing as they engaged in writing. For example the following song was found to be predominantly used in many of the schools visited:

a) **I am colouring**

I am colouring, I am colouring

Look at me, Look at me

Can you do as I do, Can you do as I do

Colour colour colour

Colour colour colour

This song helped the children to learn colour outlines of some identified letters as they sang the song thus enhancing the pupil's writing and painting skills.

b) **Join the Dots**

Join the dots....dot dot dot

Join the dots...dot dot dot

And here I have my.....

A, B,C,D,E,F,G,H,I,J,K,L,M,N,O,P,Q,R,S,T,U,V,W,X,Y,Z

New letters or words were introduced by scribbling their outlines with dots. The children were supposed to acquire writing skills by joining the dots to make the

letters. As the pupils joined the letters, they sang songs which were intended to motivate them to accomplish the task.

This song is repeatedly sung until all the dots had been joined to form the specific letter being learnt.

3. Use of music to enhance speaking skills

Examples of songs sung to enhance speaking skills:

a) The Driver on the bus

The children on the bus go up and down over the hills and everywhere; the children on the bus go up and down all day long.

The wheels on the bus go round and round over the hills and everywhere, the wheels on the bus go round and round all day long

In this song each verse introduces a new word. Verse one is teaching on the words ‘up’ and ‘down’ while the second verse is teaching on the word ‘round’ and ‘round’. While singing each new word the pupils made movements to demonstrate the words. For example when they sang the word round and round, the pupils would go in circles and while they sang the words ‘up’ and ‘down’ they would stand on the word ‘up’ and sit down on the word ‘down’. By doing these actions, the pupils would learn the new words as well as how to speak and pronounce them.

4. Use of music to enhance listening skills

Some of the songs that teachers were using to enhance listening skills are as follows:

a) **Nyama Nyama Nyama**

Nyama Nyama Nyama Meat, Meat, Meat

Nyama Nyama Nyama Meat, Meat, Meat

Nyama ya punda, paka, Donkey's meat, Cat's meat,

kuku, paka, ng'ombe, Chicken's meat, Cow's meat

This song is mentioning names of various animals. Some of these animals are eaten by human beings while others are not eaten. The pupils jumped when an animal that we eat was mentioned and remained standing when an animal that we do not eat was mentioned. This song helps the children to be very attentive and thus enhanced their listening skills. When the pupils stand when they are not supposed to or otherwise, they are ridiculed by the rest and thus they feel embarrassed. This way they remain focused and attentive to do the right action so as not to be laughed at again. In effect this improves their listening abilities.

b) **Make a circle**

One, Two ...Make a circle

One Two ...Make a circle

Three four ...A big circle

Three four ...A big circle

This song was sung during physical activities when the children were required to make circles. The pupils were required to listen attentively so that they can get to know the kind of action they need to take at each count respectively.

The observations in this study showed that most of the teachers understood that various types of music can be used to enhance acquisition of language skills among pupils. The study is consistent with the one conducted in the U.S.A in 165 elementary school children and teachers were conveniently sampled and demonstrated that, children taught through music improved their oral and vocabulary abilities. Similarly a study by Sandra K. Thares on, “Using music to teach Reading in the Elementary Classroom” in May, 2010 presented at the Graduate School, University of Wisconsin-Stout found out that children’s experiences with songs and music begin early on in their lives. Many pre-reading skills such as pattern, rhyme, rhythm, vocabulary and sequencing happen naturally when children participate in music. The use of songs allows for interactive participation by involving students in movement, listening and singing.

The study findings are also consistent with the study by Liza Lee and Shu-Chuan Lin Chaoyang of the University of Technology, Taichung, Taiwan. The study was entitled, “The impact of Music Activities on Foreign Language, English Learning for Young Children”. This study sought to examine the impact of music activities on English learning for children at age four. The specific purposes of the study were to evaluate the use of music activities on promoting English ability of

understanding and expression for children at age four and to evaluate the effectiveness of a music curriculum on enhancing foreign language development for children at age four. The results of the study indicated existence of support for the effectiveness of music activities in enhancing young children's English ability. It is clear to researchers, educators and parents that music is a crucial tool for enabling language learning process and will give children a boost in language development.

The findings presented in the study are inconsistent with other studies. In another study conducted in Washington elementary schools to investigate the influence of music on language development in learners of upper grades, it was recorded that language teachers faced challenges to integrate music in teaching learners from diverse language background (Paine, Blömeke, & Aydarova, 2016). Musical skills were effectively used by teachers to promote listening, vocabulary and auditory skills to learners in the familiar school language, while those learners from foreign nations were not adequately taught. A wide knowledge of foreign language is therefore necessary to implement language art skills through use of music in modern teaching.

4.4 Teachers' Music Training on use of Music to Enhance Pupils' Language Skills

Objective 2: To find out the influence of teachers' music training on use of music to enhance pupils' language skills. In pursuit of this objective, the teachers were

presented with a questionnaire to comment on their extent of training on different music attributes and their use in enhancing pupils' language skills. The results are as shown in the table 4.8 below.

