EFFECT OF MUSICAL INSTRUMENTS ON THE TEACHING OF MUSIC IN PRIMARY SCHOOLS OF RUKUNGIRI DISTRICT: A CASE OF NYARUSHANJE SUB-COUNTY

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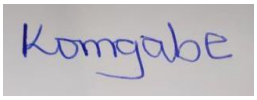
DECLARATION

I, **KOMUGABE ROSE**, hereby declare that this dissertation is my own work and the content presented is original except where otherwise stated and has never been submitted to this or any other Intuition of Higher Learning for any academic award.

Signature  Date: 26/08/2025

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APPROVAL

This is to certify that this dissertation titled “effect of musical instruments on the teaching of music in primary schools of Rukungiri District”; a case study of Nyarushanje Sub-County was conducted under my supervision.

Signature:  Date 26/08/2025

MR. HABARUGABA GASTONE

(UNIVERSITY SUPERVISOR)

DEDICATION

I dedicate this dissertation to my husband Mr. Mucunguzi Julius and my children whose words of encouragement gave me hope for success.

ACKNOWLEDGEMENT

My sincere gratitude goes to my supervisor Mr. Habarugaba Gastone for his guidance, direction and support in this dissertation development; I acknowledge that I have learnt a lot from him.

Thanks to my comrades for imparting my academic discipline and for their support and encouragement.

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LIST OF ACRONYMS

PC - Physical Challenges

PLE - Primary Leaving Examinations

UNEB - Uganda National Examinations Board

CP - Cerebral Palsy

CL - Confidence Level

SNE - Special Needs Education

PH - Physically Hand Capped

CVI - Content Validity Index

SPSS - Statistical Package of Social Scientist

DEO - District Education Officer

ABSTRACT

In Uganda, musical instruments have been used at the elementary and primary school levels for many years and have been recognized as an excellent means to improve students' cognitive development, memory retention, creativity, and academic performance. The incorporation of musical instruments in teaching music to primary school children has, in most cases, been a laborious process. Musical instruments in primary schools have not been completely ruled out as options that can enhance the teaching of music. Besides, the current situation regarding teaching musical instruments in primary schools identified a number of problems that needed to be addressed. Further, the research proposed some measures for the musical instruments in Rukungiri district primary schools. A combination of different methods was used in the research that involved both quantitative and qualitative approaches for data collection and analysis. The outcomes of the research revealed that; there is no use of the music instruments available for the music teaching, musical instruments usage in the teaching process meet difficulties, and ways of improving the music teaching were revealed. The study suggested that; the authorities of primary schools should make sure their schools get different types of musical instruments, government helps music education in primary schools, organize teacher-pupil awareness campaigns showing the advantages of instrumental music, supplying/ training primary school teachers the ability to play various music instruments plus making music education a subject with grades at primary level. It also that further research should be conducted to assess the impact of music education in primary schools in Rukungiri district-Uganda on academic performance, cognitive development, and cultural identity and appreciation.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Through different angles, this chapter has presented the dissertation including aspects like the background of the study, the problem statement, the purpose of the study, the objectives of the study, the research questions, the limitations of the study, the significance, the framework, and the definitions of terms and concepts.

1.2 Background of the Study

1.2.1. Historical Background

During school teaching activities, the capability of playing musical instruments can not only elevate the students' music appreciation but also their overall quality through a very gentle impact (Feldman et al., 2020; Dan, 2022). One reason for the belief of many historians that it can never be ascertained when each musical instrument was invented is that most of the early instruments were made of such materials that could easily decay and become bio-degradable like animal skins, bone, and wood (Peter Obeng et al., 2018; Ismail et al., 2021).

The musical instruments of ancient city cultures from Mesopotamia, the Mediterranean, India, East Asia, Africa, and the Americas were all characterized by their diversity and well-developed assortments; thus, it would not be too much to say that there were long developments earlier. Nevertheless, the question of the origin of musical instruments must still remain unsolved. Though some researchers have suggested that the first instruments were made from such practical items as clay pots (Kasule & Amone (2020)) and hunting bows (musical bows), others have argued that the making of music might have been the first use of the very materials that were later to become pots and bows;

while in the myths, which are common in different cultures, the birth of music has always been attributed to the gods, particularly in those regions where music is considered an indispensable part of the ritual which is believed to be necessary for the spiritual survival of the community.

Music education in Uganda was established in 1962 which was after independence and the Ministry of Education's inclusion of music and other performing arts in the curriculum. The music practices were a few educationists who went abroad, and their input was on music education. Together with other educators who saw the need for music in the school curriculum, they argued that music should be taught as a subject at all levels of public education (Richard & Deus, 2023).

1.2.2 Theoretical Background

The introduction of music instruments in Uganda's elementary and primary school level has a long and deep-rooted history, which has gradually yielded remarkable results in students' learning. The literature that was reviewed suggests that music education with instruments in use does have positive influence on the development of cognitive abilities, memory retention, creativity, and academic performance overall (Richard & Deus, 2023).

In addition to this, the primary school curriculum documents on music education treat it as one of the four fields of art materials, namely, visual art, music, dance, and theater, which are thematically integrated. From the teaching materials that are linked to different themes, the elementary school music education consists of the topics of bar, rhythm, tone, tempo, dynamics, and sound color. It is the teachers' responsibility to decide how deep to go into the content depending on the grade levels (De Vries, 2021; Ghozali, 2020). Considering this, the beneficial impact, supported by serious academic

developments of Pereverzeva et al., (2021) and many others, of teaching music through among the methods listed, active methods can be distinguished. However, the impact of active methods of teaching music on children's development, which was tried out in practice, is still not covered in academic literature and the children's insufficient cognitive activity development, heuristic thinking and creative skills have not been studied with respect to the problems that are significant for a person's productive life in general (Kasule & Amone, 2020; Pereverzeva et al., 2021). On the other end of the music spectrum, children's participation in music classes or activities like playing instruments, has been advocated by a number of researchers to promote hearing and sensorimotor processes (James et al., 2020; Roman-Caballero ´ et al., 2021; Roman-Caballero ´ et al., 2022). Learning to play an instrument is one of the most demanding tasks for the human being, as it entails using various senses, integration of sensory and motor skills, and employing the mind at a higher level. Apart from that, learning a musical instrument in a structured manner is a practice that has to be sustained over a long time and requires a lot of effort; the person has to be regularly and highly motivated for practice, learn new and increasingly difficult material, and be able to adapt to different contexts.

The optimal general cognitive training strategy which was to come from musical training and could possibly have an impact on non-music performance areas was based on the already stated musician traits and the general cognitive functions advantages. Cognitive functions have been linked to musicianship together with the least connection possible to those skills. The cognitive functions in question are (Medina & Barraza, 2019; Roman-Caballero et al., 2021; Roman-Caballero et al., 2022): intelligence, visuospatial abilities, processing speed, executive control, attention and vigilance, episodic and working

memory. In addition, one of the most powerful ways to maintain cognitive functions in old age is training music and musical instrument playing. Instrument playing is a complex cognitive task that involves the integration of various sensory inputs together with attention, fine motor control, memory storage and retrieval, and emotion processing (Feldman et al., 2020; Xia Guo et al., 2020).

Integrating playing musical instruments into the school curriculum is an effective and indirect way of gradually improving the music appreciation ability and level of students and consequently their overall quality of education. Students get information through listening, and imitating, and the whole group is involved. They work in friendly groups, decide which instrument to play and pick the musical material. All three activities of performing, composing, and listening are done together. In their groups, students are in charge of the learning process, which is non-linear, accidental, and guided by immediate identified need rather than planned and sequenced in advance by the teacher. The teacher's role is to take a passive position at first, observing through the process, and then acting as a musical model and resource, providing support according to the needs of the students (De Vries, 2021; Emily Wilson, 2022).

De Vries (2021) and Ismail et al. (2021) identified playing musical instruments, singing, and dancing as the best activities in musical learning. This is in line with the idea that children should be given access to movement activities so that they can experience musical elements like rhythm and melody (Ismail et al., 2021). Besides, the suggestion of introducing musical instruments in the music class can activate the students' mental capability to master a skill. When playing instruments, students do a lot of movements and these movements should be investigated to bring about meaningful learning. Rhythmic movement is a natural part of a person thus it is considered as the strongest

and the closest musical elements to a human being's life besides sound and motion. This is not only the case in music education but also the importance of rhythmic movements is acknowledged in various other areas such as the correlation between the movements and the body mechanics in sports and dance, and also as an indirect learning of heritage education through the playing of musical instruments accompanied by popular music beats (Ismail et al., 2021).

The Music Learning Theory is the basic theory that supports the teaching of music in elementary schools, which is the theory related to musical instruments. Besides, the two main features of the MLT approach are the learning sequence activities (i.e., tonal and rhythm pattern instruction) and classroom activities (Gordon, 2007c; 2007d). Besides the application of this theory; thus, the quantification of the way music is taught in primary schools can be achieved (Gordon, 2007c; 2007d; Feldman et al., 2020).

1.2.3 Conceptual Background

The definition of learning music refers to the artistic experience resulting in a change of attitudes and behavior, which is gradual. The learning paradigm represents a model or pattern that can be applied to the curriculum, the development of learning materials, and the provision of support in the classroom (Jabborova, 2022). Music educators should, as far as possible, make use of their whole set of skills and potential to present music education in such a way that it becomes interesting to students and so that the students get to engage in a larger and more active learning process through musical activities. This is the same conclusion reached by Mohd Sham et al., (2018), who urged music teachers to use their art teaching skills and experience to build a strong foundation for effective teaching and learning in the classroom. One of the ways to achieve this is

through the application of rhythmic movement strategy and musical instruments which has the potential to create active learning activities.

It resembles a game-based activity that goes hand in hand with children's physical and mental growth (Jin, 2019; Ismail et al., 2021). Vygotsky, Froebel and Dewey put forth their respective educational theories which signified that one learns music through playing the instruments and as this requires a lot of bodily movement, In the end, it is confirmed as the best method for teaching students (Jin, 2019). The most prominent features of music, rhythmic movement and playing with instruments, are going to activate the brain functions by the interconnection of sensory, motor, and cognitive skills (Ismail et al., 2021). The “learning by doing” approach, employing different musical instruments as learning models in teaching music in primary schools, is the one that is most favored by all, for the reason that the power of learning will, in its own right, create a conducive, calm and directed class condition, hence it will be the experience of learning and direct involvement in the educational process that will be the strongest factors. However, theory in music art learning is indeed important, but its application should be direct. If measurements are taken right and learning is done in an optimal way, students will not only know how to play different musical instruments associated with music but their learning achievements will also be improved in the subject of music (Saputra, 2020). Moreover, the applauding and playing of the children are extremely beneficial for the teachers’ musical learning skills and performing skills of no less importance. This activity should be included during primary education in the context of instrument playing and understanding of timbre. This means that the teacher will play with a variety of percussion instruments such as drums, rattles, spoons, and

little safoyas while developing rhythmic accompaniment to melodies that are being played by the magnetic tapes (Saputra, 2020).

The most trustworthy method for developing the students' musical reading and performance skills is through singing activities. The vocal performance in the group singing is a very personal thing for each student in the classroom, who is at the same time listening to and watching the other students' performances and doing the best he or she can to communicate with them. The students will actually participate in the curriculum, as listening and singing are the most important activities. They will not only learn through singing and listening but also get the chance to fortify their skills with musical instruments and terms through creative activities like playing musical movements and enactments (Shermatova, 2021). Music teacher gives a lot of thoughts to different ways of teaching. The teacher should be able to make his music using the methods of teaching that are the most effective starting with the type of activity that he has a positive attitude towards the lesson without being strictly tied to the state program's plan. The application of non-conventional teaching methods and the inventive organization of the lesson play a significant role in students' interests in knowledge (Ismail, Loo & Anuar, 2021). On the one hand, the use of non-conventional approaches in education such as concerts, lesson discussions and debates helps students to develop their musical skills and at the same time to become more independent in their thinking. Within these classes, the child feels free.

In addition, through regular engagement in music activities during the teaching period students get acquainted with the art of music, develop a liking to music, become the listeners of Teachers of different subjects and parents have to ensure strict cooperation with the music teacher for making the above happen. The music teacher is then the one

to access and present the children's responses to the musical experience, tell the children about their best professional practices and invite them to share the failures of their arguments. Some schools are successful in this area, and their success can serve as a guide for others, thus dissemination of the experiences is a must. The present-day education system permits the use of all kinds of visual aids (Ismail, Loo & Anuar, 2021; Shermatova, 2021).

1.2.3 Contextual Background

Teaching of music was introduced at primary level to reduce illiteracy and equip pupils with the skill. Nonetheless, effectiveness of Musical Instruments to the teaching of music presents mixed results with regard to reducing illiteracy and equipping pupils with the required skills. The teaching of music in primary schools has generally remained demanding. In a study conducted by Peter Obeng et al., (2018), it was ascertained that teaching and learning of music in primary schools is facing challenges. The study also discovered that the teaching of music was adversely affected by unqualified staff, lack of teaching supplements, negative attitude of teachers and lack of relevant books the fact that the subject was not examinable.

The research carried out by Ntshole et al., (2023) brought to light the fact that the creative, cognitive, emotional, and social skills of the learners can be developed through the music component which is a very important factor. The study also uncovered the fact that the music component is not supported enough and is not treated like other learning components and subjects. The syllabus and lesson plan laid out by the Department of Basic Education, however, says that all the components of the Creative Arts subject have to be treated equally in both theory and practice, yet the music component is not given the attention it should have. One of the suggestions put forward

is that the management of the school should appoint personnel who are musically inclined for the music component and make sure that the component is treated fairly along with all the other disciplines (Ntshole et al., 2023).

In Africa and specifically low-income countries, studies by Adjepong, (2021) and Richard & Deus, (2023) revealed it that in primary schools during teaching of music, every An educator might try different methods or strategies to present the lesson which have the potential to help achieve the lesson's objectives set out beforehand. In this context, a research by Adjepong, (2021) pointed out teaching techniques that allow children to take part in musical activities like playing musical instruments. Such techniques might be the best ones to be taken into consideration by the teacher. But then again, the very factors that led to the selection or the influencers of the teaching methods given in the above-mentioned works of Makokha & Mecha (2019) and Adjepong (2021) are as follows; the School timetable, which indicates the contact hours with the teacher, the Aim of the lesson, Number of students in the group, the Nature of the subject or the students, the Equipment that is present in the school and the teacher can use, the Period of study in relation to the syllabus, which covers the Age, experience and the capacity of the students, the kind of Curriculum the school has, the Teacher's pre-service training, the Nature of the examination if it is externally assessed, the Teacher's readiness and capability to use the available resources, the Teacher's educational philosophy, such as the learning principle he/she espouses, the Character and interaction of the entire class, and the Teacher's preference for diversity in his/her professional practice.

In Uganda, a recent study by Richard & Deus, (2023) using a mixed-methods approach to look at the effects of music instrument use on student engagement, motivation, and academic performance, pointed out varios problems that music education in Uganda is

presently facing. The same research also proved that the use of musical instruments in the classroom had a beneficial impact on student learning outcomes in Uganda. Makokha & Mecha, (2019) reported that it is very beneficial to use traditional music instruments in schools because they not only help students appreciate their cultural heritage but also promote cultural diversity. In spite of the benefits of music education, there are hindrances to its adoption in the primary schools of Uganda. The problems were pointed out by the research work of Namyalo and Nyanzi (2017), Peter Obeng et al., (2018) and Richard & Deus (2023) and they are: lack of funding, unqualified music teachers and scarcity of instruments and materials. In conclusion, it is found that the use of musical instruments in the educational setups of Uganda's post-secondary institutions is a plus for the students both academically and in their cultural identification. One of the hurdles that must be cleared (Makokha & Mecha, 2019; Richard & Deus, 2023) to make music education an integral part of national curriculum and accessible to all learners is the existing situation of music education in schools, mainly in Uganda's primary schools and particularly in rural areas. Besides, Makokha, & Mecha, 2019 in their investigation pointed out that, in the area of music resources and equipment for primary schools, the Ugandan government should provide continuous support, which may consist of professional development of music teachers, mentoring and upgrading of facilities. Such recommendation was in agreement with earlier findings regarding the significance of sufficient resources and backing for the proper execution of music education. Nonetheless, these studies overlooked the indispensable practices in drama and music such as choice of instruments and did not touch upon Rukungiri District either. It is for this reason that the investigator was prompted to find out how Musical Instruments affect the teaching of music in Rukungiri District Primary Schools.

1.3 Statement of the Problem

There is no doubt that music is a universal language since great listening experiences and playing music itself can hardly be more enjoyable activities. Past research, mostly conducted in developed countries, on the role of Music Education in the Primary School Curriculum through the use of musical instruments has confirmed the positive impact of this method of teaching. Music education with instruments not only fosters the comprehension of diverse cultures but also boosts intellectual growth (Makokha, & Mecha, 2019). Despite the tremendous benefits and recommendations highlighted by the various scholars, usage of musical instruments in Ugandan primary schools has remained unsatisfactory (Richard, & Deus, 2023). In Rukungiri district, district interschool music competitions are rarely organised and a few primary schools often organize music gallas. Pupils often exhibit less desired skills in playing music instruments and mainly a few common ones. The background underscored the need for a comprehensive investigation focusing at analysing the use of musical instruments in the teaching of music and establish the effects, the challenges encountered and the strategies to ensure improvement in teaching of music instruments among the primary schools of Rukungiri district.

1.4 Purpose of the Study

The study was purposely conducted to establish the effect of musical instruments on the teaching of music in primary schools of Rukungiri District.

