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FACTORS AFFECTING THE TEACHING AND LEARNING OF MUSIC AS A CURRICULUM SUBJECT IN RURAL SECONDARY SCHOOLS: A STUDY OF SECONDARY SCHOOLS IN MOUNT DARWIN DISTRICT OF ZIMBABWE.

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ABSTRACT

There have been policy reforms in education that are aimed at improving the quality of education. Such reforms include the expansion of the curriculum in order to incorporate practical subjects in the school curriculum. These practical subjects include Home Economics, Computers, Music, Carpentry, Building, Technical Graphics, Fashion and Fabrics, Woodwork, Art, and Aviation among others. The philosophy behind the advocacy for practical subjects is guided by the need to prepare students for real life situations. The school is seen as a platform to equip students with skills that are transferable to real life situations. The Presidential Commission of Inquiry into Education and Training (1999:445) made recommendations on the need for a “new education structure that vocationalises education to familiarize pupils with vocational and technical skills at Basic Education level and lay the foundation for specialization at post-basic level”. To support this idea there was need for the re-orientation of people to appreciate practical subjects and labour. It has been more than fifteen years since the adoption of the recommendations of the commission. There are concerns as to the factors that have hindered the successful implementation of a vocationalised school curriculum in Zimbabwe. The study focuses on the factors that affect the teaching and learning of Music as a curriculum subject at ten secondary schools in Mt. Darwin district of Zimbabwe. The purposively selected sample comprised of five school heads from schools offering Music, five school heads from schools not offering Music, five Music teachers and one Music inspector in the district, thus providing a total of sixteen respondents. The study used the qualitative methodology and the case study design. The study came up with the conclusions that lack of trained teachers, lack of resources, lack of innovation, negative attitudes by school heads and education inspectors were some of the factors that negatively impacted on the teaching and learning of Music as a curriculum subject in the selected schools. The study also concluded that Music was one of the non-examinable subjects at O’level and as such was not given the importance that was given to examinable subjects. The study recommends that Music as a subject be examined at O’level for teachers, school heads and pupils to take it seriously. Schools and communities have to be innovative enough to produce their own Music equipment and other related resources. Workshops by the Ministry of Primary and Secondary Education have to be held to change people’s attitudes as a curriculum subject.



Key words: Teaching and Learning; Music; Curriculum; Practical; Vocational Education.

1. INTRODUCTION AND BACKGROUND TO THE STUDY

Historically Music is believed to have started with the early man after developing the power of speech, imitating the sounds within the environment to express fear, anger, hunger and or satisfaction (Mugochi, 1988). Most scholars concur that religious people played a significant role in the development of Music. Biblical stories about how King David wrote 150 psalms and the first book of Chronicles show us how Music was organized and how instruments accompanied the songs. This further demonstrates how Music played a significant role in people's lives, religion being one of the key components of people's cultures and practices..

Mugochi (1988) asserts that the Greeks with the likes of Pythagorus who lived in about 500 BC invented the writing of Music in patterns called modes. The development of Music progressed to the point of today's notation. This is the system that was widely used in churches and schools. It helps to train the voice without the help of an instrument on a completely unknown song or piece of Music. While we appreciate the role of the staff notation in modern music, not every form of music takes this mode. This is so when one considers the different forms of Music found in different cultures. Nketia (1989) notes that Music of Africa was not recorded. It is Music that was played for different purposes, which include ritual purposes, to convey a message such as bereavement in the family, a new arrival in the family and for entertainment purposes. It was very traditional and regarded as a very important media of a human being from birth to death. Within that context, every type of Music is regarded as a transmitter of culture from one generation to the other.