Table 4.8: Teachers' music training on use of music in teaching language skills

KEY: SD (Strongly Disagree), D (Disagree), SWA (Somewhat Agree), SA (Strongly Agree)

Music Training	SD		D		SWA		SA	
	N	%	N	%	N	%	N	%
Trained to use music skills to enhance language skills	0	0.0	2	14.3	9	64.3	3	21.4
Trained on how to use music sight reading/singing/playing skills to enhance pupils language skills	1	7.1	2	14.3	7	50.0	4	28.6
Trained on how to use music Diction/pronunciation skills	0	0.0	1	7.1	8	57.1	5	35.7
Trained on how to use music Notation or writing skills to enhance pupils language skills	1	7.1	1	7.1	8	57.1	4	28.6

Table 4.8 shows that majority of the teachers somewhat agreed that they had been trained on various music skills and their use to enhance pupils language skills. It is notably observed that training on musician skills was not only the indicator of a competence based teacher in using music to teach learners. Training teachers in

music skills to specifically teach language skills in learners was supported by Stephens (2013), who conducted a longitudinal study and found out that thirty elementary Australian teachers who had undergone music training were confident and innovative to teach language skills. These teachers also had sufficient knowledge, enthusiasm and high energy about music skills. Findings of the study done by Githinji (2008) also established that ability of learners to master listening, speaking, writing and reading skills would largely depend on the enthusiasm of the teachers.

Overall Mean In Training on Use of Music

The overall mean in training on use of music by teachers was also established as shown in the table below:

Table 4.9: Overall Mean In Training on Use of Music

Music Training	Max.	Total Mean	Min	Standard Deviation
Trained to use music skills to enhance language skills	4	3	2	1
Trained on how to use music sight reading/singing/playing skills to enhance pupils language skills	4	3	1	1
Trained on how to use music Diction/pronunciation skills	4	3	2	1
Trained on how to use music notation or writing skills to enhance pupils language skills	4	3	1	1
Total	4	3	1.5	1

Table 4.9 shows that the overall mean in training on use of music is 3 which represents on the item scale ‘somewhat agree’ implying that most of the teachers have not been fully trained on the use of music skills to enhance pupils’ language skills. During music lesson, it was observed that teachers were able to employ music to teach language skills, but to a small extent. Globally, teachers of music still lack adequate exposure to personality and music skills especially to use in teaching language (Button, 2010). Therefore it is highly recommended that training of teachers on music competence forms part of professional courses in training institutions.

In the results presented above, it was noted that a majority of teachers (92.7%) used music to teach listening skills. The introductory usage of music in start of language lesson provides a culture where children mind is tuned to a musical context. Madsen & Cassidy, (2005) observed that improved attention towards learning concept in language was among the developments observed in teachers who used music during instruction of language skills among their learners. The findings of the study based on likert scale used during observation showed that a mean of 4 was obtained indicating that teachers always use music during language instruction.

Hansen & Milligan (2012) conducted a study in elementary schools in the United States on use of music to promote English language skills and observed that aural skills for individual learners developed two times compared to previous status. However, this was attributed by the individual and collective commitments of the

teachers in the entire school. English teachers had constructed musical structured lessons where learners could learn after the scheduled classroom curriculum lessons (Githinji, 2008). In addition to this, teachers of other subjects were supported to construct musical instruments and compose interesting musical phrases to use during singing and chanting with learners. The findings of the study did establish any collective effort from responded language teachers from their colleagues who teach other subjects within the school. This perhaps was a limitation for teachers of language to extensively use musical skills to promote listening, aural and sound discrimination skills in learners.

Different cultures existed between different abilities of learners; however teachers used music to instruct English language skills among them. Green (2011) observed that development of a culture of among early grade learners provided a stronger foundation for children in Zanzibar and Mozambique to develop auditory and vocabulary skills. The school administration and external stakeholders in education were extensively in close support for the realization of this initiative among learners. The findings of the study in interview schedule notes that majority teachers accepted to integrate music skills in language instruction. However, there was inadequate musical instruments and on-going training to build capacity. As a result, teachers could use music at few intervals during language teaching because they had to also follow school curriculum, which denied learners enough exposure to develop strong language skills.

The findings of this study as tabulated previously showed that most teachers used music to teach (mean of 3.8) but only a mean of 3.7 were trained and willing to take part in training courses. Zicari (2016) also observed that majority of teachers who were using music to teach language did not contain sufficient training skills. Just like any other subject, lack of enough skills implies that outcome-output is not to the standard. Teachers who failed to train in music did not explore modern teaching methods to integrate music in language instruction. As a result, learners' performance did not significantly improve in the elementary schools in Australian study (Moreno, Friesen & Bialystok (2011). In regard to these findings, it can be deduced that the power of training is similar to the potential of yielding outstanding performance in learners.