1.5 Research Objectives

1.5.1 Main Objective

To assess the effect of music instruments on the teaching of music in Primary Schools of Rukungiri District; A case of Nyarushanje Sub-County.

1.5.2 Specific Objectives

i. To establish whether musical instruments are used in facilitating the teaching of Music among Primary Schools of Rukungiri District.
ii. To establish the challenges faced during the use of Musical Instruments to facilitate the teaching of Music in Primary Schools of Rukungiri District.
iii. To identify the measures of improving the effective use of Musical Instruments to facilitate the teaching of Music among Primary Schools of Rukungiri district.

1.6 Research Questions

The study attempted to answer the following research questions;

i. Are musical instruments used to facilitate the teaching of music among primary schools in Rukungiri District?
ii. What are the challenges faced during the use of Musical Instruments to facilitate the teaching of Music in Primary Schools of Rukungiri District?
iii. What are the measures of improving the effective use of Musical Instruments to facilitate the teaching of music among primary schools of Rukungiri district?

1.7 Scope of the Study

1.7.1 Geographical Scope of the Study

The study was carried out in Nyarushanje Sub- County of Rukungiri District in south western Uganda. It borders the districts of Ntungamo in the east, Mitooma in the north

and Kanungu to the west. It lies at an approximate altitude range of about 615KM to 1864m above the sea level; latitude 000 47` 21" S and longitude 290 56` 30" E. The district is comprised of nine sub-counties including Nyakishenyi, Nyarushanje, Kebisoni, Buyanja, Nyakagyeme, Bugangari, Bwambala, Buhunga and Ruhinda and four town councils. Nyarushanje sub-county was purposively selected to represent sub-counties.

1.7.2 Content Scope

The study examined the effect of musical instruments on the teaching of music among Primary Schools of Rukungiri District. The types of musical instruments used and the extent of their use were determined, challenges encountered during the use of such musical instruments and measures of improving the use of musical instruments to facilitate the teaching of Music among Primary Schools of Rukungiri district were the point of focus.

1.7.3 Time Scope

The study covered a period five years ranging from 2020-2024 because this is the period when the government of Uganda massively encouraged the teaching of music from primary level to tertiary institutions with low rate of school participation. This move was evidenced in the recent study by Kigozi, (2024) where the School Music Festivals and The Rights of Children in Uganda were assessed.

1.8 Justification of the Study

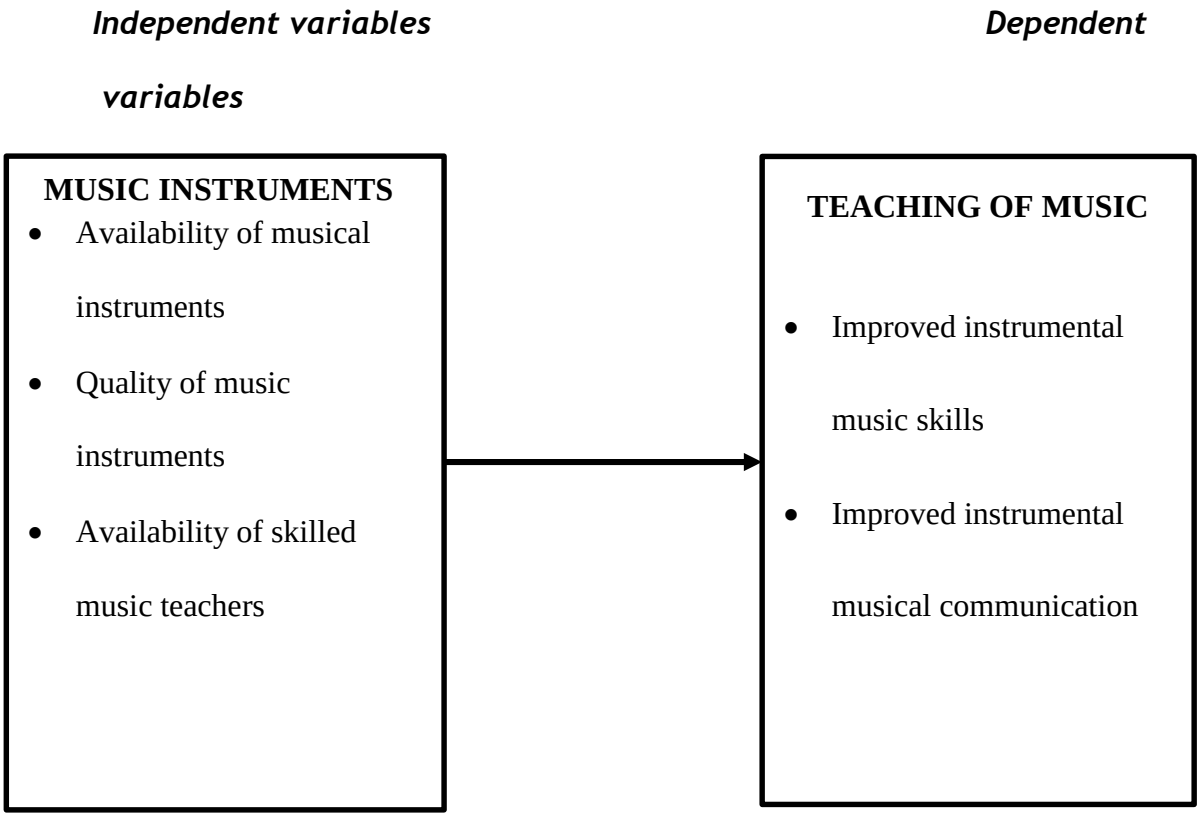
The teaching of music at primary schools, though supported by the government, still remains a difficult task. This is a process that is characterized by a low level of confidence and competence to teach (Makokha & Mecha 2019; Richard & Deus, 2023). Gaps were identified in the work by Mills, (2019) and Richard & Deus, (2023); they argued that teaching of music at lower levels was hampered by the teachers' lack of musical

experience and the lack of priority of music in schools. They also pointed out that the deficiency of resources, time, and knowledge contributed to the poor teaching of music. Most of the studies conducted on music teaching at primary level did not apply quantitative methods but rather qualitative methods in sampling, data collection, quality control and analysis thus creating a methodological gap that this study tried to fill by applying both methods. Smaller samples were used in most studies compared to a larger sample size that this particular study used. Therefore, the research done on musical instruments for the teaching of music to primary schools was minimal. There was therefore a need for a study to be done on the impact of musical instruments in teaching music in Rukungiri District as a matter of urgency. The study was conducted specifically in Nyarushanje sub-county of Rukungiri district because this Sub-County has the highest number of primary schools (25) in comparison to others and thus provides the statistically acceptable representative sample size (n) of participants for the study.

1.9 Significance of the Study

This research will help the education ministers when they consider the different policies that might help to increase the use of musical instruments in teaching music in primary schools to decide on the best policy alternatives. The study brings to light the challenges of teaching music in primary schools, thus allowing for the development of suitable strategies for their overcoming. Furthermore, this research will create a benefit to the existing knowledge that is required by academicians who may want to perform further studies on the topic of musical instruments in Uganda.

1.10 Conceptual Frame work



[Adopted from Makokha & Mecha, (2019) and modified by the researcher]

Fig. 1: A diagrammatic representation of the Conceptual framework

In this study, musical instruments were the independent variable while the teaching of music was the dependent variable. When musical instruments like Xylophone, Drums, Fiddle, Arched Harp, and Wind Instrument among others are used in the teaching of music among primary school pupils, an improvement in instrumental music skills and musical communication will be realized.

If the curriculum that is being implemented for these students is not modified, it would still be inadequate for the diverse musical needs of the students. Thus, Teaching Methodology, Musical Instruments, and Experts Ways of Testing should be changed in such a way that skills and knowledge of the environment and on time management would be included. All these will lead to a reduction in the number of students dropping out of the music subject.

1.11 Definition of Key Terms

Instrumental music: Played or composed piece for musical instruments.

Musical instruments: Any of contrivances or mechanisms that can be played to produce musical tones or sounds.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The section did a thorough review of the existing theoretical and empirical literature discussing the impact of musical instruments on the teaching of music in Uganda. The chapter was rich with various theories related to the study and the empirical literature. It also highlighted the literature and the research gaps.

2.1 Theoretical Framework

The research was strictly based on the principles of the Music Learning Theory as proposed by Gordon, (2007c) especially. The foremost point of Gordon's theory is the concept of auditory imagination as the principal method of music learning. Thus, we are training our auditory imagination that allows us to attribute meanings to the rhythm and tonal patterns that music gives us through various activities like breathing, moving, and rhythm chanting, singing, and playing instruments. Gordon opines that auditory perception is the means through which we realize the learning of music as an infinite, always-deepening process for music expression and enjoyment. At the core of this theory is music aptitude, the innate capacity for music that varies from person to person. According to Gordon, the piano is a universal gift that every human being has when born. Like all other human learning potentials, there is a very huge variation of music aptitude among different people. In his studies, Gordon (2007c, 2007d) has stated that music aptitude is a process of development that varies from birth to about 9 years and then gets fixed. The differences in music of the individual noticed by teachers in the music classes are explained in part by the interplay of the music aptitude at birth and the music

environment during the first few years of life. The theory reinstates the findings that primary school kids acquire music through a process (Kennell, 2021).

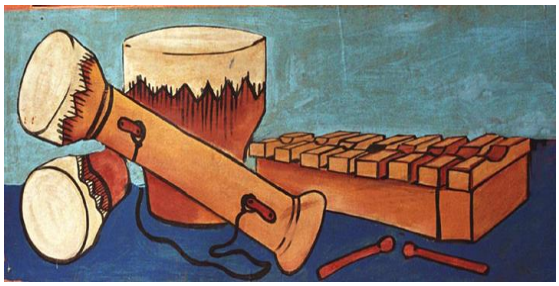
2.2.0 Empirical Literature

The section was categorized into the use of musical instruments in the teaching of music, challenges encountered in the process of teaching music and strategies employed to ensure effective teaching of music.

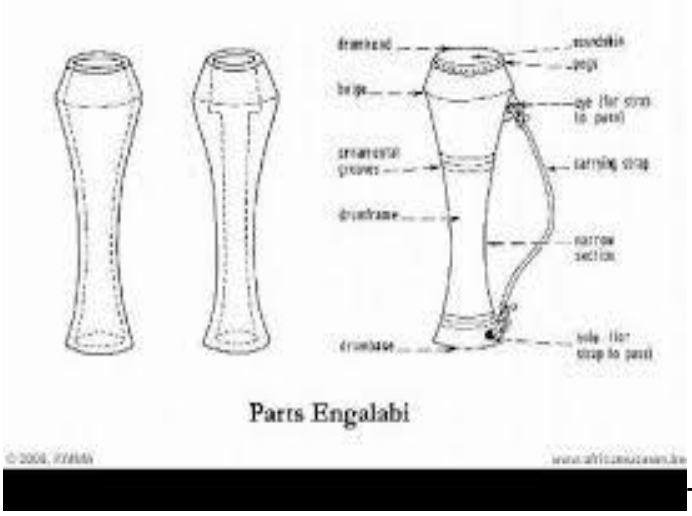
2.2.1 The Use of Musical Instruments in Facilitating the Teaching of Music in Primary Schools

The learning process of music with an array of the most exciting and fun activities is expected to be a subject the students look forward to (Ismail, Loo & Anuar, 2021). The research pointed out that in music classes that included musical instruments, students were able to express emotions, improve their imagination and reveal their skills. Ismail, Loo & Anuar, (2021) concluded that the music class could introduce students to the musical concepts, give them the music history, and at the same time improve their literacy skills. Jin, (2019) proposed music teaching through the playing and learning of different music instruments. He pointed out that this method not only makes music learning fun but also contributes to the child's physical and mental development. Different African musical instruments mainly play their role in primary schools as teaching aids for music according to (Kakuru and Ssenyonga, 2015). Uganda's traditional musical instruments even solarization or invention has tried to change their form or size and other aspects, still outdo the modern ones (Kakuru and Ssenyonga, 2015; Kennell, 2021). No matter what your

emotion gets you these sound the best moods from the musical instruments.



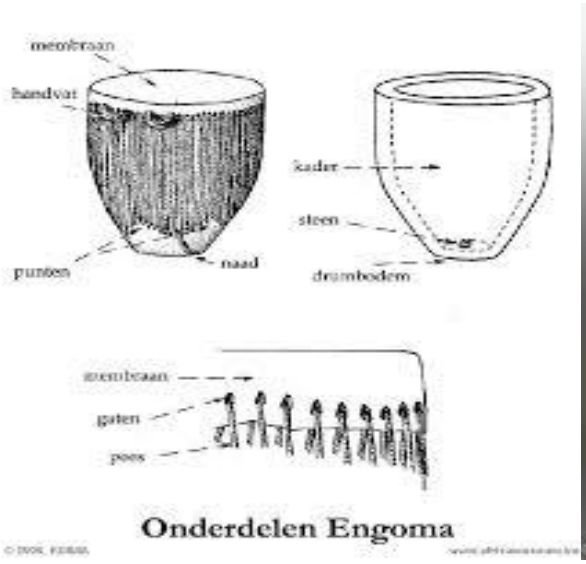
Engalabi/long drum



This

The percussion instrument mentioned here is a standard drum that has a head made of reptile skin and is attached with nails to a wooden resonant box. Engalabi has a huge significance and is played in the most important rituals and also during the performances in theaters. The classification of instruments under membrane phones is given based on their production of sound via the vibrating of a stretched membrane or skin (Kennell, 2021). Learning the proper use of such an instrument in class is very vital.

Engoma/Drums



In Africa, drums are considered to be the main instrument used and the loudest sound of the performance which supports the rhythm. Since music in Africa isn't just for fun, it eventually gets involved in the visual and dramatic arts as well as the overall life. Drums can be termed "talking" by imitating human voice to send messages and signals (Kennell, 2021). Drumming music and dancing are normally the timing of the accompaniment for any ceremony; births, marriages, deaths, etc. Drums are a sign of Africa in the world of music and the Africans are very proud of it.

Akogo/Likende/Akadongo/Sansa/Mbira/Akalimba-thumb piano

A single percussion instrument goes by many different names, but Kalimba, Sansa, and Mbira are the most well-liked ones. In Uganda, the instrument is frequently played alone, probably to make the lonely journey of a traveler or the long night of a caretaker pass easier. The instrument is part of a set of “songs for thought” or laments that are sung by both men and women. So, one might enjoy the sound of these musical instruments and be dancing all the way through, Uganda’s Traditional Musical Instruments. It is very essential to learn how to play such an instrument from a very young age (Kakuru and Ssenyonga, 2015; Kennell, 2021).

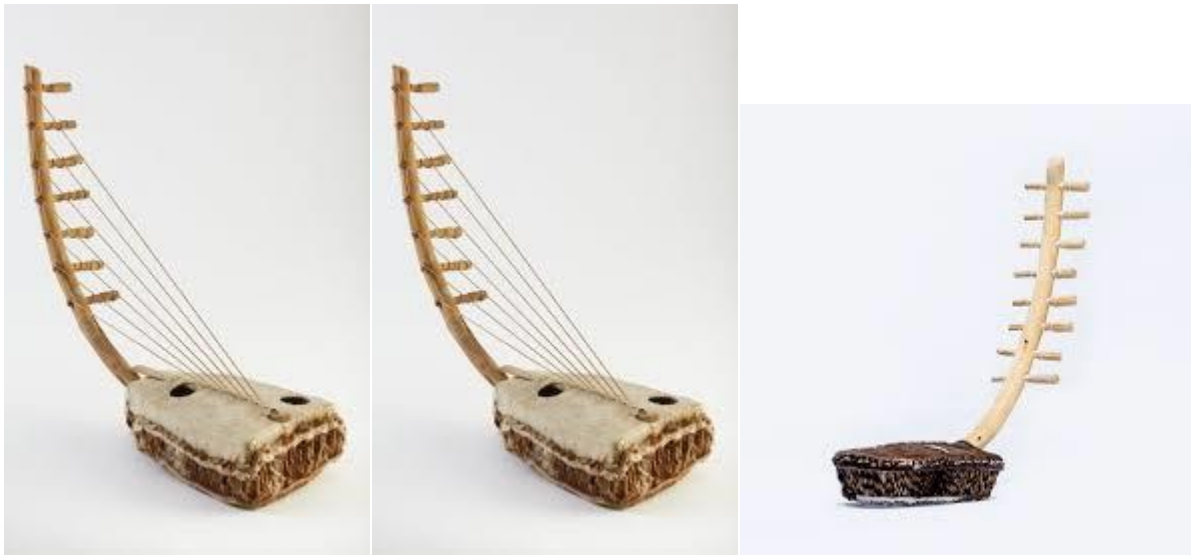
Endongo/Entongoli lyre/bowl lyre/harp lute /kora

This stringed instrument works well for some tribes in Uganda. The Baganda and Basoga use it at wedding functions. Pupils should learn how to use it because it is the instrument of the praise-singers (Jack, 2023). It is played for either solo or to accompany songs of praise.

Amakondeere/Engombe/Enzambe horn/wooden trumpet/wind instrument

The vague origin of this instrument has led to a strong impression or even a kind of belief that the Bushmen and Hamites were the main users of this tool. Even if this instrument was utilized in different ways in different societies, it is still being considered a sound and coronation instrument in some regions of Uganda like Buganda and Bunyoro. For the Batooro, it is an instrument that participates in the Kings' courts as a cultural and royal ceremonies celebrant. The use of such an instrument in primary music education prepares children to be the future guardians of their cultures since its melodic sound is extremely lovely in music training (Kakuru and Ssenyonga, 2015).