The Zimbabwe school curriculum at both primary and secondary school levels has provisions for at least two practical subjects that schools have to teach. Music is one of the practical subjects that are expected to be taught at both primary and secondary school. The sentiments expressed by the President of Zimbabwe when officially opening the Research Intellectual Expo in Harare in 2012 demonstrate concern at the highest level about how practical subjects such as Music were being treated in schools. On 4 September 2012, the President of the Republic of Zimbabwe, speaking at the Research Intellectual Expo at the University of Zimbabwe expressed concern that practical subjects such as Music were not receiving fair attention like other curriculum subjects. In some cases some schools were not even offering Music as a curriculum subject. To demonstrate the importance of Music as a subject, a number of Teacher Education Colleges offer Music as one of the major subjects that trainee teachers can specialize in. For example, the United College of Education in Bulawayo has the Kwanengoma College of Music under its auspices. There is also the College of Music in Harare. At university level some now have Faculties or Departments of Music. Universities that offer Music as a degree programme include Midlands State University, Great Zimbabwe among others. This therefore demonstrates commitment on the part of tertiary institutions. These institutions have been producing Music teachers for some years now.

2. STATEMENT OF THE PROBLEM

The Ministry of Primary and Secondary Education places importance on the teaching of Music as a curriculum subject. Of the 30 secondary schools in Mount Darwin district, 25 are not teaching Music as a curriculum subject. The researcher undertook to find answers to the following research question: 'What are the factors affecting the teaching and learning of Music as a curriculum subject in Mount Darwin secondary schools?'

3. PURPOSE OF THE STUDY

The purpose of the study was to investigate the factors affecting the teaching and learning of Music as a curriculum subject in Mount Darwin secondary schools.

3.1 Research sub-questions

To find answers to the main research question, the study came up with the following five research sub-questions:

- ❖ How are schools implementing the policy guide lines on teaching and learning of Music?
- ❖ Are Music teachers available on the job market?
- ❖ Are the resource materials required in the teaching and learning of Music available in Mount Darwin secondary schools?
- ❖ Do Music teachers get effective supervision locally and externally?
- ❖ To what extent are staff development programs arranged for Music teachers locally and externally?



- ❖ Why are some schools not offering Music as a curriculum subject?

3.2 Significance of the study

The study is important to the following stakeholders:

- ❖ Policy makers were to benefit by being informed of the extent to which Music is being taught as a curriculum subject in rural secondary schools.
- ❖ Policy makers were also to benefit by getting feedback on the challenges that were faced by schools in general and Music teachers in particular in the teaching and learning of Music as a curriculum subject.
- ❖ The Curriculum Development Unit was to benefit by designing and dispatching to schools the relevant and adequate Music instructional materials to rural secondary schools.
- ❖ Officials in the National Manpower Planning and Development sector were to benefit by being shown the manpower deficiencies in the teaching of Music as a curriculum subject.
- ❖ Administrators, Music teachers and pupils were to benefit from the recommendations that would improve the teaching and learning of Music as a curriculum subject.

3.3 Assumptions

The researchers had the following assumptions for schools that were offering Music as curriculum subjecting:

- ❖ They had Music as their curriculum subject on their master time tables.
- ❖ They kept a departmental file for Music.
- ❖ They had the Zimbabwe Junior Certificate and Ordinary Level Music syllabi.
- ❖ That the teaching and learning of Music at secondary schools in Mt. Darwin were not being taken seriously like other curriculum subjects.

3.4 Limitations

The research was carried during the busy third term. The researchers did not cover a wider area due to limited time and resources. Funds were also a limiting factor, making it difficult for the researchers to visit every secondary school in Mt. Darwin district. The above mentioned limitations were overcome by the use of a manageable representative sample, through the use of the case study design.

3.5 Delimitations

The study focused on the factors affecting the teaching and learning of the theory and practice of Music as prescribed in the ZJC and O-Level syllabi of Zimbabwe. The study did not focus on the teaching and learning of Music in Mount Darwin primary schools and tertiary institutions. The focal district was Mount Darwin a rural district in Mashonaland Central Province. The district is located about 156 kilometres to the north east of the capital city, Harare. The study focused on ten secondary schools in the Mt. Darwin education district, of which five offered Music as a curriculum subject and another five did not have Music as a curriculum subject.

4. REVIEW OF RELATED LITERATURE

4.1 The Policy Guidelines

Every subject in the curriculum has a policy guideline and Music is no exception. Policy plays a very important role in curriculum implementation as policy facilitates the translation of educational aims and objectives into behavioural courses of action. Policy gives direction to the management and a guide for action. In addition policy reflects the ideological thinking of those in power. The country's constitution forms a major parameter for the school policy since it determines the macro policy of the education system. In line with government policy, secondary schools are expected to offer at least one practical subject. The Nziramasanga Commission (1999) also recommended that all students at secondary school level should do at least one Vocational Technical subject.