The findings of this study were consistent with those of Israel (2013) in a quantitative survey in grade five learners in India primary schools who acknowledged that untrained teachers of music face more challenges in a school environment even more than learners. It can therefore be observed that training as itself calls for more attention and has surpassed a sole entity to a multispectral entity. As mentioned in a cross-sectional design study involving 114 teachers and elementary learners conducted by Hamann, Lineburgh, & Paul (1998), the findings observed showed that professional training is a key component to incorporate pre-service teacher training in schools. This attribute was observed to attract the attention of music subject teachers in their effort to integrate musical skills to promote language skills in school curriculum. The results of the study

forms a basic gap where educational stakeholders should invest largely to ensure teachers of language are effectively trained in music to be able to use the skills in teaching language skills.

In her descriptive study involving 35 primary school teachers in Kiambu County, Wairimu (2015) noted that 71.7% of teachers who used songs to teach vocabulary skills possessed quite sufficient training and professional skills in music. She found out that incorporating music rhythms during language lesson not only stimulates learners but forms a baseline for vocal development and speaking skills. This further positively influences the social development domain in children because majority of social skills are taught in a simultaneous way with language skills. Training therefore should become a central practicing agenda for all teachers of language in primary schools. Education stakeholders should further consider incorporating use of music in teacher training colleges for preparation of the teachers in use of music to promote language skills in learners.

Table 4.10: Music training and use of music in teaching language skills

Training on use of music	Mean	Std. Deviation	N
Average use of music	3.8750	.32150	14
Average training in music	3.1071	.62569	14

Table 4.10 shows that the mean on the average use of music by teachers is 3.8 while the mean on the average training in music is 3.1. This shows that most of the teachers use music in teaching language skills but few have been trained in music skills and how to use it to enhance language skills. Such gaps pose a risk to the quality of music skills gained by pupils and especially the music talents to foster in learners. These results are in line with a study carried out by Zicari (2016) who established that primary teachers who were willing to use music in teaching language possessed inadequate training skills. It implies therefore that teachers were motivated but on another hand they were hampered by low training in music skills to use music to teach language skills.

Boahene and Baffoe (2014) in their study in grade four Zanzibar primary schools found that trained teachers have musicianship skills and are positively motivated to employ innovative teaching methods to teach language skills using music in learners compared to untrained teachers. The findings of the study indicate that it is not the fault of teachers entirely to lack adequate music skills but rather their training institutions. When singing, children are able to develop vocal chords, listening skills and advance sound differentiation skills. All these developments are impetus for competence skills in language development. Thus, the ministry of education should largely invest in pre-service training and induction courses for all language teachers to promote language development among learners through use of music.

The findings of the study agree with that of Vitale (2011), who conducted a study in Canadian elementary schools with 25 respondents randomly selected to take part in the study and observed that training in music makes teachers smarter in their profession. Alongside gaining music skills, trained teachers become imaginative, develop positive artistic skills of their own musical skills, together with their creativity in the world of music. Professionally trained teachers were also observed to possess continued personal commitment to music experiences and willing to perform all their best synergy to create meaningful music experiences which align with language needs for their learners.

Effectively trained teachers in musical skills to teach language skills have other personal and learner-based advantages. Valerio & Freeman (2009) conducted a study on influence of music to early childhood education in language development and found out that trained teachers in music easily identify the needs, expectations, and abilities of children before developing corresponding language learning experiences. The study concluded in its findings that 65% of teachers in early childhood level who used music to teach language skills understood education policy and curriculum needs for their learners. This followed commitment by the school administration to conduct pre-service training and on-going induction for all language teachers on use of music to teach language in primary lower and upper grades. As a result, the study recommends that each primary school in Kenya incorporates on-going pre-service training for

its teachers on use of music to achieve similar results and develop talents of learners in language using musical skills.

The findings in this study partly concur with that of Paine, Blömeke & Aydarova (2016) who conducted a study among upper grade learners in U.S.A. and found that teachers often use musical skills; however they lack enough training skills to match the specific needs of learners in language development and musical abilities and interests. It was evidently acknowledged that teachers for language in all primary schools become trained in musical skills to gain adequate knowledge to match appropriate usage of methods and procedures of language development in learners.

Teacher training is multi-advantageous component in an educational institution. The skills and knowledge capacity built on these teachers are transferred to the learners who are expected to perform well from their society. In the study findings, most language teachers (64.3%) acknowledged that they did not possessed adequate training skills on use of musical skills to teach language. On a similar note, Stephens (2013) pointed out in his study that effective training challenged teachers in elementary schools to design locally musical instrumental to teach and develop aural, vocabulary and listening skills in children. It was established that trained teachers did not only combine external literature from secondary sources on music to their curriculum, but also invested on on-going pre-service training courses to further their skills.