Adungu/Adeudeu bow harp/arched harp



This is a developer of sweet sound with eight strings. A quasi-circle wooden resonating chamber that is covered with wood is used to hold those eight strings. The instrument finds use among several tribes like the Alur from Northern Uganda. Jack (2023) states that infants should be taught using the musical instrument for tribal ceremony readiness.

Endingidi/Adigirgi tube fiddle

In Buganda, Busoga, Ankole, Kigezi, West Nile, and Acholi areas, one-string fiddle is the most common musical instrument. It has only one string, which is joined to a bendable stick and sometimes has a resonator. Contrary to other single-string instruments, it is used with a bow. Its playing should be conducted at an early age for the future of the music industry in the country.

The Fiddle

The early fiddle's resonator was made of a gourd-like Kikuyu instrument. The creator considered the instrument to be akin to the kids' ground bow "Sekitulege" and after making one for himself, he played a kids' song on it. The fiddle has gained much popularity for light music.

Ennanga/Nanga wooden zither.

Dan, (2022) show that learning how to use the wooden zither should be timely such that users can use it appropriately for narration, romantic ballads, songs of adoration, epics, funeral songs, and comedic songs. The sound box of African zithers is shaped like a boat and has a relatively long neck made of wood, which goes into the resonator. This eight-

stringed instrument with strings running over a wooden trough is exclusively a single-player instrument, Uganda's Traditional Musical Instruments.

Sekitulege/Berimbeau musical bow

The most straightforward string instrument is the string musical bow. The Baganda, the Basoga, and the West Nile area are its traditional users. The Baganda refer to it as Sekitulege, whereas the Itesos refer to it as Aunene/ground bow. It is thought to have derived from the hunting bow, which was made for shooting arrows. It is the origin of all string instruments, if not of the harp, and it goes back to very ancient times (Dan, 2022).

Endere/flute/Alumaru

Ainebyona and Aguti, (2019) revealed that a flute, which is commonly used as a solo instrument should be used starting from childhood for the success and development of the music industry.

Agwara side-blown horn

In some instances, there is a single finger hole on side-blown horns and that hole is utilized solely for grace-note ornamentation. Cow horn is the material used for making the same kind of instrument and it consists of a single mouthpiece only; they serve the purpose of communication or signaling exclusively Ainebyona and Aguti, (2019). Uganda's Traditional Musical Instruments. It is a great idea to learn how to play the side-blown horn as a child because it will enable one to have a good music practice later on.

Akadinda/Embaire/Entaara/Amadinda/xylophone

This drum is the main one and it is commonly played by the Bantu-speaking people. Each tribe knows it by the name which is used in their culture, it really helps to enhance the sound (Ainebyona and Aguti, 2019; Adjepong, 2020). The instrument consists of several keys that are placed on banana stems and are either separated by long sticks or short

ones. They are distributed among the various tribes in Uganda and the keys are secured by passing a string through the small holes made in the wood.

Ensaasi/Enseege shakers.

A percussion instrument consists of two pieces made from gourds or shells with stick handles. This kind of instrument is mainly used for accompanying traditional music in Uganda. The Central and Northern regions have shakers that emit an unbroken sound due to the beads moving from one side to the other in the body where they are enclosed.

Endege/Ankle bells.

Metal jingles are usually worn by dancers around their ankles and they serve to make their movements more visible. The real noise produced by the dancers and the finest-imported dance moves to be performed to the very unique sound from these instruments certainly

no less than (Adjepong, 2020). Furthermore, a music class should not be considered as an unexciting and inactive learning environment (Jin, 2019; Ismail, Loo & Anuar, 2021). A teacher who makes music sound like a hard and exhausting subject will most probably make the students in that music class dislike music. Music in the curricula for both primary and secondary schools has made music education an important component of Uganda's educational system (Richard & Deus, 2023). The positive impact on students' learning outcomes due to music teaching with the use of musical instruments has been validated by the research of Ainebyona and Aguti (2019) and Richard and Deus, (2023).

The literature review that comes after mentions the various investigations which have been carried out regarding the impact of musical instruments on learning in higher education in Uganda. Among them is the research conducted by Ainebyona and Aguti (2019) which has examined the influence of music education on academic performance in, especially, Ugandan secondary schools. The report affirms that the teaching of music has a significant positive effect on the student’s performance in tests, particularly in the areas of language, science, and math. Improvement of students' focus, creativity, and memory has been the outcome of teaching with musical instruments. The study by Kakuru and Ssenyonga (2015) discussed the usage of traditional music instruments in primary schools in Uganda. One of the findings of the study was that the use of traditional music instruments helped in the watching over and the strengthening of the students' identity with the own culture. Kids who had the opportunity to get in touch with traditional music instruments were more understanding of the cultural diversity and more appreciating of their own cultural heritage.

In addition, playing musical instruments and performing finger rhymes are instrumental in fine manipulative skills, eye coordination development, and hearing and listening abilities'

These (Adjepong, 2020) conclude the research. The study further revealed that music, along with the performing of musical instruments, is the main factor for reaching both physical and mental coordination, an aspect very important for children's daily life. Through their voices and the use of different musical instruments, children create rhythms and melodies spontaneously to communicate their feelings of joy, happiness, and tenderness (Gırgın, 2020). The same research has shown that the children's body movement in various directions to make gestures in response to the sounds of music and musical instruments signifies that musical thinking is in action. Thus, it is evident that music, through the performance and improvisation of musical instruments, can be categorized as an activity that enables children to vent their feelings. Moreover, music performance is said to spread social unity not only among individuals but also within cultures (Adjepong, 2020; Gırgın, 2020).

Collaborative music making with the use of musical instruments, among the children, develops their social abilities which make them care about fairness and rules which in turn sharpen their awareness of others. Children's singing together, and the pleasure of holding each other's hands and moving together, in addition to the playing of instruments, are not only the ones that bond them together but also help them to interact and cooperate with others, to share and accept both leader and follower roles and to experience community (Ainebyona and Aguti, 2019; Adjepong, 2020; Gırgın, 2020). Besides, the same studies have proved that such experiences foster teamwork and lead to increased self-confidence and self-discipline. Therefore, it can be said that music greatly contributes to the molding of social sensitivity and children's growth. Additionally, it was noted that the kids were becoming more and more musical in their activities like singing, playing instruments, moving to the beat, and dramatizing with songs; they were taking this route and at the

same time expressing through music their feeling responses, hence they were receiving aesthetic experiences in the art. The aesthetic experiences are the ones that give children the chance to be pleased and delighted while they are doing the music, so they would be living their lives more and more fully and richly (Adjepong, 2020; Sungurtekin, 2021). The study aimed at assessing the effects of employing musical instruments as a medium for music teaching in the primary schools of Rukungiri district, particularly Nyarushenje Sub-County. This was the case because the research was based on the gaps that already existed.

2.2.2 Challenges Facing the Use of Musical Instruments to Facilitate the Teaching of Music in Primary Schools.

The investigation conducted by Mecha (2019) and Richard & Deus (2023) showed that despite the constant stress on the necessity to generate an engaging classroom environment, the main problem still persists in the music education sector. As music teachers in primary schools, we have usually come across the fact that music classes are taking place in a non-pedagogical and non-enjoyable manner through our personal experiences and observations. The children were asked to answer questions such as 'What is dynamic?' and 'What is the meaning of tempo?' and 'Explain rhythmic pattern'. Also, they had to do piles of homework and were not allowed to participate in such enjoyable activities as movements, playing musical instruments, or singing in the classroom (Makokha & Mecha, 2019). Such observations certainly indicate that the theoretical learning (Fig.1) has been prioritized over the practical music lesson. The figure depicts the physical setting

of the traditional music class for students as shown in Figure 1.

Fig. 2 Traditional music class configuration

Drawing on this, the previous research by Namyalo & Nyanzi, (2017) and Ainebyona and Aguti, (2019) has also indicated that music education in Uganda, in particular, is riddled with challenges. The lack of resources, limited funding, and inadequate teacher training were pointed out as the most important impediments to proper music education in the country. Moreover, a study by Makokha & Mecha, (2019) on the music education in Uganda also depicted the non-funding, limited resources and lack of support for music education among the hindrance factors that prevented the implementation of effective music education programs in schools as specifically included. “Education means the process that is supposed to develop our innate abilities and equip us to find our way through the world. It is doing just the opposite; it is suffocating the individual gifts and skills of a large number of students and their enthusiasm for learning is undermined

(Robinson, 2009; Sungurtekin, 2021). Every music educator is advised to change their ideas about the roles of imagination and creativity in music education, just as teachers in all branches of education have to do. Creativity in music is an essential factor in children's musical and overall development; nevertheless, studies indicate that music teachers in primary schools might not be giving their pupils the right amount of challenge in terms of musical creativity (Langley, 2018; Sungurtekin, 2021).

Consequently, the very first question that comes to one's mind is how educators would envision the role of imagination and creativity in school. To what extent are educators conscious of their pupils' artistic needs, and of the students'creative and musical learning and growth potentials? Another question that comes to light as a result of research by Sungurtekin, (2021) is how school music teachers could facilitate the creative input from "every" student in the teaching of music. Despite the fact that modern technology has been adopted by nearly every music classroom, and even teachers admit that such tools as digital software and music notation programs contribute a lot to the engagement of students, still, many educators face the challenge of weaving these technologies into their teaching practices. In some cases, it is the teacher who feels overwhelmed by new technology and would rather not take the risk of moving away from the traditional ways of teaching, while in other cases, it is the software or the programs that are just too complicated to use and to understand (Zhukov, 2020).

Studies have shown that in many cases music education is considered not a necessity but rather a luxury and, as such, not a priority. When a person realizes the vast benefits that music education brings to all kinds of learning, it is then that they prioritize involving their child in such education. Others in the education system often overlook the arts as part of their curriculum and fail to acknowledge the effects that learning

music might have on other subjects like Mathematics and cognitive reasoning, as well as social issues like self-esteem and confidence (Langley, 2018; Sungurtekin, 2021). One of the main problems facing music education everywhere has been how to make sure Primary school children get weekly high quality music lessons. In such places where kids go to Primary school, they are mostly under the guidance of 'generalist' Primary teachers who are anticipated to impart knowledge in all curricular subjects, including music (Letts, 2018).

It is evident that the teachers' qualifications impact students' musical instrumental performance. In support of this, a study conducted by Sungurtekin, (2021) insists on the necessity of music curriculum by commenting that, "The curriculum subjects should not be taught just for the examination but rather for understanding." Sadly, 60%of the teachers dealing with learners mostly from rural areas are untrained: if musical instrumental knowledge and skills are to be transferred to the learners, properly trained and qualified teachers are needed in our primary schools (Richard & Deus, 2023). The overall literature appraisal indicates music education as a potential powerful weapon for academic success and the promotion of learning among students in Uganda. The resolve of the issues confronting music education in the country will be the main prerequisite for the realization of these benefits (DiDomenico, James. 2017; Richard & Deus, 2023). Thus, the current study aimed to find out if the barriers presented to music education in primary schools really do exist in Runkugiri district, taking Nyarushanje sub-county as a case.

2.2.3 Measures of Improving the Effective Use of Musical Instruments in Primary Schools

The research by Adjepong, (2021) pointed out that concepts previously dated to Dalcroze (1945) already were a reason why music educators should let kids experiment with musical elements through their bodies, afterwards they would walk around and finally music theory would be taught. It is, therefore, inevitable that the practical side of learning would first meet with the theoretical side of music. Music class, according to our contention, should be more than the traditional approach to music teaching and learning. The new trend of professional music teachers should be supported with all means so that the music education will not only be appealing to the students but also let them experience a more meaningful and active learning process through the musical activities drawing on their resources. The study of Mohd Sham et al. (2018) confirms this view to the extent of saying that the teachers should apply all their teaching skills and experience to guarantee that the teaching and learning in the classroom are effective. One of the various methods of creating active learning activities is rhythmic movement strategy, which can be compared to a game-based activity that is appropriate for children both physically and mentally (Jin, 2019). In addition, a paper written by Emily Wilson (2022) mentioned that the students gained knowledge by means of listening, imitating, and voicing recording. Moreover, the research revealed that the learners and friendship groups did the material preparation and instrument selection in the initial stage. The activities of performing, composing, and listening have been connected throughout. The students, meanwhile, have full control of the learning process in their groups, which is nonlinear, unpredictable, and driven by the immediate needs identified rather than being planned and sequenced beforehand by the teacher. The teacher's role,

however, is still to start by observing and then to act as a musical model and resource, providing assistance according to students' needs. The new teacher attitude reflects a major change in the typical roles of students and teachers in music classes, according to Emily Wilson (2022).

In line with the above, the research conducted by Gırgın, (2020) pointed out that the music teachers occupy a very significant position in the whole process of music education as they help the students to reap the benefits of music, that is, the beneficial influences of music in its purest form. Music educators are significant factors in the formation of music-loving students' personalities. Every teacher, including music instructors, comes across students from diverse financial and social backgrounds during their teaching career. A few students might be very lucky in that regard and have outside school and classroom inspirational experiences in their musical education, while others might have such experiences only in the school context. For the school context limited students, the music teacher should work very hard in terms of encouragement and motivation so that they will join in the activities and go on stage.

A question then arose to the music teachers in different primary schools of Rukungiri District, a case of Nyarushenje Sub-county. Additionally, a study by Kennell, (2022) about teaching music one-on-one, recommended the revaluation of education policy and curriculum to improve the teaching of music in primary schools. The study also suggested the need to restructure the music curriculum to make it compulsory and examinable from the primary level.

Mills (2019) in his study regarding Primary school class music suggested necessity of generalist primary teachers' improved teacher education. Currently, Initial Teacher Education courses for aspiring Primary teachers offer music education opportunities

which are relatively limited compared to the hours assigned to the so-called 'core' subjects like English, science, and mathematics. Another time constraint, which is a challenge for Primary teachers, is the Government regulation of course design. This means that most of the time on the pre-service course has to be spent in schools.

It has also been noted that musical instruments owe critical ingredients in teaching. They provide information; offer students opportunities to practice what they learnt in case of music practical; they allow teachers to assess students' performance; as a way of promoting the use of musical instruments in the teaching of music in primary schools, music festivals are encouraged by the ministry of educational and sports (Dan, 2022). They are held every year from zonal to the national level in order to boost the teaching of instrumental music and the making of musical instruments in primary schools. Additionally, musical instruments motivate pupils to learn and be lively especially when actively involved in playing instruments for their satisfaction. Singing in a choir or playing a musical instrument on a band can be very enjoyable. Similarly, children should be given practical experience using musical instruments if they are to understand (Lizačić & Sušić, 2020).

Motivators are necessary for music students to practice and to consider music as a career. Lizačić, & Sušić, (2020) pointed out that a motivated student will be very successful in their studies. The same goes for students with average talent, they can also excel in with the help of motivation and their hard work. Motivation usually leads to better results, practice becomes easier and thus requires less motivation to begin with. Encouraging parents, teachers and students to recognize the necessity of music in schools particularly with physically challenged learners has a significant impact on alleviating the difficulties of teaching music (Brand, 1992). Hence, the present study

aimed at identifying all possible ways for improving music teaching in primary schools in Rukungiri District, focusing on Nyarushanje Sub-County.

2.3 Research Gaps

The incorporation of traditional music instruments in schools has considerable importance as it allows students to recognize and appreciate their cultural heritage and also encourages cultural diversity. Nonetheless, a study conducted by Richard & Deus, (2023) pointed to the fact that implementation obstacles still exist concerning traditional music instruments in Uganda's primary schools. Consequently, this created a necessity for a research project which would not only identify but also explore the barriers faced in the practical application of traditional music in primary schools of Uganda particularly in Rukungiri district.

Additionally, according to Obeng et al., (2018), teaching of music was introduced at primary level to reduce illiteracy and equip pupils with the skill. Nonetheless, effectiveness of Musical Instruments to the teaching of music presents mixed results with regard to reducing illiteracy and equipping pupils with the required skills. Thus, a study generally has remained being demanded to establish the obstacles to effective reduction of illiteracy and equipping pupils with the skills by instrumental music education in primary schools in Uganda particularly in Rukungiri district.

Moreover, a research conducted by Makokha & Mecha, 2019 suggested that the government of Uganda should offer more support particularly to the primary level of education in terms of music instruction, which consists of provision of resources and musical instruments for the classes, as well as supporting the music instructors by means of professional development programs and mentorship. Hence, it became necessary to

carry out an investigation aimed at revealing the actions of the government with regard to the support and enhancement of music instruction in primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter the methodology applied for the study was disclosed starting with the research paradigm/philosophy. It also included the entire research approach and design, geographical area and population covered, sample size determination and selection, and sampling techniques/strategies, data collection methods, data quality control, procedure for data collection, methods of data analysis, data presentation, ethical considerations, community entry and engagement, and limitations of the study.

3.1 Research Design

A case study design was used to investigate the effect of musical instruments on the teaching of music in primary schools of Rukungiri District. Thus, statistically determined numbers of participants from the twenty-five primary schools in Nyarushanje Sub-County of Rukungiri District were involved in this study. These were used to deeply explore the effects of musical instruments, challenges encountered in using music instruments and the possible strategies to ensure improvement in using music instruments in teaching of music in their schools and therefore in all primary schools with in Rukungiri District.

A quantitative research approach was employed, using both surveys and statistical analysis of data to identity patterns. Quantitative was collected from pupils, teachers, Head teachers, and parents from selected primary schools in Nyarushanje Sub- County, Rukungiri District. An item structured questionnaire based on a 5-point Likert scale on the variables being measured: musical instruments used, challenged faced during the

teaching of music and measured to improve its teaching (independent variables), and the actual teaching of music (dependent variable) was used.