The Curriculum developers also saw it vital to produce syllabi for all Vocational Technical subjects and Music being one of them. Principal Directors' Circular number 6 of 2010 on Institutionalisation of the Arts and Culture in the Education system cited that schools should be actively involved in establishing Arts and Culture programmes in their schools. It went on to indicate that Arts and Culture are now big business worldwide. The researchers hence want to find out whether, the policy makers and educational authorities make some follow up to the implementation of the set policies.



4.2 Availability of Human Resources

The human resource component plays a crucial role in the implementation of programmes in any organisation. Teachers are an important factor in the teaching and learning of any curriculum subject. In order for a teacher to teach a curriculum subject, the teacher should have knowledge of the subject matter and possess requisite skills and attitudes. Secondary school Music teachers should possess the knowledge and skills which are supported by the relevant equipment and materials to teach the different components of Music. These components of Music include Theory of Music, Music Appreciation and Practical Performance. In Zimbabwe, music teachers get their professional training in Teacher's Colleges, Colleges of music and Universities. From these institutions they acquire knowledge on the relevant teaching and learning methodologies and develop the appropriate attitudes. Such training is expected to contribute to high teacher effectiveness and high learner achievements. The Nziramasanga Commission (1999) noted that there were inadequate specialized music teachers in schools.

Apart from training and having the requisite skills, music teachers like all other teachers are expected to be conversant with the cultures of the pupils they are teaching. This comes with experience in the field of teaching. Chivore (1994) also cited teaching experience as an important factor in the teaching and learning of any curriculum subject. Chivore (1994) further argues that there is a positive co-relationship between a teacher's experience and a teacher's effectiveness in teaching and promotion of learning. Such experience on the part of the teacher is crucial in the interpretation of national syllabi, the use of effective methodologies in preparing pupils for examinations and developing study skills in pupils. Pupils are expected to gain significantly from teachers who are highly skilled and experienced.

4.3 Availability of Material Resources:

4.3.1 Textbooks

Apart from the human resource component, there have to be material resources to support teaching and learning in the schools. Some of the material resources include textbooks and Music equipment. Textbooks are a factor that impacts on the teaching and learning of any curriculum subject. The teacher pupil ratio in any subject does have a direct bearing on the quality of teaching and learning, just as the book to pupil ratio impacts on the realisation of the teaching learning objectives. Textbooks play a very important role in the teaching and learning of Music as a subject. Pupils can read and revise work at the end of each unit and this increases their understanding and response to examination questions. When textbooks are scarce, music teachers are forced to unduly depend on the chalk and talk method. When textbooks are available, teachers can rely on other methods like group work, research, discussions and debates.

4.3.2 Projected teaching – learning technology

The media used in teaching any subject is crucial. Shumbayaonda and Maringe (2000) noted that projected media refers to additional teaching learning materials like video tapes, slides computers and projectors. In the teaching- learning of music these materials are mainly used during theory and appreciation lessons to enhance instruction. Pupils can learn, notation, types of dances or cultural practices through playing video tapes. The teacher can also introduce any topic using slides to motivate and arouse the pupils' interest to learn.

Computers are also a very useful media in the teaching-learning process. The computer has a lot of inbuilt features such as calculators, clocks, calendar, cameras video cameras and games to mention a few. Other features like DVDs, CDs, Flash discs, memory sticks which used to load information into or out of the computer. Pupils can access the internet and make any research they wish to. It also provides cross pollination of information and also it has a lot of resources and references in it. However, computers can have adverse effects if not properly handled. They can be abused. They need electricity and can be difficult or expensive to repair.