The scope of primary curriculum at lower grade levels requires teachers to advance modern teaching methods which best fit the learners' needs. It should be noted that foundation of a successful child in language development starts during early grades. This is a critical point where teachers and active stakeholders possess chances to either improve and sustain abilities of learners or disintegrate their abilities and make them language incompetence being later in life. Natale-Abramo (2014), argues that instrumental teachers of language possess competences in musical skills. Such teachers identify needs of learners and match them with relevant strategies using music to promote their language skills. They also invest their synergy to take part in on-going pre-service and induction seminars to overall increase their innovative and creative ways of integrating music into language teaching.

4.5 Teachers' Teaching Experience on Use of Music to Enhance Pupils' Language Skills

Objective 3: To find out the influence of teachers' teaching experience on use of music to enhance pupils' language skills. In pursuit of this objective, the teachers were presented with questionnaires where they were required to indicate for how long they were in the teaching service. The results are as shown in the table below:

Table 4.11: Teaching experience and use of music in teaching language skills

Number of years	Frequency	Mean	Std. Deviation
0-3years	5	2.2000	.00000
4-7years	7	3.7500	.43301
over 10 years	2	4.0000	.00000
Total	14	3.3160	.32150

The results in the table above show that the higher the experience the more teachers use music to enhance language skills.

The results in the table above present findings of the researcher based on objective three of the study. The researcher investigated the relationship between teachers' teaching experience and use of music to teach language skills through carrying out lesson observations and providing questionnaires to the respondents for language teachers to fill in. The findings indicated that majority teachers somewhat agreed to possess teaching experience in music skills with a mean of 3.7. This implies that teaching experience remains a vital factor among teachers of language to use music.

The findings of this study concurs with those of Faltis & Valdés (2016) carried out with 76 participants in upper grades primary schools pupils who collectively established that 64% of the American elementary teachers with high teaching experience linked their language lessons with music, art and reading skills. This

was in contrary to the second school, a control school where teachers only taught language with rare use of musical skills. The findings further reveal that more experienced teachers were fast flexible to adjust to language needs of learners and readily used effective musical experiences which enhanced learners' self-esteem and interest in leaning. In such learning occasions, children-teacher relationship is enhanced thus mutual respect and trust which is reflected on high performance by learners.

Experienced teachers of language have greater window opportunities to design and use innovative and relevant teaching approaches to incorporate musical skills in language instruction. In their correlation study on 112 respondent language teachers, Heikkila & Knight (2012) observed that 76.4% did not portray abilities to integrate musical skills in teaching language skills. In regard to their observations, it calls for experienced teachers to recognise music vocabularies to match with the type of language skills to develop in learners. Appropriate and timely identification usage of musical phrases and expressions when teaching language provides opportunities for learners to sharpen their language skills prior to teaching session. One's a teacher has gained sufficient experience, teaching in contemporary society where learners possess multiple abilities and combined disabilities.

In an effort to shade further light on the relevance of teachers' teaching experience on use of musical skills in language development, Altstaedter, Smith & Fogarty (2016) conveniently sampled 19 language teachers and conducted a

study in Hispanic schools to investigate usage of musical skills to enhance language skills, they found that experienced teachers were able to link pupils' abilities to relevant musical skills and foreign language. This further cultivated a ground for outstanding performance more by 71% in oral and vocabulary skills compared to those teachers who had low experience and lacked interest (Altstaedter, Smith & Fogarty, 2016). Children's performance in language is directly affected by teachers' interest, enthusiasms and commitment to effectively use musical skills during teaching (Heikkila & Knight, 2012).

It was observed that teaching experience does not solely rely on the number of years a teacher possesses in order to use musical skills to teach language. Other attributes are largely required in the theme of experienced teachers to apply musical concepts in teaching language skills. Natale-Abramo, (2014) pointed out that instrumental pedagogy in effective teaching of language skills requires teachers with competence in figurative language, improvisation skills and self-evaluation and reflective abilities among the teachers. These findings are also in line with those conducted by Finnegan (2012) in South African schools who found out that more experienced teachers often integrated modern teaching strategies such as use of digital music components to foster language skills in learners.

Therefore, it should be acknowledged that teachers' teaching experience directly influences their abilities to incorporate musical skills to teach language skills.

Musical phrases, lyrics and genres require teachers who are experienced to identify specific abilities, capacity of the school, and different learning needs of learners. It is professional that school administrators and education stakeholders combine their efforts to collectively integrate musical support in schools to aid teachers of language stand a position to apply the competences to promote learners' language skills.

On the other hand, results presented by Stephens (2013) who sought to establish the impact of music on high school mathematical and social life skills for 45 learners indicated that teaching experience of teachers positively influenced the performance of students by 40%. The responding students and teachers collectively agreed in their responses that experience without passionate interests and commitment to learn did not yield positive outcomes to their learning. Teaching experience is useful at all times when teachers and students coordinate, cooperate and become ready to handle challenging language experiences using music and challenging musical activities using language skills. He noted that the two are directly dependent on each other.