3.2 Study Area and Population of the Study

The researcher has worked with primary schools in various sub-counties of Rukungiri district for more than a decade. The situation has been evidence of a general decline in pupils' skills in playing musical instruments. The setback has often been evidenced by the absence of district music competitions and music gallas at school level.

The study was specifically conducted in Nyarushenje sub-county of Rukungiri District because of having the largest number of primary schools compared to the rest of the sub counties in the district. In particular, there are twenty-five government aided primary schools in the Sub-County which include: Nyabushenyi Upper, Nyabushenyi Lower, Kiganga, Musyana, Ibanda, Ndago, Katobotobo, Katunga, Bwanga, Kihungye, Kigina, Nyakatunga, Kayanga, Karama, Kamira, Kabuga, Kyaruhotora, Mugyera, Kibizi, Nyarushanje Model, Kisiizi, Nyamakukuru, Nyamabare, Nyakatunga, and Rubirizi primary schools. The targeted population of participants included; pupils (of primary six and seven), teachers, parents and administrators (head teachers).

3.3 Sample Size Determination

The Sample Size (n) of study participants (pupils, teachers, parents and head teachers) was carried out following a pilot visit to all the twenty-five primary schools in Nyarushanje Sub- County. During the pilot visit, the population for each category of the participants in the school was established giving the Total Population Size (N) of 9500 individuals (Appendix 1). Therefore, using the formula and table by Morgan, K., (1970) of estimating population proportions the Sample Size (n) of 368 participants was established (Table 3.1).

Table 3.1 Sample Size (n) for the different groups of people needed to Participate in the study determined using Krejcie and Morgan's formula

Participants	Population Size (N)	Sample Size (n)
Pupils (P.6 & P.7)	2826	368
Teachers	186	
Parents	6463	
Head Teachers	25	
Total	9500	

This sample size formula was preferred because it has minimal margin of error, it is more accurate and statistical in nature hence it provided an adequate sample size for this study.

The teachers and head teachers were selected to participate in this study because of their expertise and direct involvement in the teaching of music. Thus, they would provide detailed relevant data for the study. More to that, pupils and parents were also considered because of being key stakeholders in music education in primary schools.

3.4 Data Collection Methods

This research study employed semi-structured questionnaires as a tool for collecting quantitative data. Primary data were collected using questionnaires which were randomly administered to the selected teachers, pupils, parents, and head teachers in all the twenty-five primary schools in Nyarushenje Sub-County-Rukungiri District.

3.5 Questionnaire

Two sets of questionnaires were employed; one for pupils and the other for teachers, head teachers, and parents. The questionnaire contained four sections where; Section

A solicited data pertaining demographic characteristics of respondents in order to confirm their real existence, Section B solicited data on the use of musical instrument, Section C gathered data on the challenges faced in the teaching of music while Section D collected data on the measures that could be adopted to facilitate the teaching of music in primary schools in Rukungiri District. Responses were rated on a 5 Point-Likert scale for which 1 was strongly agree and 5 was strongly disagree (Appendices 2-5).

3.6 Data Quality Control

3.6.1 Conducting a Pilot Study

In order to ensure the quality of data, a pilot study was carried out to check the research instruments. A pilot study was performed with the aim of evaluating the psychometric properties of the instruments, spotting any ambiguities, misunderstandings or shortcomings so as to improve them. Pilot data was utilized to evaluate the psychometric properties of the instruments.

3.6.2 Validity of the Questionnaire

Before the study, an expert panel consisting of three members was invited to evaluate and approve the instrument based on its content validity. The experts were chosen according to their theoretical and practical knowledge in music education. The expert panel comprised two highly experienced music teachers and the supervisor of the research project. The average Content Validity Index (CVI) formula was utilized to collect enough and representative sets of items that covered the content.

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

3.7 Procedure for Data Collection

An introductory letter (Appendix 7) obtained from Uganda Christian University; Bishop Barham University College was issued to the district education officer (DEO) of Rukungiri District who would after wards endorse the introductory letter permitting this study to be conducted in the 25 primary schools of Nyarushanje Sub- County. The head teachers of the selected primary schools and all the other selected study participants were approached and issued with the informed consent form which sought for their consent to participate in this study. The informed consent form was explaining either in English or Runyakole this research study's purpose, procedures, possible benefits and risks plus their part in the study. Administration of the questionnaires and interview guides then followed in order to collect the data.

3.8 Statistical Data Analysis

Descriptive statistics were utilized to summarize the quantitative data collected via the questionnaires. Mean and standard deviation were shown in tables, while qualitative data were analyzed through the thematic method. A chi-square test was applied to the data concerning Musical Instruments as part of teaching music, difficulties with the use of Musical Instruments in teaching music, and ways to improve the use of Musical Instruments in Primary Schools in this area of study by comparing the observed and expected frequencies of responses. Besides this, Spearman's rank-order correlation coefficient (rs) was also applied to assess the association or correlation between the responses of the different groups of the study participants. All data from questionnaires were categorized and edited data for accuracy and analyses of data were performed with the aid of Microsoft Excel version 2013, and Minitab version 20 computer statistical

packages. Additionally, a triangulation approach was used to integrate and analyze the data collected from different sources.

3.9 Ethical Considerations

Every participant in this study was issued an informed consent form explaining this research study's purpose, procedures, possible benefits and risks plus his or her part in the study. Additionally, participants were granted chance to ask questions before signing or consenting to voluntarily participate in this study.

For the purpose of protecting privacy, every subject/ participant was assigned a unique code as an identifier meaning his/ her name was not used in any part of the research study. Participants were not coerced or influenced to give unintended responses. Additionally, every participant (specifically the learners and teachers) gave his/ her responses in absence of the school authorities like the head teacher, chairperson Parents Teachers' association or chairperson board of governors for the respective schools and also not in groups but as individuals. In the same line, confidentiality, and anonymity of all the participants were ensured throughout the research process.

3.10 Limitations of the Study

The study was faced with a couple of limitations but which were afterwards solved. These included; withdrawal of some participants from the study after consenting to take part in the study but these were solved by recruiting others, some potential participants especially parents rejecting to participate in the study but other equally potential participants were recruited afterwards. Additionally, low response rate of some participants which was solved by explaining to them the purpose of the study.

CHAPTER FOUR

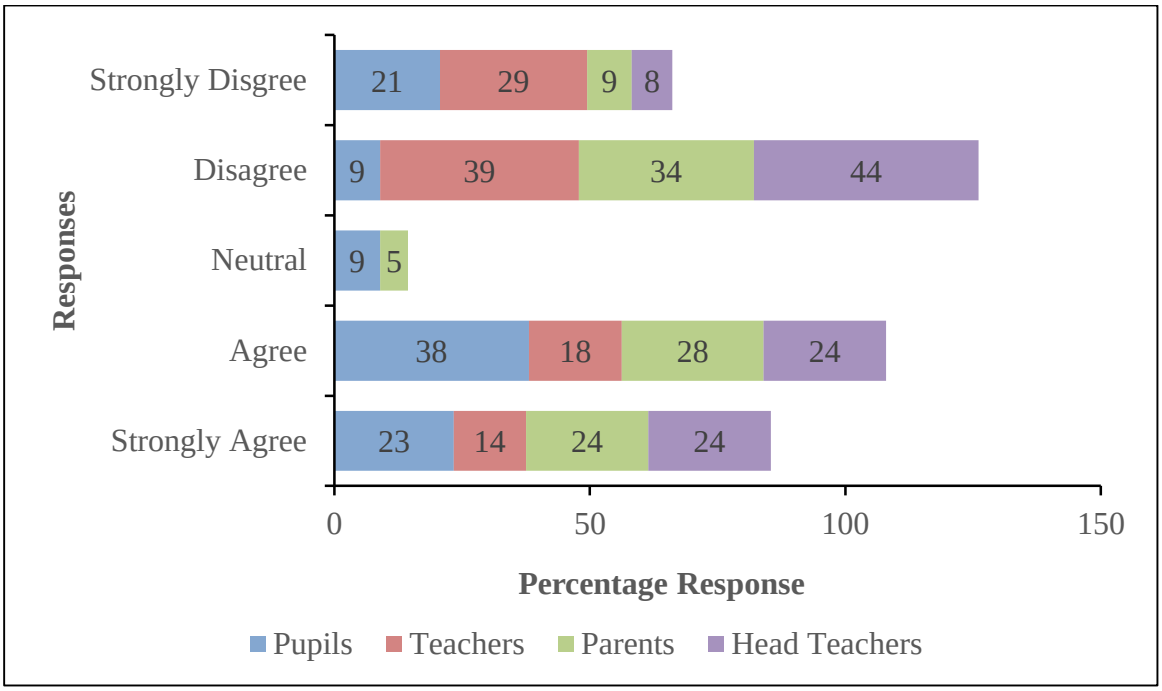
DATA PRESENTATION AND INTERPRETATION OF THE STUDY FINDINGS

4.1.0 Establishment of Whether Musical Instruments Are Used to Facilitate the Teaching of Music among Primary Schools of Rukungiri District

4.1.1 Availability of Music Instruments in the Study Sample Primary Schools

As revealed in Fig. 4.1, the study participants were generally in disagreement with their schools having musical instruments. In the case of the pupils interviewed, large percentage of them (9% and 21%) disagreed and strongly disagreed respectively while only a few (38% and 23%) agreed and strongly agreed respectively. Additionally, 9% of the pupils remained neutral about their schools having musical instruments. On the other hand, a large percentage of teachers who participated in this study either disagreed (39%) or strongly disagreed (29%) with having music instruments in their schools while only a few teachers agreed (18%) and strongly agreed (14%) respectively. Furthermore, the largest percentage of parents (34%) disagreed and 9% strongly agreed compared to only 28% and 24% who respectively agreed and strongly disagreed as for the primary schools where their children go have musical instruments. Likewise, larger percentage of head teachers disagreed (44%) and strongly disagreed (8%) while equal percentage of head teachers agreed (24%) and strongly agreed (24%) respectively to presence of music instruments in their primary schools. Statistically, the Chi- square tests for association indicated strong association between the learners' and teachers' responses and also between parents and head teachers, responses regarding the presence of musical instruments in their schools (P = 0.012 and P = 0.029 respectively). Additionally, as revealed in Table 4.1, Spearman's rank-order correlation coefficient tests at 95% confidence level (CL) indicated a strong and positive correlation between the responses

of pupils and teachers (r_s = 0.738), teachers and parents' responses (r_s = 0.700), and teachers and head teachers (r_s = 0.667).



[n = 368]

Fig. 3 Average number of responses by the respondents about the presence of music instruments in their schools

Statement	**Groups of Respondents**	**Spearman's rank-order Correlation Coefficient (r_s)**	**Interpretation**
Primary schools have music instruments	Pupils and Teachers	0.738	There was a strong and positive correlation between the responses of pupils and teachers, teachers and
	Teachers and Parents	0.700	

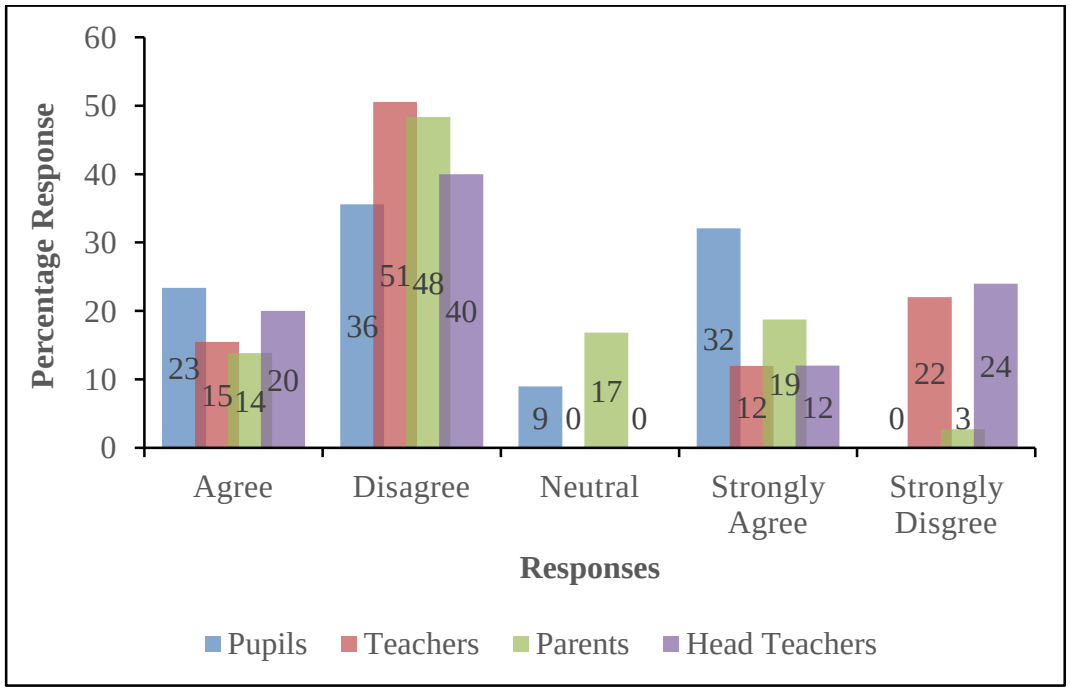
	Teachers and Head teachers	0.667	parents and teachers and head teachers respectively.

Table 4.1 Correlation Analysis of responses regarding availability of music instruments in primary schools

4.1.2 Use of Musical Instruments in Lessons of Music

From Fig. 3 it was revealed that generally majority of this study participants disagreed with using musical instruments in lessons of music. For the case of pupils, results revealed that 36% of them disagreed and 0% strongly disagreed respectively while 23% and 32% of pupils respectively agreed and strongly agreed to use musical instruments in music lessons and 9% of them remained neutral. Additionally, a larger percentage of teachers (51%) disagreed to using musical instruments when teaching music lessons, while small percentages of teachers agreed (15%) and strongly agreed (12%) to using music instruments. Furthermore, it is also revealed that the largest percentage of parents either disagreed (48%) or strongly disagreed (3%) with the use of music instruments in music lessons of their children at schools while a smaller percentages of parents (14% and 12%) agreed or strongly agreed respectively and 17% of the parents remained neutral. In the same line, majority of the head teachers who participated in the study (40% and 24%) also disagreed and strongly disagreed with the assertion respectively although a few head teachers agreed (20%) and strongly agreed (12%) respectively. Statistically, the chi-square tests of association between learners and teachers, and parents and Head teachers revealed strong associations among their responses (P = 0.029 and P = 0.015) respectively. It was established that there was also a strong and positive correlation in the responses of pupils and teachers (r_s = 0.300),

teachers and parents (r_s = 0.100), and teachers and head teachers (r_s = 0.100) as indicated by Spearman's rank-order correlation coefficient tests conducted at 95% CL (Table 4.2).



[n = 368]

Fig. 4 Average number of responses by respondents about using of musical instruments in lessons of music

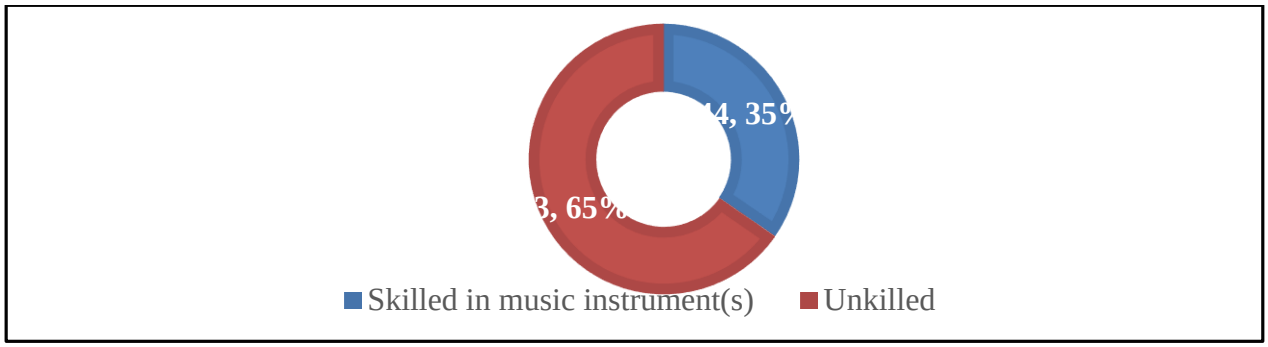
Statement	**Groups of Respondents**	**Spearman's rank-order Correlation Coefficient (r_s)**	**Interpretation**
Use of music instruments in lessons of music	Pupils and Teachers	0.300	There was a strong and positive correlation between the responses
	Teachers and Parents	0.100	

	Teachers and Head teachers	0.100	given by the groups of respondents.

Table 4.2 Correlation Analysis of participants' responses regarding the use music instruments in lessons of music in the sample primary schools

4.1.3 Teachers in Primary Schools Are Skilled in Playing Musical Instruments

From Fig. 4, results revealed from the total number of primary teachers who participated in this study, the largest percentage of them (60%) lack skills of playing musical instruments (221±0 teachers). The results also indicate that only a few primary teachers (40%) constituting an average of 147±0 teachers) have skills in playing different musical instruments. Additionally, there was also a strong and positive correlation in the responses of pupils and teachers (r_s = 0.820), teachers and parents (r_s = 0.780), and teachers and head teachers (r_s = 0.830) as indicated by Spearman's rank-order correlation coefficient tests conducted at 95% CL (Table 4.3).



