

This study proposed that learning music needs to be seen as an adaptive interface, which couples teacher and pupils' behaviours and attitudes, shaping a common interactive field of effective learning. Based on this framework, there is a changing landscape, which affects the role of the music teacher from the traditional imparter of knowledge to the active assistant who facilitates, advises, motivates and guides the pupils. The pupil changes from a passive recipient to an active participant within the classroom, receiving knowledge and simultaneously formulating his/her perspectives by creating, inventing, and inquiring. The wide varieties of musical activities, such as composition, performance, listening and appraising are influenced from the music curriculum, underpinning alongside the relationship between the music teacher and the pupils.

The importance of the teacher in learning is central in music education, a common feature in most learning environments. Teachers are expected to provide instructional resourcefulness, through application of essential music skills of composition and performance to motivate learners to understand music.

This study investigated how resourceful the Secondary School Music teacher is in instructional delivery in Central Province of Kenya. Aware of the important role of instructional resources, the study specifically sought: to document the available resources in secondary schools for music teaching and learning; to identify core techniques of instruction in music and to ascertain the characteristics of a resourceful secondary school music teacher. To guide the investigations and discussions, the study adopted the theory of Complimentary relationship of music experiences, supplemented by Social Learning Theory.

The research method used in the study was descriptive survey, which targeted music teachers and students as respondents. A total of 34 schools with a sample population of 278 students and 36 teachers participated in the study. Data was collected from the respondents using questionnaires, interviews, and observations. Resultant data was analysed using frequency tables and percentages. The ultimate goal (consistent with research studies) was to answer research questions highlighted in the study, and to deduce summaries, conclusions and recommendations that are pertinent to the study.

Findings of the study revealed that materials, facilities and equipment were scarce in some schools. Some of the facilities were out of order, out of tune and in a state of irreparable damage. In addition, these facilities were inadequately used. Other findings showed that music as a subject was not accorded its rightful place in the secondary school curriculum. There was an acute shortage of resourceful music teachers and lastly, instructional methods employed by music teachers were found to be irrelevant for resourceful instruction in music.