Teachers who lacked sufficient teaching experience faced more challenges in using music to promote language skills. Learners' needs and interest were not satisfactorily met and thus losing the meaning of introducing lyrics, songs, chants and musical phrases during language instruction. Madsen & Cassidy (2005) purports that lively language classrooms in early grades revolves about maximum utilisation of potential learners possess and investigating to learn individual

abilities of learners. This reflected in the improved performance of learners during a post-language assessment that was administered later by teachers. The result of this study observed that teachers had significant teaching experience in language and not in music. This was a challenging factor and posed gaps in improving language outcomes in learners using music, which meant that experience should be a holistic in modern teaching perspective.

Another research conducted by Paine, Blömeke & Aydarova (2016) explained that experienced teachers in the context of language and music arts would prefer to go digital way. To enhance auditory skills and listening skills in young children, language teachers with interest to use music as a teaching strategy involved use of CDs and digital videos in songs and cinema during teaching. The outstanding performance in learners was impressive to a level the school initiated music as a compulsory subject. The simultaneous use of digital aids and visual aids during teaching stimulates learners and creates a fun environment to promote language skills. Relevant Songs and music lyrics sent direct impact to language development among learners.

Teachers' teaching experience is itself a vital component in instruction. An experienced teacher demonstrates professionalism and is willing to go beyond the normal ways to achieve the vision of learners. This study found out that extensively experienced teachers were available during observation and interview schedules. The mean for this was 3.7 which indicated on likert scale that majority of the participants were experienced to teach English language in grade two.

Finnegan (2012) acknowledged in an experimental and controlled school literacy learning that more experienced teachers spur interests among learners, create stimulating learning experiences and understand the needs of their learners. It was found out in this during interview sessions that majority of the language teacher demonstrated high teaching experience.

4.6 Teachers' Attitude towards Music on Use of Music to Enhance Pupils' Language Skills

The study sought to establish the influence teachers' attitude on music and use of musical skills to enhance language skills among learners. The objective was stated as follows:

Objective 4: To determine the influence of teachers' attitude towards music on use of music to enhance pupils' language skills.

Table 4.12: Teachers' attitude towards use of music in enhancing language skills

Music Attribute	SD		SWD		U		SWA		SA	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Useful medium	0	0.0	0	0.0	0	0.0	1	7.1	13	92.9
Easy to use	0	0.0	2	14.3	0	0.0	10	71.4	2	14.3
Boring subject	6	42.9	8	57.1	0	0.0	0	0.0	0	0.0
Enjoyable subject	1	7.1	0	0.0	0	0.0	1	7.1	12	85.7
I don't feel comfortable	6	42.9	8	57.1	0	0.0	0	0.0	0	0.0
I feel comfortable	0	0.0	0	0.0	0	0.0	6	42.9	8	57.1
As a medium of instruction	0	0.0	0	0.0	1	7.1	1	7.1	12	85.7
To be trained	0	0.0	1	7.1	0	0.0	3	21.4	10	71.4
Pupils not interested in learning music	8	57.1	6	42.9	0	0.0	0	0.0	0	0.0
Parents do not support music activities in schools	5	35.7	3	21.4	0	0.0	5	35.7	1	7.1

Table 4.12 above presents results obtained from respondent language teachers provided their feedback on items regarding their attitude on use of music to teach language skills. It was found out that majority (92.9%) teachers acknowledged that music was useful to support teaching of language skills compared to 14.3%. This is an indicator that teachers had positive attitude about use of musical skills to promote children's language skills. Positive attitude towards music on the side of learners is generated from the teachers' attitude on similar concept.

These results are consistent with that of Sobol (2017) who established during a correlation between 14 participating grade three language teachers in a mixed longitudinal study in Zambia that teachers' positive attitude towards use of musical skills and children's language skills. This was attributed to the factor that children spend much of their time with teachers, a vital attribute to guide learners' their thinking, interests and passion about music genres, and music rhythms and phrases which reflects the needs of their language skills. The rate at which teachers with positive attitude in music respond to the changing needs of language curriculum in Zambia primary schools was also noted as high compared to those schools where teachers was not willing to use musical skills to teach language skills.

In contrary, the findings presented by Pietra (2010), in his correlational analysis involving 545 responses on teachers' attitude to involve schools in music education programmes reported that only 30.3% (n=175) teachers from identified

schools showed interests in integrating music instruction to other languages. The most significant was social studies followed by language and arts which implied that teachers lacked positive attitude in readily and willingly use musical concepts to promote language skills in learners. The findings further indicated that majority learners had a stronger belief to use music in out of school instruction with a statistical number of 457, which largely calls for a need to invest in developing teachers' attitude and interest in use of music to teach language.