[n = 368]

Fig. 5 Mean number of skilled and unskilled teachers in music instruments from the sample primary schools

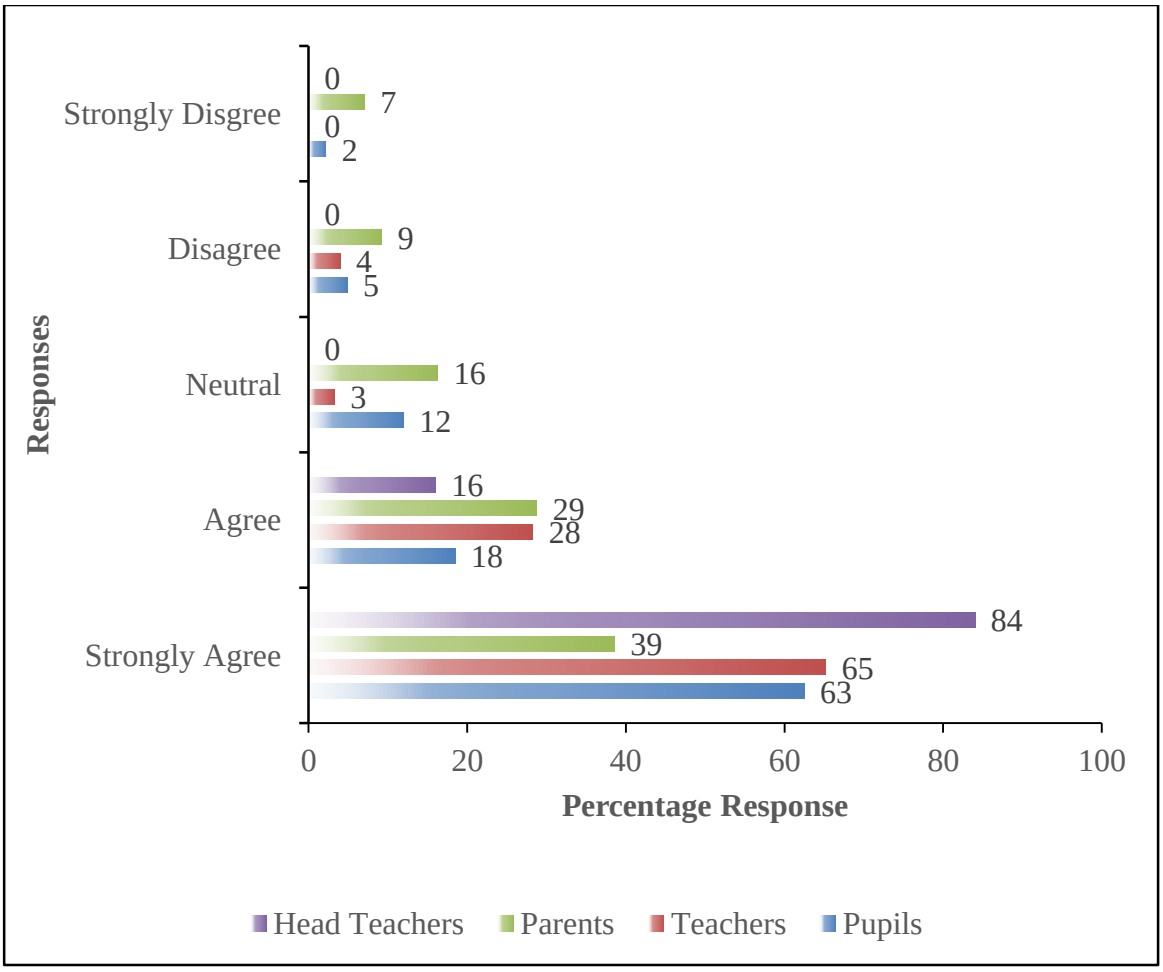
Statement	Groups of Respondents	Spearman's rank-order Correlation Coefficient (r_s)	Interpretation
Teachers in primary schools are skilled/unskilled in playing musical instruments.	Pupils and Teachers	0.820	There was a very strong and positive correlation between the responses given by the groups of respondents.
	Teachers and Parents	0.780	
	Teachers and Head teachers	0.830	

Table 4.3 Correlation Analysis of participants' responses regarding to whether teachers in primary schools are skilled/unskilled in playing musical instruments

4.1.4 Playing Music Instruments Motivates Learners in a Lesson of Music

Generally, as indicated in Fig.6 the greatest percentage of the study participants on average strongly agree and others agree that playing musical instruments motivates learners in a music lesson while on average a smaller percentage of participants strongly disagreed, agreed or remained neutral the role of music instruments as a motivator of learning. From the same Fig. 6, 63% of pupils strongly agreed and 28% of them agreed respectively that playing music instruments motivates them while learning. Only 5% and 2% of pupils disagreed and strongly disagreed respectively while 12% of the pupils remained neutral as it regarded to whether playing music instruments motivated them while learning. On the other hand, the greatest percentage of teachers strongly agreed

and agreed (65% and 28%) respectively, 4% of teachers disagreed while no teacher strongly disagreed with the assertion. Results also revealed that the largest percentage of parents (39% and 29%) strongly agreed and others agreed respectively that playing music instruments motivates the learners when learning music while only a smaller percentage of parents (9% and 7%) disagreed and strongly disagreed respectively. Furthermore, the largest percentage of head teachers who participated in the study strongly agreed (84%) and others agreed (16%) respectively as regarded to the assertion (Fig.5). Statistically, the Chi-square test for association revealed a strong relationship between pupils and teachers (P = 0.001), parents and head teachers (P = 0.031) as it regarded to whether playing music instruments motivated the learners while learning. In addition, Spearman's rank-order correlation coefficient tests conducted at 95% CL also indicated very strong and positive correlations between the responses of pupils and teachers (r_s = 0.975), teachers and parents (r_s = 0.975) and parents and head teachers (r_s = 0.894) in regard to the assertion (Table 4.4).


Responses
Strongly Disgree
Disagree
Neutral
Agree
Strongly Agree
0
7
0
2
0
9
4
5
0
16
3
12
16
29
28
18
84
39
65
63
0
20
40
60
80
100
Percentage Response
Head Teachers
Parents
Teachers
Pupils

[n = 368]

Fig. 6 Average numbers of respondents' responses about music instruments as motivators of learners in music lessons.

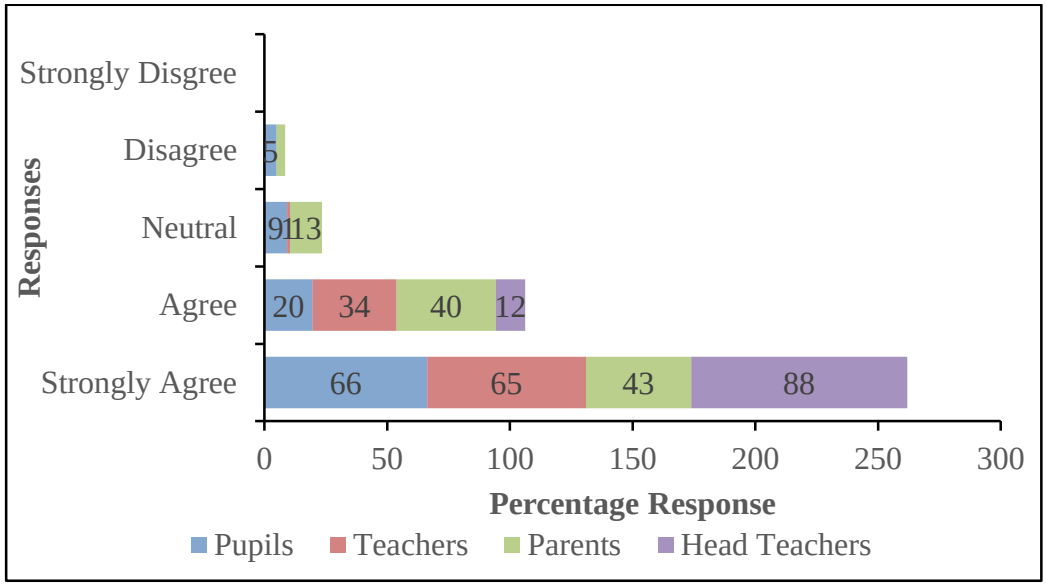
Statement	Groups of Respondents	Spearman's rank-order Correlation Coefficient (r_s)	Interpretation
Playing music instruments motivates learners in a lesson of music.	Pupils and Teachers	0.975	There was a very strong and positive correlation between the responses given by the groups of respondents.
	Teachers and Parents	0.975	
	Parents and Headteachers	0.894	

Table 4.4 Correlation Analysis of participants' responses regarding to whether playing music instruments motivates learners in a lesson of music

4.1.5 Instrumental Music in Lessons of Music Improves Learners' Memory

From Fig. 7, generally the largest number and percentage of pupils, teachers, parents and head teachers (66%, 65%, 43% and 88% respectively) strongly agreed while 20% of pupils, 34% teachers, 40% of parents and 12% of head teachers agreed that instrumental music in lessons of music improves learners' memory. On the other hand, only a few pupils (5%), parents (4%) and no teachers and head teachers disagreed while no respondent strongly disagreed to the assertion. Furthermore, the Chi-square test for

association indicated a strong association between pupils and parents (P = 0.041), teachers and head teachers (P = 0.023) as it regarded to instrumental music improving the learners' memory. Additionally, Spearman's rank-order correlation coefficient tests conducted at 95% CL also indicated very strong and positive correlations (r_s = 0.975) for responses given by; pupils and teachers, teachers and parents, parents and teachers (Table 4.5).



[n = 368]

Fig. 7 Average number of respondents' responses about instrumental music improving learners' memory

Statement	Groups of Respondents	Spearman's rank-order Correlation Coefficient (r_s)	Interpretation
	Pupils and Teachers	0.975	There was a very strong and positive correlation

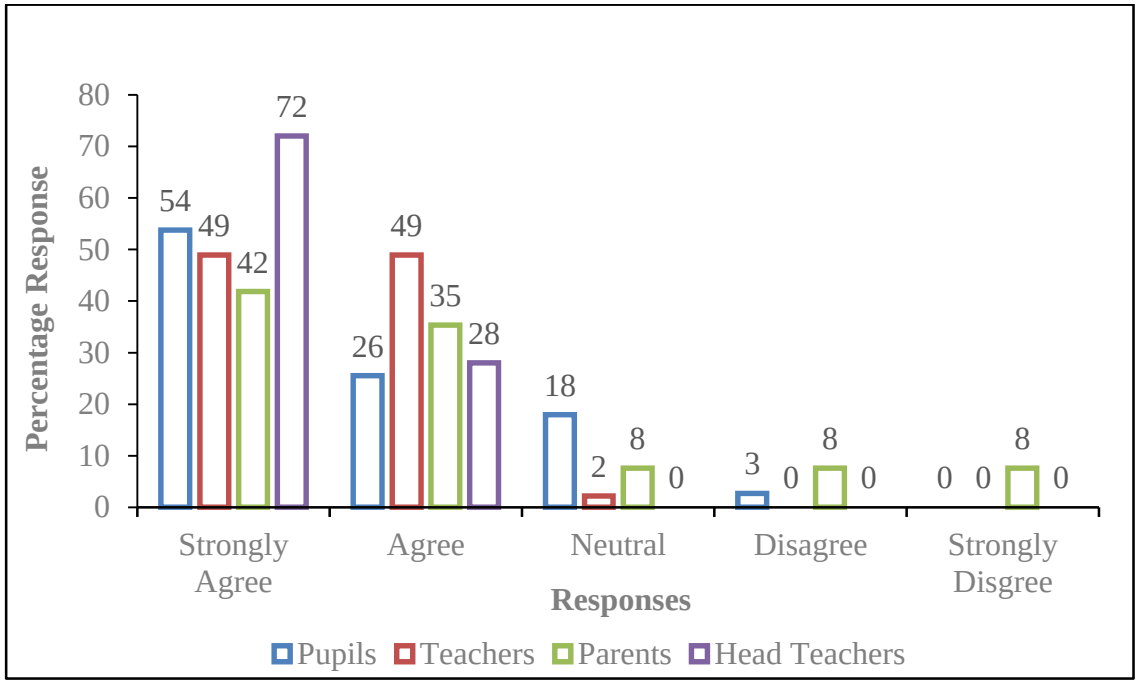
Instrumental music in lessons of music improves learners' memory.	Teachers and Parents	0.975	between the responses given by the groups of respondents.
	Parents and Head teachers	0.975	

Table 4.5 Correlation Analysis of participants' responses regarding to whether Instrumental music in lessons of music improves learners' memory.

4.1.6 Playing Music Instruments Creates and Improves Self-Esteem in Learners

From Fig. 8, results revealed that the greatest percentage of participants on average either strongly agreed or agreed with the assertion that playing music instruments creates and improves the self-esteem of learners while just percentage of them either disagreed or strongly disagreed to the assertion and very few remained neutral. In particular, the largest percentage (54% and 26%) of pupils respectively strongly agreed and agreed to the assertion while very small percentage of pupils either disagreed (3%) or strongly disagreed (0%) with the assertion. On the other hand, almost all the teachers either strongly agreed (49%) or agreed (49%) with the assertion while 2% of them remained neutral. Furthermore, the largest percentage (42% and 35%) of parents strongly agreed and or agreed respectively while only an equal smaller percentage (8%) of parents disagreed or strongly disagreed with the assertion that playing music instruments creates and improves self-esteem in learners. Likewise, all the head teachers either strongly agreed (72%) or agreed (28%) with the assertion. Furthermore, Chi-square tests of association revealed strong associations between learners and parents (P = 0.033), teachers and head teachers (P = 0.043) as it regarded to whether

they agreed or disagreed with the assertion that playing musical instruments creates and improves the learners' self-esteem. Additionally, Spearman's rank-order correlation coefficient tests conducted at 95% CL also revealed very strong and positive correlations (r_s = 0.949, 0.884, 0.894, 0.0.894 and 0.884) in the responses given by pupils and teachers, teachers and parents, pupils and parents and pupils and head teachers respectively in regard to the assertion (Table 4.6).



[n = 368]

Fig. 8 Average respondents' responses about creation and improvement of learners' self-esteem by playing musical instrument

Statement	Groups of Respondents	Spearman's rank-order Correlation Coefficient (r_s)	Interpretation

Playing music instruments creates and improves self-esteem in learners.	Pupils and Teachers	0.949	There was a very strong and positive correlation between the responses given by the groups of respondents.
	Teachers and Parents	0.884	
	Pupils and Parents	0.894	
	Pupils and head teachers	0.884	

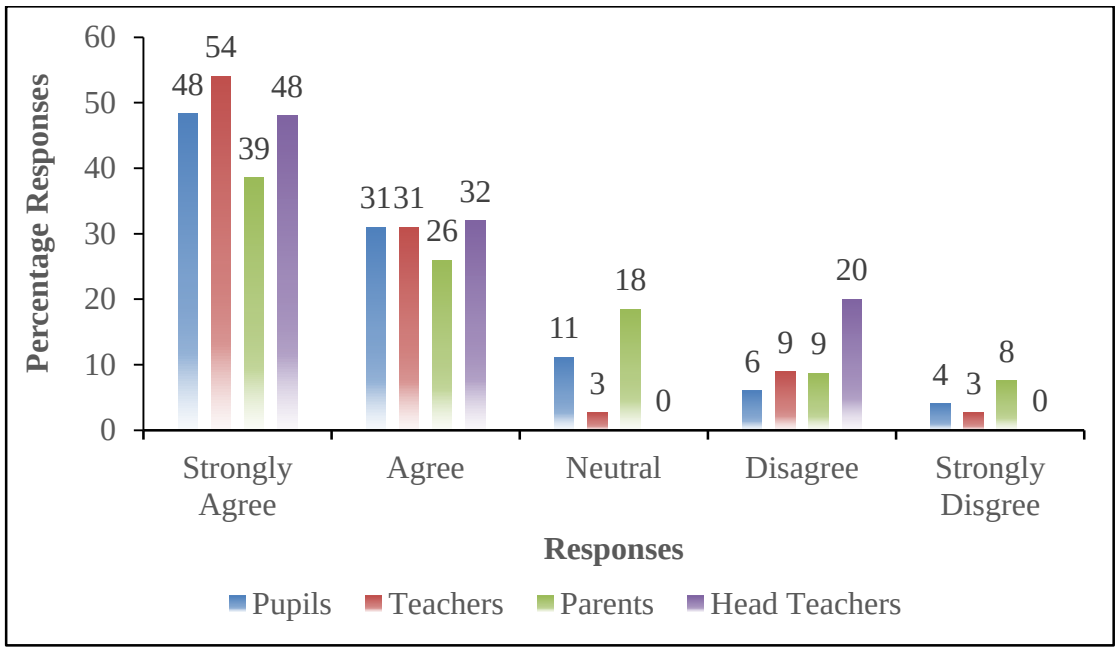
Table 4.6 Correlation Analysis of participants' responses regarding to whether playing music instruments creates and improves learners' self-esteem.

4.2.0 Establishment of the Challenges Faced During the Use of Musical Instruments to Facilitate the Teaching of Music in Primary Schools of Rukungiri District

4.2.1 Teachers Lack Skills in Playing Music Instruments

From Fig. 9, generally the largest number and percentage of the study participants on average either strongly agreed (48% of pupils, 54% of teachers, 39% of parents and 48% of head teachers) or agreed (31% of pupils, 31% of teachers, 26% of parents and 32% of head teachers) respectively that teachers in their primary schools lack skills in playing musical instruments. On the other hand, only a smaller percentage of the participants either strongly disagreed (4% of pupils, 3% of teachers, 8% of parents and 0% of head teachers) or disagreed (6% of pupils, 9% of teachers, 9% of parents and 20% of head teachers) with the assertion. Statistically, there were strong associations between

learners and teachers (*P* = 0.003), parents and head teachers (*P* = 0.023) as it regarded to whether they agreed or disagreed with the assertion that teachers who teach music lack skills in playing musical instruments. In addition, Spearman's rank-order correlation coefficient tests conducted at 95% CL indicated a strong and positive correlation (r_s = 0.821) between the responses of pupils and teachers, teachers and parents, pupils and head teachers, and parents and head teachers in regard to the above assertion (Table 4.7).