The trend above largely provided schools and teachers with challenging moments to restore the learners' attitude to adapt the usage of musical skills in school context. As a result, the study would recommend that teachers' positive attitude should be sustainable and reflect the language needs of all learners. During their qualitative and quantitative analysis on college teachers for language in American teacher training colleges, qualitative findings indicated that majority of the narrative voices provided showed that use of songs had made their learners understand speaking skills, vocabulary and grammar (Moreno, Friesen & Bialystok 2011).

Table 4.13: Average in Attitude towards Music

Teacher's attitude	Total			
	Max.	Mean	Min.	Standard Deviation
Music is a useful teaching medium of language skills	5	5	4	0
Music is an easy subject and as such it's easy to use it to teach language	5	4	2	1
Music is a boring subject and pupils get bored when used to teach language skills	2	2	1	1
Music is an enjoyable subject and its fun to use it to promote language skills.	5	5	1	1
I don't feel comfortable when using music as a teaching strategy to enhance language skills	2	2	1	1
I feel comfortable when I use music as a medium of instruction	5	5	4	1
I will use music as a medium of instruction in future	5	5	3	1
I intend to be trained on how effective I can use music to teach language skills in future	5	5	2	1
Pupils are not interested in learning music	2	1	1	1
Parents do not support music activities in schools	5	3	1	2
Overall	4.1	3.45	2	1.0

Table 4.13 above indicates descriptive results obtained after teachers presented responses on questionnaire items. The mean with low value indicates a weak positive attitude while that with higher value such as 5 reflects a strongly agree scale. In this regard, it was observed that teachers were comfortable and possessed positive attitude in majority items on the use of music to promote children's language skills using musical skills.

Table 4.14: Attitude towards Music and use of Music in Teaching Language Skills

Average use of music/Attitude	Mean	Std. Deviation	N
Average use of music	3.8750	.32150	14
Average attitude	3.4500	.27942	14

The results presented by mean above in table 4.14 indicate that teachers use music in teaching language skills. This is in line with the observations made during lesson delivery on language teachers. However, it was found out that average use of music by the 14 respondents (3.8) was higher than mean for teachers' attitude on use of music to enhance language skills for learners.

The findings of this study are in line with those conducted by Pietra (2010), to randomly selected pre-service elementary language teachers in Canada schools during mixed approach study, who observed that positive attitude among teachers was directly related to their comfort to use musical skills to enhance listening, vocabulary and fluency skills in learners. Out of the 455 respondents language teachers, 65% demonstrated comfort levels in teaching children speaking and vocabulary skills using music while 35% acknowledged that music instruction

add interest among learners and make it easy for comprehension of language skills.

Natale-Abramo (2014) in his study findings on teacher attitude on music education and curriculum noted that comfort of learners and interests to learn language skills through musical concepts depend on the teachers' influence during instruction. A multiple plus benefits were found in learners who equally developed positive attitude as their teachers. In this study, the findings indicate a rewarding level of positive attitude teachers possessed, but it does not clearly reflect on the learners' attitude. Hansen & Milligan (2012) pointed out that early reading in children was revealed in lower primary schools whose teachers demonstrated higher comfort levels during teaching than those who demonstrated low comfort levels.

The mean of 1 presented in the findings of the study above reveals that children had a stronger passion in music activities and supported learning of music and language subjects. Attitude is therefore a vital factor which directly influences kind and passion of teachers to take part in training and develop their experience in use of musical skills to teach language skills. Hopkins (2013) found out that including writing skills in music classes would add innovative and interpersonal skills to learners, a result of a positive attitude on the side of language teachers.

Attitude reflects the thinking of an individual. Positive attitude means one will engage in constructive activities compared to negative attitude. In a classroom perspective in the results presented in this study, teachers' attitude was embedded

in use of music to promote language skills. Findings from tabulated results indicated majority of teachers (71.4%) had a ready will to get trained in music. This implied that teachers had positive attitude towards using music to develop learners' language skills. Positive attitude reflects on learners' needs, interests and active participation in learning. Auditory and listening skills have been noted to be developed through use of songs and lyrics which are relevant to the needs of learners.

Sobol (2017) also emphasised that positively mentored teachers were willing to design innovative musical resources and partner with successful teachers who employ similar strategies to promote language skills in learners. The start point of effective teaching is at the development of positive attitude and self-esteem among learners. This initiative unlocks the talents of all children and positions them with more interest to want to know more before, during and after learning session. A teacher's attitude directly influences learners' attitude, interest and concentration during learning. The up-take of information is high when children possess high concentration and are willing to study beyond their normal classroom lesson. This was observed on positively motivated teachers of language and arts, social studies and science.

The strands of music and language require a peaceful mind and high concentration skills to extensively master. Hopkins (2013) pointed that teachers of language perceptions to use musical skills to develop pre-reading and pre-writing skills largely depends on their peaceful and mind set which reflects the values of

learners. Composing songs and music lyrics which appreciates the different needs for all learners requires a committed and motivated teacher. Positive attitude here becomes a central part which all education stakeholders used in teaching upper grade foreign learners English language using music in UAE primary schools. Therefore, the important findings drawn here implied that those teachers with positive attitude easily expose learners to a world of competence language skills through use of innovative methods and resources.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter presents the summary of study findings, conclusions, recommendations and possible area for further research.

5.1 Summary of Findings

The results show that majority of teachers were using music in their language instruction and are willing to enhance auditory, listening, speaking, vocabulary and sound discrimination skills in learners with a mean of 3.8 on training, teaching experience and attitude. In addition, the study findings also indicated a mean of 3.1 in teacher training which implied that some teachers did not possess adequate skills and knowledge to use music in language instruction.

The researcher established the extent to which teachers were using music in teaching was promising. This was documented based on observed responses and checklist from teachers' qualitative responses. More than 71.4% of teachers stated that use of songs during teaching and learning provokes learners' interests and attention. This would positively develop their listening and speaking skills alongside improving their learning outcomes in other subjects.

Following a relationship between teacher training and use of music to enhance language skills, the results showed that most teachers at a mean of 3.8 on likert

scale used music while their training level stood at a mean of 3.1 somewhat agree. This implies that rate at which teachers used music is higher than their level of training. Compared to the international standards of exploring learners' language needs through use of musical concepts, there is need for additional and extensive training of language teachers in modern musical skills.

Similar results based on teachers' teaching experience and their attitudes on use of music to enhance languages skills were presented. Teachers' experience and attitude go hand in hand, it was collectively established that teachers had positive attitude to combine their hands on experience and musical instrumental values to meet the needs of learners. The findings also revealed that learners portrayed stronger attitude and self-esteem when teachers used familiar and challenging learning experiences connected from prior activities.

5.3 Conclusions

The study established the following conclusions based on the result for each objective. First, it was noted that majority of teachers actively used music during language instruction. This was concluded based on the variety of songs used during lesson delivery and teachers positive responses. Secondly, it was observed that teachers' training directly influenced their ability to use music to enhance language skills. Majority of those who used music had adequate training skills to integrate it to language development and specific language needs for individual learners.

In addition, teachers' teaching experience influenced their use of music to teach language skills. More experienced teachers often used songs, lyrics and musical phrases to teach children language skills. However, there was low usage and most instances no teacher was found to integrate modern and digital music content to enhance language skills among children, hence a wide need for exposure and experience on variety ways of making maximum use of music.

Finally, teachers' attitude was found to have direct and indirect influence on children's performance. Learning interest and self-esteem for learners depends on their attitude towards the teacher and teaching content. Most teachers had low attitude compared to their use of music in teaching. This implied that learners were not satisfactorily motivated to learner language skills because teachers had weak attitude during instruction than their interest on training.

5.4 Recommendations

Concerning the results of the study and conclusions, recommendations were made to inform policy makers, for practice and to guide further research as follows.

5.4.1 School Management

They should recruit fully trained teachers in schools. In addition, school managers should develop pre-service and induction courses for their language teachers on musical skills. This is because majority of teachers who were using music could not adequately and relevantly teach language skills to learners.

5.4.2 Kenya Institute of Curriculum Development

The KICD should develop language learning content for lower grade children integrated with music units which may guide teachers and learners in development of language skills using musical skills. In addition, the institute should standardize all lower grade curriculum to match international standards on effectiveness to use music to enhance language and other skills in learners. This is based on the results established in the study which indicated that majority teachers lacked guideline from ministry on language instruction using music.

5.4.3 Lower Grade Primary Teachers

Concerning the results presented above where teachers' use of music surpass their score in attitude for music and teaching experience, it is professional that teachers accept change in modern learning. Thus, they should advocate for induction and trainings on instrumental teaching and take advantage for 21st century learning to capture interests of learners by use of music to teach language skills.

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APPENDICES

APPENDIX I: CONSENT FORM

My name is Gideon Wambua Mutua and I am undertaking a Masters degree in the School of Education at the department of Early Childhood Studies, Kenyatta University. I am conducting a study to investigate the influence of teachers' competence on use of music to enhance language skills in standard one pupils. The purpose for writing this letter is to seek your assistance and support in provision of information that I will request from you. I assure you that all information you will provide will be treated with utmost confidentiality. The data collected will be used by the researcher for the sole purpose of the study. Therefore, you are humbly requested to provide your responses to questionnaires given voluntarily.

APPENDIX II: TEACHERS' QUESTIONNAIRE

Kindly provide all information requested to your honesty. The data you give will be accessed only by researcher for purpose of this study. Confidentiality to all responses you give will be observed.

Section A: Background Information

1. School Code.....
2. Type of school (Private/Public).....
3. What is your gender?

Male ()

Female ()
4. What is your age? (Years)

20-30 ()

31-45 ()

Over 46 ()
5. What is your academic qualification?