[n = 368]

Fig. 9 Average number of respondents' responses on teachers of music lacking skilled in playing musical instruments

Statement	Respondents	Spearman's rank-order Correlation Coefficient (r_s)	Interpretation

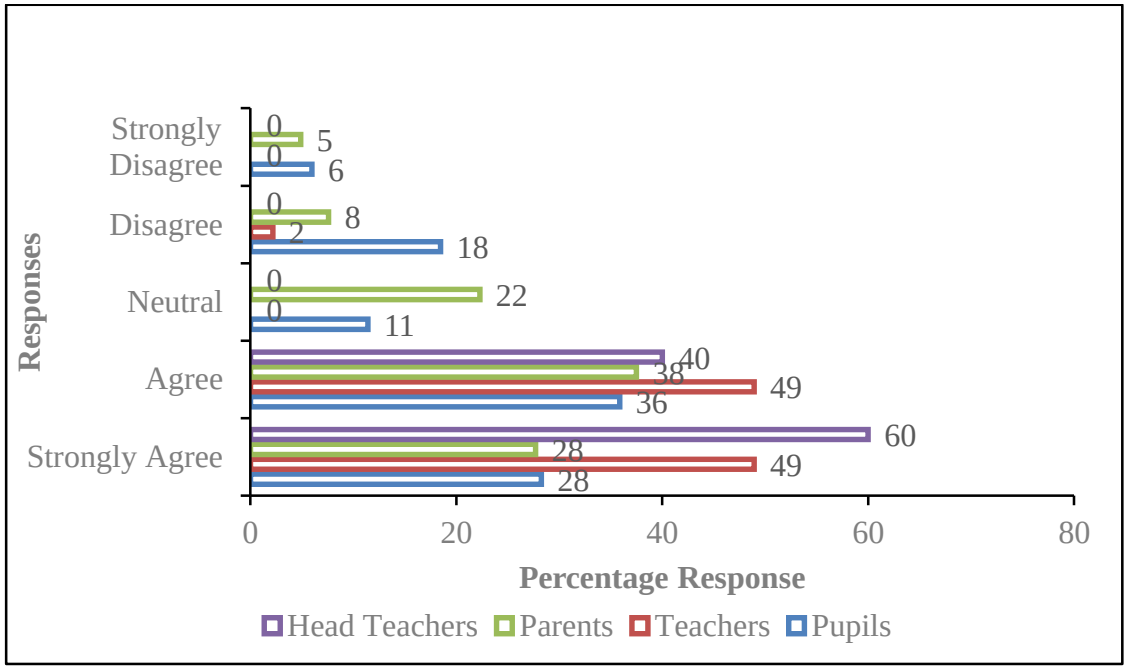
Teachers lacking skills in playing music instruments is a challenge to the use of Musical Instruments to facilitate the teaching of Music in Primary Schools of Rukungiri District.	Pupils and Teachers	0.821	There was a very strong and positive correlation between the responses given by the groups of respondents.
	Teachers and Parents	0.821	
	Pupils and Head teachers	0.821	
	Parents and Head teachers	0.821	

Table 4.7 Correlation Analysis of participants' responses regarding to whether Teachers in primary schools lack skills in playing music instruments.

4.2.2 Availability of Musical Instruments in the Sampled Primary Schools

Results according to Fig. 10, indicated that the largest percentage of participants of the study generally either strongly agreed (28 of pupil, 49% of teachers, 28% of parents, and 60% of head teachers) or agreed (36% of pupils, 49% of teachers, 38% of parents, and 40% of head teachers) respectively with the assertion that the primary schools in the study area lacked musical instruments. Additionally, less percentage numbers of participants respectively either strongly disagreed (6% of pupils, 0% of teachers, 5% of parents, and 0% of head teachers) or disagreed (18% of pupils, 2% of teachers, 8% of parents, and 0% of head teachers) with the assertion. Results of Chi-square tests for association revealed strong association between; pupils and teachers (P = 0.0030), parents and head teachers (P = 0.013) as it regarded to whether they agreed or disagreed with the assertion that

the primary schools in the study area lack musical instruments. Additionally, Spearman's rank-order correlation coefficient tests conducted at 95% CL also indicated very strong and positive correlations (r_s = 0.949, r_s = 0.900, r_s = 0.783, r_s = 0.949, r_s = 0.884, and r_s = 0.894) in responses given by pupils and teachers, pupils and parents, pupils and head teachers, teachers and parents, teachers and head teachers and parents and head teachers respectively in regard with the assertion (Table 4.8).



[n = 368]

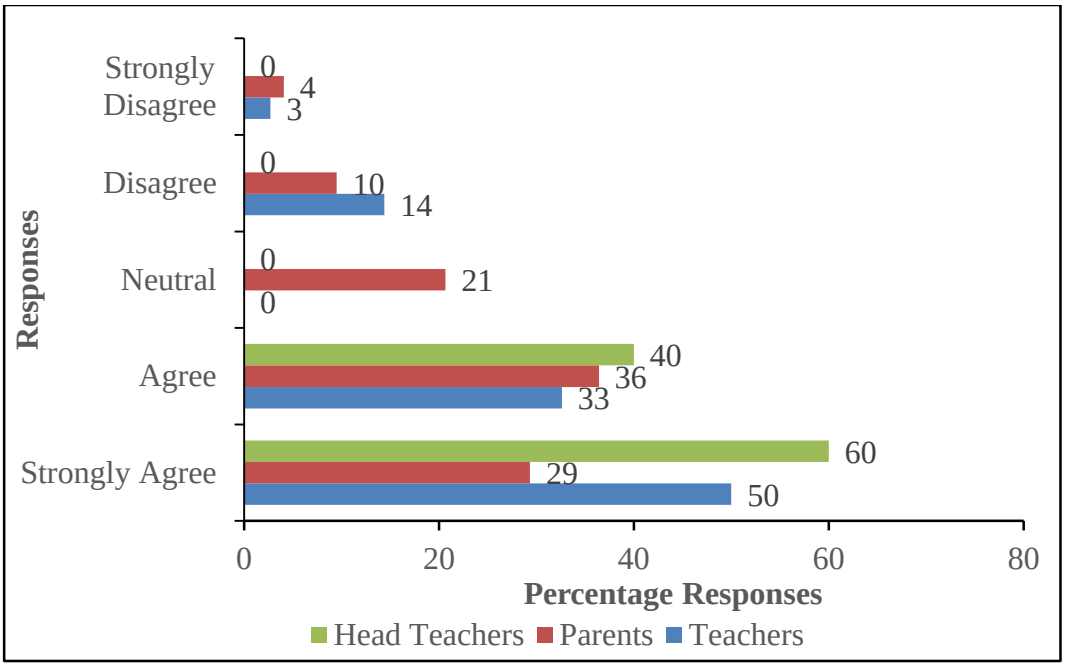
Fig. 10 Average number of respondents' responses about primary schools in the study area lacking musical instruments

Statement	Respondents	Spearman's rank-order Correlation Coefficient (r_s)	Interpretation
Sampled primary schools lacked musical instruments is a challenge to the use of Musical Instruments to facilitate the teaching of Music in Primary Schools of Rukungiri District.	Pupils and Teachers	0.949	There was a very strong and positive correlation between the responses given by the groups of respondents.
	Pupils and Parents	0.900	
	Pupils and Head teachers	0.783	
	Teachers and Parents	0.949	
	Teachers and Head teachers	0.884	
	Parents and Head teachers	0.894	

Table 4.8 Correlation Analysis of participants' responses regarding to whether sampled primary schools lacked musical instruments.

4.2.3 Level of Motivation to the Teachers of Music in Primary Schools

From Fig. 11, it is revealed that the largest percentage of participants either respectively agreed (33% of teachers, 36% of parents and 40% of head teachers) or strongly agreed (50% of teachers, 29% of parents, and 60% of head teachers) with the assertion that there was inadequate or lack of motivation to the teachers of music in primary school. However, on contrary only small percentage of participants either respectively disagreed (14% of teachers, 10% of parents, and 0% of head teachers) or strongly disagreed (3% of teachers, 4% of parents and 0% of head teachers) with the assertion. The Chi-square tests for association revealed strong association between; teachers and parents (P = 0.037), parents and head teachers (P = 0.016) as it regarded to whether they agreed or disagreed with the assertion that the teachers of music in primary schools get inadequate motivation to do the teaching of music. In addition, the Spearman's rank-order correlation coefficient tests conducted at 95% CL also indicated strong and positives correlation (r_s = 0.600 and r_s = 0.783) in responses given by teachers and parents and parents and head teachers respectively while a very and positive correlation (r_s = 0.894) was indicated for responses given by teachers and head teachers in regard to the assertion (Table 4.9).



[n = 368]

Fig. 11 Average respondents' responses about the inadequacy/ lack of motivation to teachers of music in primary schools

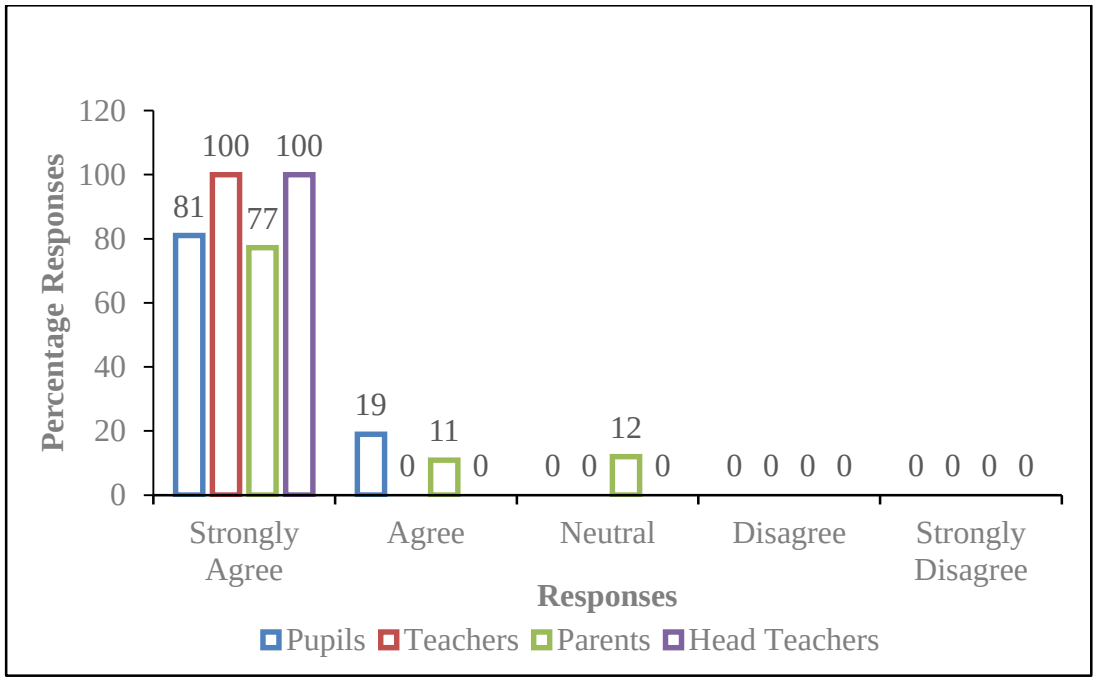
Statement	Respondents	Spearman's rank-order Correlation Coefficient (r_s)	Interpretation
Inadequate/lack of motivation to the teachers of music in primary schools is a challenge to the use of Musical Instruments to facilitate the teaching of Music in Primary Schools of Rukungiri District.	Teachers and parents	0.600	There was a strong and positive correlation between the responses in the groups of respondents.
	Parents and Head teachers	0.783	
	Teachers and Head teachers	0.894	There was a very strong and positive correlation between the responses in the groups of respondents.

Table 4.9 Correlation Analysis of participants' responses regarding inadequate/lack of motivation to the teachers of music in primary schools as a challenge to the use of Musical Instruments to facilitate the teaching of Music.

4.2.4 Assessment of Music like Other Subjects Taught in Primary Schools

From Fig. 12, results indicated that all participants on average either strongly agreed (81% of pupils, 100% of teachers, 77% of parents and 100% of head teachers) or agreed (19% of pupils, 0% of teachers, 11% of parents and 0% of head teachers) that music was not examinable like other taught subjects in their primary schools. On the other hand,

no participant either disagreed or strongly disagreed with the assertion (Fig. 12). Statistically, it was revealed that there was strong association between; the learners and parents ($P = 0.036$), teachers and head teachers ($P = 0.025$) as it regarded to whether they agreed or disagreed that music is not examinable like other taught subjects in primary schools. In addition, Spearman's rank-order correlation coefficient tests conducted at 95% CL also indicated strong and positive correlation ($r_s = 0.791$, $r_s = 0.791$, $r_s = 0.725$, $r_s = 0.725$) in responses given by pupils and teachers, pupils and head teachers, teachers and parents, parents and head teachers respectively as indicated in Table 10. The test indicated very strong and positive correlation ($r_s = 0.918$) in responses of pupils and parents while the responses of teachers and head teachers had a low but positive correlation ($r_s = 0.100$).



[n = 368]

Fig. 12 Average number of responses regarding effective teaching of music being challenged by it not being examined.

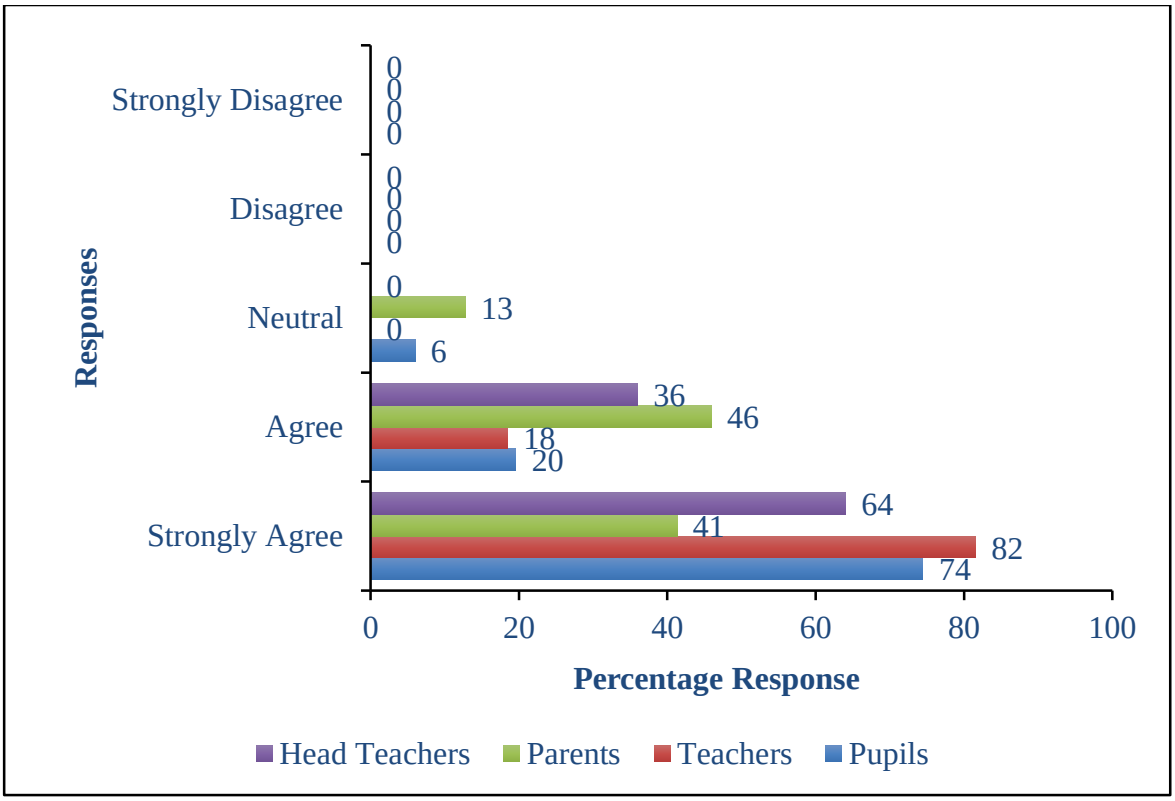
Statement	Respondents	Spearman's rank-order Correlation Coefficient (r_s)	Interpretation
Music is not examined like other subjects taught in primary schools a challenge to the use of Musical Instruments to facilitate the teaching of Music in Primary Schools of Rukungiri District.	Pupils and Teachers	0.791	There was a strong and positive correlation between the responses in the groups of respondents.
	Pupils and Head teachers	0.791	
	Teachers and Parents	0.725	
	Parents and Head teachers	0.725	
	Pupils and Parents	0.918	There was a very strong and positive correlation between the responses in the groups of respondents.

Table 4.10 Correlation Analysis of participants' responses regarding to whether not examining music in primary schools was a challenge to the use of Musical Instruments.