(a)Certificate ()

(b) Diploma ()

(c) Degree ()

(d) Masters ()

6. For how long have you been teaching?

(a) 0-3years ()

(b) 4-7years ()

(c) 7- 9 years ()

(d)Over 10 years ()

Section B: Use of Music to enhance language skills

Tick to indicate how frequent you use music to teach the following language skills:

S/N	Language Skills	Always	Sometimes	Rarely	Not at all
1)	Listening skills				
2)	Speaking skills				
3)	Reading skills				
4)	Writing skills				

Section C: Training in Music

i) Indicate the extent you were trained on the following music skills to promote children’s language skills:

	Statement	Strongly Agree	Somewhat Agree	Disagree	Strongly disagree
1)	Trained on how to use music Aural (listening) skills to enhance pupils language skills				
2)	Trained on how to use music sight reading /singing/ playing skills to enhance pupils language skills				
3)	Trained on how to use music Diction / pronunciation skills				
4)	Trained on how to use music Notation or writing skills to enhance pupils language skills				

ii) Why do you think music should be used to teach language skills to pupils?

Explain.....

.....

Section D: Teachers Attitude towards Music

Please tick your best response.


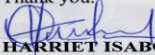
S/N	Statement	Strongly Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree
1)	Music is a useful teaching medium of language skills					
2)	Music is an easy subject and as such it's easy to use it to teach language					
3)	Music is a boring subject and pupils get bored when used to teach language skills					
4)	Music is an enjoyable subject and its fun to use it to promote language skills.					
5)	I don't feel comfortable when using music as a teaching strategy to enhance language skills					
6)	I feel					

S/N	Statement	Strongly Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree
	comfortable when I use music as a medium of instruction					
7)	I will use music as a medium of instruction in future					
8)	I intend to be trained on how effective I can use music to teach language skills in future					
9)	Pupils are not interested in learning music					
10)	Parents do not support music activities in schools					

APPENDIX III: OBSERVATION CHECKLIST

- i) How the teacher is using music to develop Listening skills.....
.....
- ii) Type of song sung to develop listening skills.....
.....
- iii) How the song sung is used to develop listening skills.....
.....
- iv) Use of music aural skills to develop listening skills.....
.....
- v) How does the teacher use songs to introduce new words in language.....
.....
- vi) How does the teacher use musical sounds to develop auditory
discrimination (sound differences) to the pupils.....
.....
- vii) How the teacher is using music to teach speaking skills.....
.....
- viii) Type of song sung to develop speaking skills.....
.....
- ix) How is the teacher using rhythm to develop speaking skills.....
- x) How the teacher is using music to teach Reading skills.....
.....
- xi) How the teacher is using music to teach writing skills.....
.....

**APPENDIX IV: APPROVAL BY KENYATTA UNIVERSITY GRADUATE
SCHOOL**

 KENYATTA UNIVERSITY GRADUATE SCHOOL	
E-mail: dean-graduate@ku.ac.ke	P.O. Box 43844, 00100 NAIROBI, KENYA Tel. 810901 Ext. 4150
Website: www.ku.ac.ke	
Internal Memo	
FROM: Dean, Graduate School	DATE: 17 th May, 2018
TO: Gideon Wambua Mutua C/o Early Childhood Studies Dept.	REF: E55/OL/27511/2013
SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL	
<p>This is to inform you that Graduate School Board at its meeting of 9th May, 2018 approved your Research Project Proposal for the M.Ed Degree Entitled, "Influence of Teachers' Competence on Use of Music to Enhance Pupils' Language Skills in Lower Primary Schools in Kiambu County, Kenya".</p> <p>You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.</p> <p>As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.</p>	
<p>Thank you,  HARRIET ISABOKE FOR: DEAN, GRADUATE SCHOOL</p>	
c.c. Chairman, Early Childhood Studies Department.	
Supervisors: 1. Dr. Nyakwara Begi C/o Department of Early Childhood Studies <u>Kenyatta University</u>	
<small>H/ton</small>	

APPENDIX V: RESEARCH PERMIT


THIS IS TO CERTIFY THAT:
MR. GIDEON WAMBUA MUTUA
of KENYATTA UNIVERSITY, 43844-100
Nairobi, has been permitted to conduct
research in *Kiambu County*

Permit No : NACOSTI/P/18/13886/23211
Date Of Issue : 25th June,2018
Fee Received :Ksh 1000

on the topic: **INFLUENCE OF TEACHERS'
COMPETENCE ON USE OF MUSIC TO
ENHANCE PUPILS' LANGUAGE SKILLS IN
LOWER PRIMARY SCHOOLS IN KIAMBU
COUNTY, KENYA**

for the period ending:
22nd June,2019

.....
Applicant's
Signature


.....
Director General
National Commission for Science,
Technology & Innovation

APPENDIX VI: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/13886/23211**

Date: **25th June, 2018**

Gideon Wambua Mutua
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of teachers’ competence on use of music to enhance pupils’ language skills in lower primary schools in Kiambu County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **22nd June, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. MOSES RUGUTT, PHD, OGW
DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.