4.3.0 Identifying the Measures for Effective Use of Musical Instruments to Facilitate the Teaching of Music among Primary Schools of Rukungiri District

4.3.1 Equipping Teachers with Skills of Playing Various Musical Instruments

Results as indicated in Fig. 13 revealed that largest average number and percentage of participants generally either strongly agreed (74% of pupils, 82% of teachers, 41% of parents and 64% of head teachers) or agreed (20% of pupils, 18% of teachers, 46% of parents and 36% of head teachers) with the assertion that there was a need to equip or train teachers of music the skills of playing various musical instruments. On the other hand, no participants either disagreed or strongly disagreed with the assertion though a small percentage of pupils (6%) and parents (13%) remained neutral. The Chi-square test for association revealed strong association between; pupils and teachers (P = 0.002), teachers and head teacher (P = 0.024) as it regarded to whether they agreed or disagreed that teachers of music need to be equipped or trained skills of playing musical instruments. Additionally, Spearman's rank-order correlation coefficient tests conducted at 95% CL also revealed very strong and positive correlation in responses of pupils and teachers (r_s = 0.918), pupils and parents (r_s = 0.895), pupils and head teachers (r_s = 0.918), teachers and parents (r_s = 0.803), and parents and head teachers (r_s = 0.803) regarding the above assertion (Table 4.11).


Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Responses
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13
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6
36
46
18
20
64
41
82
74
0
20
40
60
80
100
Percentage Response
Head Teachers
Parents
Teachers
Pupils

[n = 368]

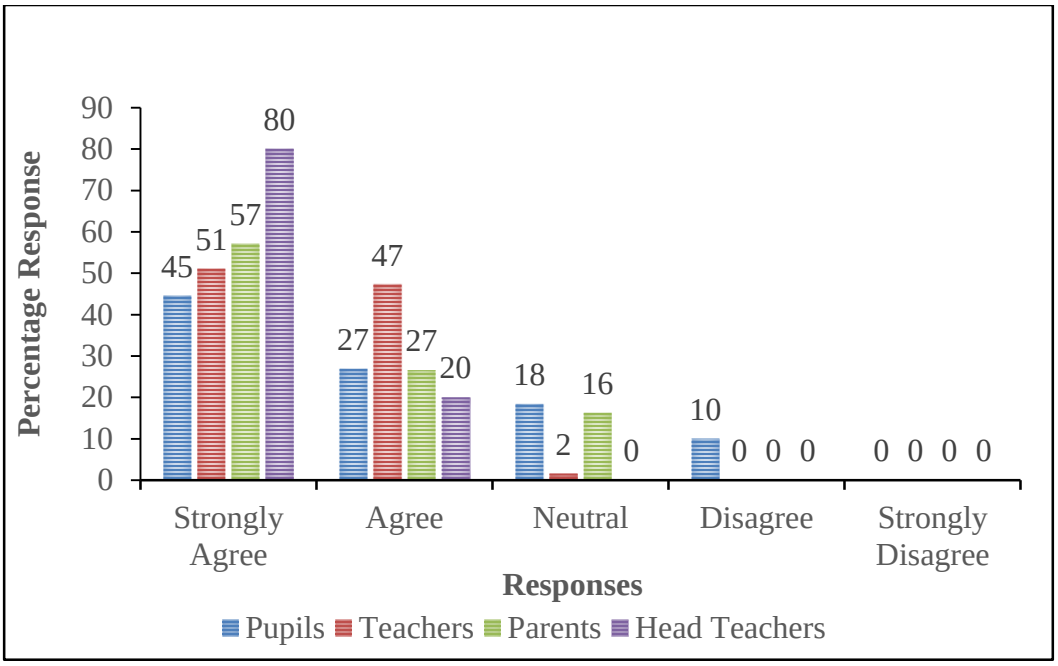
Fig. 13 Average respondents' responses about equipping/ training teachers of music with skills of playing various musical instruments.

Statement	**Groups of Respondents**	**Spearman's rank-order Correlation Coefficient (r_s)**	**Interpretation**
Equipping teachers with skills of playing various musical instruments is a strategy for effective use of Musical Instruments to facilitate the teaching of Music among Primary Schools.	Pupils and Teachers	0.918	There was a very strong and positive correlation between the responses given by the groups of respondents.
	Pupils and Parents	0.895	
	Pupils and Head teachers	0.918	
	Teachers and Parents	0.803	
	Parents and Head teachers	0.803	

Table 4.11 Correlation Analysis of participants' responses regarding to whether teachers being equipped with skills of playing instruments is a strategy for effective use of Musical Instruments

4.3.2 Schools Acquiring Various Musical Instruments and Using Them in Lessons of Music

From Fig. 14 results revealed that the largest number and percentage of the study participants either strongly agreed (45% of pupils, 51% of teachers, 57% of parents and 80% of head teachers) or agreed (27% of pupils, (47% of teachers, 27% of parents and 20% of head teachers) with the suggestion that primary schools needed to acquire various music instruments to be used in lessons of music. However, on contrary none of the respondents either disagreed or strongly disagreed with the suggestion, while smaller percentage of pupils (18%), teachers (2%), and parents (16%) remained neutral. Statistically, there was strong association between; pupils and teachers (P = 0.009), parents and head teachers (P = 0.036) as it regarded to whether they agreed or disagreed about the assertion that primary schools need to acquire various musical instruments to be used in lessons of music. In addition, Spearman's rank-order correlation coefficient tests conducted at 95% CL indicated strong and positive correlation (r_s = 0.975, r_s = 0.975, r_s = 0.894, r_s = 0.918, and r_s = 0.918) in responses of pupils and teachers, pupils and parents, pupils and head teachers, teachers and head teachers, and parents and head teachers respectively (Table 4.12).



[n = 368]

Fig. 14 Average respondents' responses about schools acquiring various musical instruments and using them in lessons of music

Statement	**Groups of Respondents**	**Spearman's rank-order Correlation Coefficient (r_s)**	**Interpretation**
Acquiring of various musical instruments by schools is a potential strategy for	Pupils and Teachers	0.975	There was a very strong and positive correlation between the responses
	Pupils and Parents	0.975	

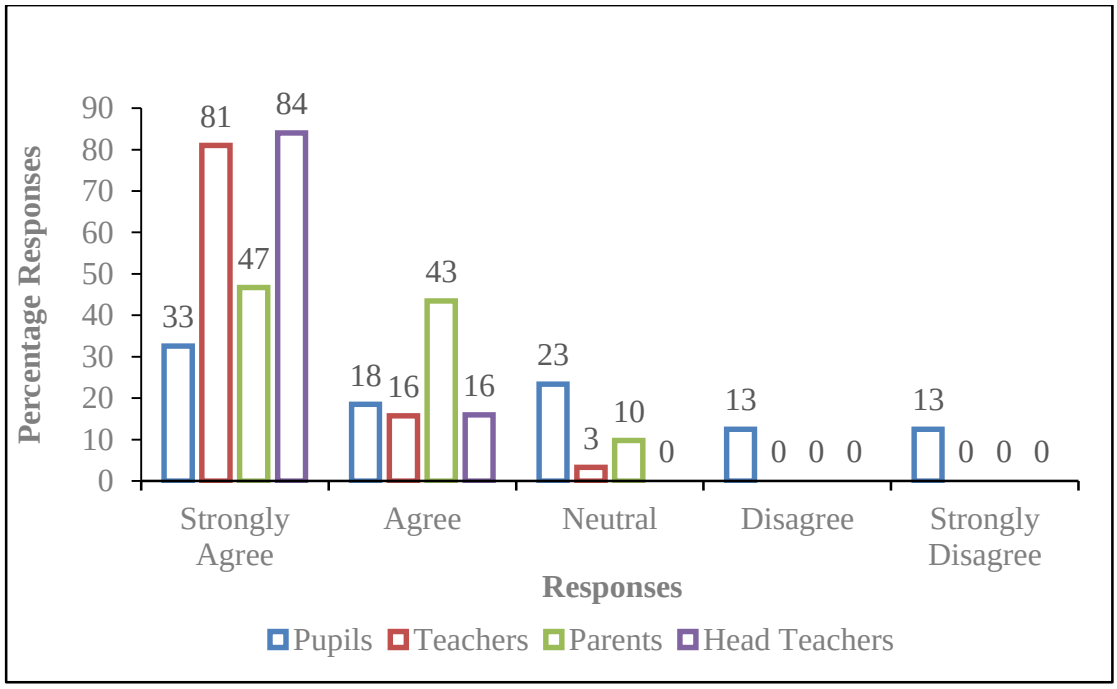
effective use of Musical Instruments to facilitate the teaching of Music among Primary Schools.	Pupils and Head teachers	0.894	given by the groups of respondents.
	Teachers and Head teachers	0.918	
	Parents and Head teachers	0.918	

Table 4.12 Correlation Analysis of participants' responses regarding to whether acquisition of musical instruments by schools was a potential strategy for effective teaching of Music among Primary Schools.

4.3.3 Music should be Examinable like other Major Subjects Taught in Primary Schools

According to Fig. 15, it is indicated that the largest percentage of participants of this study either strongly agreed (33% of pupils, 81% of teachers, 47% of parents and 84% head teachers) or agreed (18% of pupils, 16% of teachers, 43% of parents and 16% of head teachers) with the suggestion to examine music like other subjects taught in primary schools. On contrary none of the other participants disagreed with the suggestion except a small percentage of pupils (13%) meanwhile a small percentage of pupils, teachers and parents (23%, 3% and 10% respectively) remained neutral about the suggestion. Statistically, there was strong association between; teachers and parents (P = 0.022), teachers and pupils (P = 0.037) as it regarded to whether they agreed or disagreed about

the suggestion to examine music like other subjects taught in primary schools. In addition, Spearman's rank-order correlation coefficient tests conducted at 95% CL also revealed a very strong and positive correlation (r_s = 0.895, r_s = 0.895, r_s = 0.918, and r_s = 0.918) in responses of pupils and teachers, pupils and parents, teachers and head teachers, and parents and head teachers respectively. Similarly, the test indicated a strong and positive correlation (r_s = 0.688) between the responses of pupils and head teachers while a low and positive correlation (r_s = 0.100) was indicated for responses of teachers and parents (Table 4.13).



[n = 368]

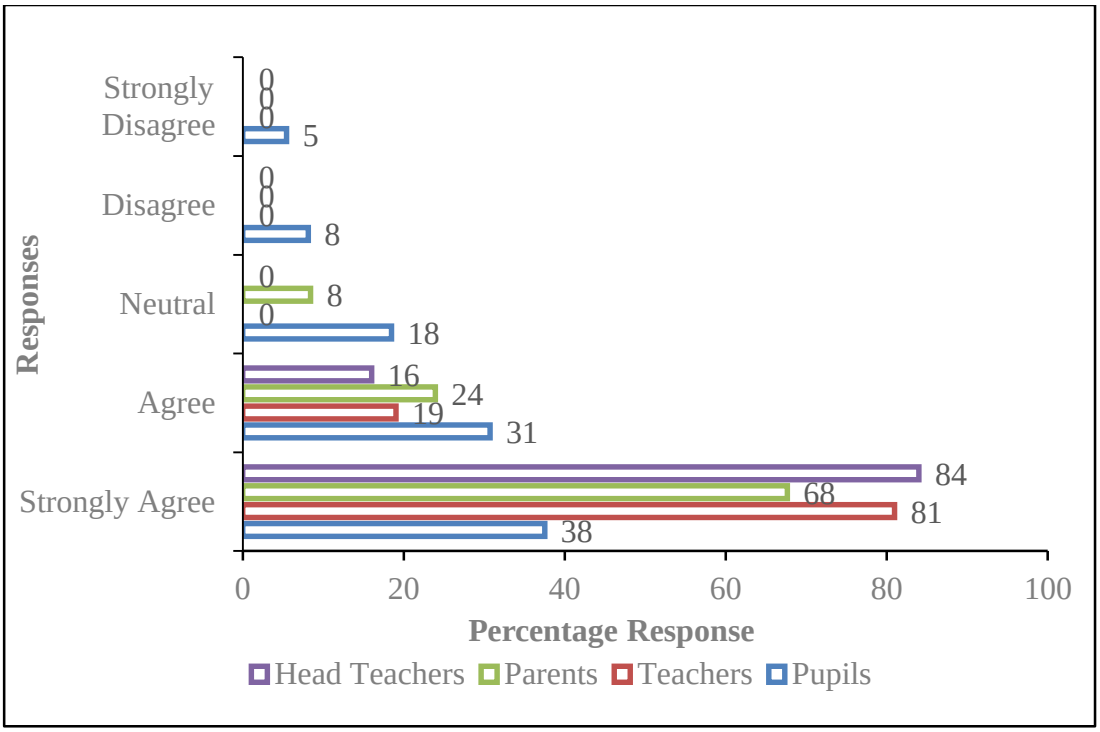
Fig. 15 Percentage responses regarding examining music like other major subjects in primary schools

Statement	**Groups of Respondents**	**Spearman's rank-order Correlation Coefficient (r_s)**	**Interpretation**
Examining music like the rest of the major subjects taught in primary schools is a potential strategy for effective use of Musical Instruments to facilitate the teaching of Music among Primary Schools.	Pupils and Teachers	0.895	There was a very strong and positive correlation between the responses given by the groups of respondents.
	Pupils and Parents	0.895	
	Teachers and Head teachers	0.918	
	Parents and Head teachers	0.918	
	Pupils and Head teachers	0.688	There was a strong and positive correlation between the responses given by the groups of respondents.

Table 4.13 Correlation Analysis of participants' responses regarding to whether examining music was a potential strategy for effective teaching of Music among Primary Schools.

4.3.4 Motivation to the Teachers of Music in Primary Schools

From Fig.16, it is generally revealed that the largest number and percentage of participants either strongly agreed (38% of pupils, 81% of teachers, 68% of parents and 84% of head teachers) or agreed (31% of pupils, 19% of teachers, 24% of parents and 16% of head teachers) with the suggestion of motivating the teachers of music in primary schools could enhance its teaching. On the other hand, none of the teachers, parents and head teachers disagreed or strongly disagreed with the suggestion except small percentage of pupils (8% and 5%) who disagreed and strongly disagreed respectively. However, a small percentage of pupils (18%) and parents (8%) remained neutral about the suggestion. Statistically, there was a strong association between; pupils and parents ($P = 0.032$), teachers and head teachers ($P = 0.002$) as it regarded to whether they agreed or disagreed about the suggestion of motivating the teachers of music in primary schools. In addition, Spearman's rank-order correlation coefficient tests conducted at 95% CL also indicated very strong and positive correlation in responses of pupils and teachers ($r_s = 0.894$), pupils and parents ($r_s = 0.975$, pupils and head teachers ($r_s = 0.894$), teachers and parents ($r_s = 0.918$), and parents and head teachers ($r_s = 0.918$) in regard to the above assertion (Table 4.14).



[n = 368]

Fig. 16. Average respondents' responses about the need to motivate teachers of music in primary schools.

Statement	Groups of Respondents	Spearman's rank-order Correlation Coefficient (r_s)	Interpretation
Motivating the teachers of music is a potential strategy for effective use of Musical	Pupils and Teachers	0.894	There was a very strong and positive correlation between the responses
	Pupils and Parents	0.975	

Instruments to facilitate the teaching of Music among Primary Schools.	Teachers and Parents	0.918	given by the groups of respondents.
	Parents and Head teachers	0.918	
	Pupils and Head teachers	0.894	

Table 4.14 Correlation Analysis of participants' responses regarding to whether motivating the teachers of music is a potential strategy for effective teaching of Music among Primary Schools.

CHAPTER FIVE

DISCUSSIONS OF THE STUDY FINDINGS

5.1 Introduction

In Uganda, the teaching of music through the use of musical instruments has been an established practice for quite some time, and it is particularly evident at the elementary and primary school levels. It has been acknowledged as an enhancer of very effective learning outcomes. The present research is the first in this line, focusing on Primary Schools in Rukungiri District; the second one is about Nyarushanje Sub-County which aims at identifying the role of musical instruments in the teaching and learning of music. As a result, the study tried to determine the difficulties encountered in the effective use of musical instruments for teaching and learning of Music in Primary Schools, and proposed ways for the effective use of musical instruments in the teaching and learning of Music in Primary Schools of Rukungiri district. Moreover, the study objectives guided the correlation of the responses from participants.

5.2 Discussions

5.2.1 Establishment of Whether Musical Instruments were Used to Facilitate the Teaching of Music among Primary Schools of Rukungiri District

The research revealed that in the primary schools included in the sample, music instruments were mostly not utilized as a means to support music teaching and learning and the pupils were generally not interested in learning music. Moreover, there was a great and positive correlation in the replies of the different study participants. This result agrees with the past studies on music education in primary schools that even though the importance of creating an exciting classroom setting is always stressed, this difficult but common issue in teaching and learning music still remains in many education

systems worldwide Makokha & Mecha, (2019) and Richard & Deus, (2023). The researchers synthesized their personal experiences además de sus observaciones, como maestros de música en las escuelas primarias, and the environment of the music classes, to conclude that it was the opposite (Richard & Deus, 2023). Kids were simply asked questions such as 'What is dynamic?' 'What is tempo?' and 'What is a rhythmic pattern?' throughout the whole with less than desirable frequent inquiring or teacher-student interactions and along with these frequent questioning practices there was also a large amount of homework assigned to the students without any movement, playing instruments, and singing opportunities in the music class. Such signs imply that music learning has been mainly based on theory rather than on the practice of playing instruments which would require regular classroom access to them (Makokha & Mecha 2019). The finding was also comparable to previous studies that similarly discovered that music classes without fun and exciting activities, such as playing musical instruments, were the least anticipated subjects by the learners (Ismail, Loo & Anuar, 2021; Emily Wilson, 2022). Moreover, the finding is in line with earlier work, that was indicating that learning the fine manipulative skills of the child, eye coordination, and hearing and listening abilities cannot be developed, if no musical instruments are played or finger rhymes are executed (Adjepong, 2020).Therefore, when musical instruments like Xylophone, Drums, Fiddle, Arched Harp, and Wind Instrument among others are used in the teaching of music among primary school pupils, an improvement in instrumental music skills and musical communication can be realized.

5.2.2 Establishment of the Challenges Faced During the Use of Musical Instruments to Facilitate the Teaching of Music in Primary Schools of Rukungiri District

The study identified challenges hindering effective use of musical instruments to facilitate the teaching of music in primary schools such as general lack of skills in playing music instrument by music teachers, general lack of musical instruments in schools, limited motivation to teachers of music and music not being examinable like other subjects taught in primary schools. These challenges need to be addressed to ensure that music education is fully integrated into the curriculum of in Uganda and that learners are assessed through formal examinations by the schools and Uganda National Examinations Board (UNEB). Generally, a strong and positive correlation was established in responses of the participants regarding the challenges hindering effective use of musical instruments to facilitate the teaching of music in primary schools. The finding is consistent with the earlier studies by Namyalo & Nyanzi, (2017) and Ainebyona and Aguti, (2019) which revealed that music education in Uganda faced several challenges.

Among those highlighted included; a lack of resources, limited funding, and inadequate teacher training were cited as major obstacles to effective music education in the country. Additionally, a study by Makokha & Mecha, (2019) about music education in Uganda is also consistent with finding as it also highlighted the challenges that hindered the implementation of effective music education programs in Ugandan schools as specifically included; lack of funding, limited resources and inadequate support for music education among the factors.

5.2.3 The Measures of Improving the Effective Use of Musical Instruments to Facilitate the Teaching of Music among Primary Schools of Rukungiri District

The study also identified measures of improving the effective use of musical instruments in facilitating the teaching of music in primary schools, such as equipping/training music teachers the skills of playing musical instruments, acquiring various musical instruments in primary schools, including music among examinable subjects by UNEB in the primary leaving examinations (PLE), improving music teachers' motivation for them to teach the subject effectively. Additionally, there was generally a strong and positive correlation in responses of all the study participants regarding the possible strategies to improve the use of musical instruments in teaching of music in primary schools of Rukungiri district. This finding is consistent with the earlier study by Gırgın, (2020) which emphasized that music teachers are critically important as they provide students with the possibility of benefiting from the positive effects of music itself. Music teachers play a crucial role in raising students who are actively interested in music thus the need to be equipped with the necessary skills.

Moreover, the finding in question is in harmony with the study conducted by Kennell, (2022) that was concerned with the teaching of music on a one-to-one basis. In their study, they recommended a change of educational policy and curriculum to facilitate the teaching of music in primary schools. The researchers pointed out the necessity of curriculum restructuring to accommodate music as a core subject and even from primary level to make it to the exam. Such changes in pedagogy, instruments, and adjusted means of assessment; musical ability and knowledge of the environment and time management skills besides should all be the same at the same level that is required. The

finding is also in line with a recommendation made by Makokha & Mecha, (2019) study where the Ugandan government was advised to scale up support for music education especially in primary schools, including not only the provision of resources and equipment for music classes but also the professional development programs and mentoring for music teachers.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The research activity taking place right now is about the impact of music instruments in teaching music at Primary Schools in Rukungiri District; Nyarushenje Sub-County case; it aimed at finding out if musical instruments are used in the teaching of music among Primary Schools, it revealed the challenges preventing effective use of musical instruments in teaching music in Primary Schools, and it proposed ways of improving the effective use of musical instruments in teaching music among Rukungiri district Primary Schools. The conclusions, therefore, presented were based on the findings of this research.

6.2 Conclusions

Music instruments are not generally used to facilitate the teaching of music among primary schools in Rukungiri district. It was also noticeable that the usage of music instruments in the sampled primary schools was mixed with exceptions or variations which was dependent on factors like school resources, teacher training/ skills in playing music instruments or cultural context. Therefore, it was as well concluded that the lack of music instrument usage in primary schools of Rukungiri district has consistently crippled the pupils' developments of hearing and listening abilities as was asserted by the previous studies.

It was additionally concluded that primary schools in Rukungiri District are faced with uniform challenges which include; lack of skills in playing music instrument by music teachers, lack of musical instruments in schools, limited motivation to teachers of music, and music not being examinable like other subjects taught in primary schools.

The basically hinder the effective use of musical instruments in facilitating the teaching and learning of music. Thus, there is a need of fully integrating music education into the education curriculum of Uganda primary schools. Additionally, the study also established other challenges to include; lack of resources, limited funding, and inadequate teacher training cited as major obstacles to effective music instrument use in music education in Rukungiri district.

Furthermore, the study also discovered that the teaching of music was adversely affected by unqualified staff, lack of teaching supplements, negative attitude of teachers and lack of relevant books the fact that the subject was not examinable.

The identified measures to improve the use of Musical Instruments in effective teaching of Music among Primary Schools of Rukungiri district included; equipping/training music teachers the skills of playing musical instruments, acquiring various musical instruments in primary schools, including music among examinable subjects by UNEB in the primary leaving examinations (PLE), government and school administration improving music teachers' motivation for them to teach the subject effectively.

The participants were unanimously in agreement with the proposed strategies to improve the use of Musical Instruments for effective teaching of music among Primary Schools in their district. This was evidenced by the strong and positive correlation in responses of all the study participants regarding these proposed strategies.

6.3 Recommendations

Basing on the findings of the study on the effect of music instruments on the teaching of music among primary schools in Rukungiri District-Uganda, the following were highlighted recommendations;

1. The management of Primary Schools plus all the other stake holders including parents, teachers, school boards of governors, government (through the ministry of education), should find an optimal level of acquiring of musical instruments for their schools. This is likely to promote the teaching of music.
2. The Ugandan government should consider providing support for music education to primary schools, including the provision of resources and equipment for music classes, as well support for music teachers through professional development programs and mentoring in order to avert the established challenges.
3. The government should consider conducting teacher-pupil sensitization surveys highlighting the benefits of instrumental music to encourage pupils and teachers. This is likely to make them like the subject and facilitate its teaching. The government of Uganda should put a lot of emphasis on equipping/ training primary school teachers the skills of playing various music instruments as part of the curriculum followed during teacher training. Additionally, the government should also consider including music education among the examinable subjects at primary level.

6.4 Further Research

Further studies need to be performed to validate the importance of primary school music education in Rukungiri district-Uganda, especially regarding its effect on academic performance, cognitive development, and cultural identity and appreciation. Moreover, it is very important to carry out a study that looks into the impact of education policy on the teaching of instrumental music in primary schools in Rukungiri District. The results can be used to decide how much time should be given to music instruction.

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APPENDICES

Appendix 1: Krejcie and Morgan table for sample size determination

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix 2: Questionnaire to Teachers

Dear Respondent,

I **KOMUGABE ROSE**, a Masters student at Uganda Christian University, Bishop Braham University College, conducting a research study on "The effect of musical instruments on the teaching of music in primary schools of Rukungiri District".

You have been selected as a respondent in this study so kindly assist by answering all the items in this questionnaire. The information given is purely for academic purposes and will be treated with at most confidentially.

Thank you for cooperation.

SECTION A: PERSONAL INFORMATION

Code ☐

Designation…….

Department……..

1. Gender (Tick)
   a) Male ☐
   b) Female ☐

2. Marital status (Tick)

a) Married ☐

b) Single ☐

c) Others…….. (Specify)

3. Age bracket (Tick)

a) 20-24years ☐ c) 35-44 years ☐

b) 5-34 years ☐ d) 45-and above ☐

4. Educational level (Tick)

a) Certificate ☐

b) Diploma ☐

c) Degree ☐

d) Masters ☐

e) Above masters ☐

f) Others…… (Specify)

5. How long have been dealing with Education Department? (Tick)

a) Less than 1 year ☐

b) 1 to 2years ☐

c) 3years and above ☐

SECTION B: TYPES OF MUSICAL INSTRUMENTS

QUESTIONS

1. Are you aware of any musical instruments? (Tick)

i) Yes ☐

ii) No ☐

2. Do you have any in your schools? (Tick)

(i) Yes ☐

(ii) No ☐

3. (a) Which of the following musical instruments do you play regularly? (Tick)

i) Drums ☐ ii) Rattles ☐

iii) Pianons ☐ iv) Tubefidle ☐

4. Use a scale of 1 to 5 where 1 is strongly agree, 2 – agree, 3- Neutral, 4- disagree and 5– Strongly disagree in regards to the statement about musical instruments and the reaching of music.

a) Use of musical instruments to promote the teaching of music	**1**	**2**	**3**	**4**	**5**
(i) You are aware of musical instruments					
(ii) You have musical instruments in your school					
(iii) You teach instrumental music					
(iv) You are skilled in playing musical instruments					
(v) Music instruments motivate you in teaching music					
(vi) Instrumental music improves memory capacity					
(vii) Musical instruments create self esteem					

b) Challenges encountered in teaching instrumental music	1	2	3	4	5
(i) You lack instrumental music knowledge					
(ii) The school does not have musical instruments					
(iii) Music teachers are not well motivated to teach music					
(iv) You don't like teaching instrumental music					
(v) Teaching instrumental music is costly					
(vi) The school can't afford the cost of musical instruments					
(vii) Instrumental music is not examinable.					
c) Improving the teaching of music	**1**	**2**	**3**	**4**	**5**
(i) Teachers need to be equipped with instrumental music skills					
(ii) Various musical instruments should be acquired					
(iii) Music should be examinable					
(iv) Teachers need motivators					
(v) Government should encourage teaching instrumental music					

Thank you for participating in the study

Appendix 3: Questionnaire to Pupils (Primary Six and Seven)

Dear Respondent,

Background information

Name of school ……

Gender: Male ☐ **female** ☐

You have been selected to participate in the study of ascertaining the effect of musical instruments on the teaching of music. Your response shall be kept confidential and used for academic purposes only.

Use a scale of 1 to 5 where 1 is Strongly agree, 2 – agree, 3- Neutral, 4- disagree and 5- Strongly disagree in regards to the statement about musical instruments and the teaching of music

Use of musical instruments to promote the teaching of music	**1**	**2**	**3**	**4**	**5**
The music teacher comes with instruments in class					
You have musical instruments in your school					
Your teacher is skilled in playing musical instruments					
The school has musical instruments					
Learning music with a teacher makes you happy					
Challenges encountered while studying music	**1**	**2**	**3**	**4**	**5**
Your teachers lack instrumental music knowledge					
Our school does not use musical instruments					
Our teachers are not interested in music					
You have no interest in using musical instruments					
Some learners have no talent in using musical instruments					

Improving the teaching of music in the school	**1**	**2**	**3**	**4**	**5**
Having interested music teachers in the school					
The school should buy more musical instruments					
Music should be examined					
Teachers should give learners some motivating items					

Thank you for participating in the study.

Appendix 4: Questionnaire to School Administrators (Head teachers)

Dear Respondent,

I`m **KOMUGABE ROSE**, a Masters student at Uganda Christian University, Bishop Braham University College, conducting a research study on "The effect of musical instruments on the teaching of music in primary schools of Rukungiri District".

You have been selected as a respondent in this study so kindly assist by answering all the items in this questionnaire. The information given is purely for academic purposes and will be treated with at most confidentially.

Thank you for cooperation.

SECTION A: PERSONAL INFORMATION

Code ☐

Designation…….

Department……..

2. Gender (Tick)

c) Male ☐

d) Female ☐

2. Marital status (Tick)

a) Married ☐

b) Single ☐

c) Others…….. (Specify)

3. Age bracket (Tick)

a) 20-24years ☐ c) 35-44 years ☐

b) 5-34 years ☐ d) 45-and above ☐

4. Educational level (Tick)

a) Certificate ☐

b) Diploma ☐

c) Degree ☐

d) Masters ☐

e) Above masters ☐

f) Others…… (Specify)

5. How long have been dealing with Education Department? (Tick)

a) Less than 1 year ☐

b) 1 to 2years ☐

c) 3years and above ☐

SECTION B: TYPES OF MUSICAL INSTRUMENTS

QUESTIONS

1. Are you aware of any musical instruments? (Tick)

i) Yes ☐

ii) No ☐

2. Do you have any in your schools? (Tick)

(i) Yes ☐

(ii) No ☐

3. (a) Which of the following musical instruments do you play regularly? (Tick)

i) Drums ☐ ii) Rattles ☐

iii) Pianons ☐ iv) Tubefidle ☐

4. Use a scale of 1 to 5 where 1 is strongly agree, 2 – agree, 3- Neutral, 4- disagree and 5– Strongly disagree in regards to the statement about musical instruments and the reaching of music.

a) Use of musical instruments to promote the teaching of music	**1**	**2**	**3**	**4**	**5**
(i) You are aware of musical instruments					
(ii) You have musical instruments in your school					
(iii) You teach instrumental music					
(iv) You are skilled in playing musical instruments					
(v) Instrumental music improves memory capacity					
(vi) Musical instruments create self esteem					
b) Challenges encountered in teaching instrumental music	1	2	3	4	5

(i) You lack instrumental music knowledge					
(ii) Your school does not have musical instruments					
(iii) Music teachers are not well motivated to teach music					
(vi) Instrumental music is not examinable.					
c) Improving the teaching of music	**1**	**2**	**3**	**4**	**5**
(i) Teachers need to be equipped with instrumental music skills					
(ii) Various musical instruments should be acquired					
(iii) Music should be examinable					
(iv) Teachers need motivators					

THANK YOU FOR PARTICIPATING IN THE STUDY

Appendix 5: Questionnaire to the Parents

Dear Respondent,

I`m KOMUGABE ROSE, a Masters student at Uganda Christian University, Bishop Braham University College, conducting a research study on "The effect of musical instruments on the teaching of music in primary schools of Rukungiri District".

You have been selected as a respondent in this study so kindly assist by answering all the items in this questionnaire. The information given is purely for academic purposes and will be treated with at most confidentially.

Thank you for cooperation.

SECTION A: PERSONAL INFORMATION

Code ☐

Designation…….

Department……..

3. Gender (Tick)

e) Male ☐

f) Female ☐

2. Marital status (Tick)

a) Married ☐

b) Single ☐

c) Others…….. (Specify)

3. Age bracket (Tick)

a) 20-24years ☐ c) 35-44 years ☐

b) 5-34 years ☐ d) 45-and above ☐

4. Educational level (Tick)

a) Certificate ☐

b) Diploma ☐

c) Degree ☐

d) Masters ☐

e) Above masters ☐

f) Others…… (Specify)

5. How long have been dealing with Education Department? (Tick)

a) Less than 1 year ☐

b) 1 to 2years ☐

c) 3years and above ☐

SECTION B: TYPES OF MUSICAL INSTRUMENTS

QUESTIONS

1. Are you aware of any musical instruments? (Tick)

i) Yes ☐

ii) No ☐

2. Do you have any in your schools? (Tick)

(i) Yes ☐

(ii) No ☐

3. (a) Which of the following musical instruments do you play regularly? (Tick)

i) Drums ☐ ii) Rattles ☐

iii) Pianons ☐ iv) Tubefidle ☐

4. Use a scale of 1 to 5 where 1 is strongly agree, 2 – agree, 3- Neutral, 4- disagree and 5– Strongly disagree in regards to the statement about musical instruments and the reaching of music.

a) Use of musical instruments to promote the teaching of music	**1**	**2**	**3**	**4**	**5**
(i) You are aware of musical instruments					
(ii) There are musical instruments in your child's school					
(iii) Your child is taught instrumental music					

(iv) Teachers are skilled in playing musical instruments					
(v) Instrumental music improves memory capacity of a learner					
(vi) Musical instruments create self esteem					
b) Challenges encountered in teaching instrumental music	**1**	**2**	**3**	**4**	**5**
(i) Teachers lack instrumental music knowledge					
(ii) The school for child does not have musical instruments					
(iii) Music teachers are not well motivated to teach music					
(iv) You don't like teaching instrumental music to your child					
(vii) Instrumental music is not examinable.					
c) Improving the teaching of music	**1**	**2**	**3**	**4**	**5**
(i) Teachers need to be equipped with instrumental music skills					
(ii) Various musical instruments should be acquired					
(iii) Music should be examinable					
(iv) Teachers need motivators					

END

THANK YOU FOR PARTICIPATING IN THE STUDY

Appendix 6.0: Data collection by Questionnaires and Interviewing participants

Appendix 6.1: Interviewing a P.7 pupil

Appendix 6.2: Interviewing the teacher at Nyabushenyi Upper P/S

Appendix 6.3: Interviewing the Head teacher at Nyabushenyi Upper P/S

Appendix 6.4: Interviewing the head boy in one of the sample primary schools

Appendix 6.5: Interviewing the parent in one the sample primary schools

Appendix 7: Introductory Letter

UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa
BISHOP BARHAM UNIVERSITY COLLEGE

DEPARTMENT OF EDUCATION

For: District Education Officer
RUKUNGIRI DISTRICT
Date: 15/3/2024

February 19, 2024

TO WHOM IT MAY CONCERN

This is to introduce to you *KOMUGABE ROSE Reg. No* S21/BBUC/MEDAP/012 who is currently a student at Uganda Christian University (Bishop Barham University College) pursuing a Master of Education in Administration and Planning. The student would like to carry out a research project in your Organisation on the following topic:

THE EFFECT OF MUSICAL INSTRUMENTS ON THE TEACHING OF MUSIC IN PRIMARY SCHOOLS OF RUKUNGIRI DISTRICT. CASE STUDY: NYARUSHANJE SUB-COUNTY.

This research is for academic purpose only. Your assistance to our student is highly appreciated

Yours sincerely,

UGANDA CHRISTIAN UNIVERSITY
BISHOP BARHAM COLLEGE
20 FEB 2024
EDUCATION DEPARTMENT

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A Complete Education for A Complete Person