4.3.3 Non Projected Media

Apart from projected media, there is also non projected media. Shumbayaonda (2000) refers to non-projected media as two dimensional aids which either tell their implications pictorially or with words. Examples of these are text books, flip charts, posters, maps and pictures. In the learning and teaching of music, musical instruments can be shown on charts or pictures. Dekeer (1994) concurs that the absence of quality of resources used in educational processes has a direct impact on the level of quality of pupil achievement. Lack of teaching-learning equipment affects both speed and quality of work produced.



Teaching and learning become more effective because media enhance concept development, the abstract are brought to reality given tasks are completed on time and realisation of lesson objectives high. However some musical instruments require electricity to function. The research therefore is eager to find out how music classes operate without these instruments. She is also eager to find out whether these instruments can be improvised.

4.4 The Educational Value of the Teaching-Learning Media

The provision of material resources enhance quality in education. Music being a practical subject requires musical instruments. Barker (1985) and Knock (1989) concurred that the provision of musical instruments motivates the learners. The instruments enable the pupil to engage all the senses. Such involvement makes the pupil an active participant in the learning process. As noted by Dewey (1979) the ideal learning set up is the one in which learners use most of their senses. This becomes a multi-sensory approach to education which is promoted by the use of teaching and learning aids. The availability of teaching and learning aids promotes the use of such methodologies as the discovery which promotes pupil-centred learning. Barker (1985), and Kock (1989), both believed that the provision of musical instruments facilitate conducive environment to impart skills, knowledge and attitudes of the learners. The learners are actively involved; they make discoveries on their own which will lead to them being future performers in music.

Taruvinga and Moyo (2000) assert that non availability of instruments and other teaching-learning aids usually force teachers to unduly rely on the lecture method. They also went on to list the following educational values of teaching learning aids and instruments. They noted that abstract concepts give more accurate impressions than verbal descriptions and they also shorten the teaching time as concepts are quickly mastered.

4.4.1 Time

Time is an abstract resource that also affects the teaching and learning of music in secondary schools. According to the 'O' level music syllabus a class of music should have at least eight (35-40 minutes) lessons per week. Four of the lessons should be theory and the remaining four should be practical. Wilkins (1984) notes the number of lessons outlined in policy documents like syllabi is important because it defines the teacher-pupil contact time. Wilkins also adds that, if contact time is less than the designated, it will be difficult to attain a sense of achievement and progress. Student performance suffers as the syllabus is completed through crush programs.

These days in Zimbabwe secondary schools, too many subjects are competing for space in the Master Timetables. The researcher then undertook to find out if music was being allocated as a curriculum subject, if so, was there eight lessons, per week as per policy guidelines.

4.4.2 Class Sizes and their Effects on the Teaching and Learning of Music.

Chivore (1992) and Wilkins (1984) agree that class size is a factor that affects teaching and learning. Wilkins (1984) says a class of forty pupils and above is too big. This applies to academic subjects but to a practical such as music a class of twenty pupils is the standard one. Chivore (1992) asserts that a small class is usually easy to manage. Teachers can apply a wide variety of instructional strategies and learning activities. The teacher finds it difficult and exhausting to control. Learner achievements are usually low if the class is too big. Wilkins (1984) adds that the learner achievements in small classes are usually very high. This is so because the teacher can attend to the peculiar needs of each and every learner. The researchers undertook to establish the class sizes for music classes in Mount Darwin secondary schools. The research also sought to find out factors that affect large teaching loads.

4.4.3 The Importance of Music in the Community

Music serves different purposes in life. These range from entertainment to educative roles. Smith (1977) portrayed the idea that, educationalists should have a concern for pupils development. Music enhances enjoyment and personal development when pupils express imaginations, feelings, beliefs and thoughts over a piece of music they have listened to. As such music plays an integral part in the life of an African. This means music is pivotal in human life of every African individual from birth to death, throughout one's life activities like farming, hunting, fishing, grinding, weddings, initiations and funerals. This is so since all these events are characterised by music that is related to the different occasions.



Every society has its own culture. Culture involves all facets of society and it shows itself in many ways, for example the way people dress, behave, eat, beliefs and norms and more importantly their technology, and music being one of them (Nketia, 1989). Music is a very important element of people. The type of music and dance, for example the Shangana people are known to be warriors and their music is encompassed to vigorous feet stamping, call and answer style of singing and using, war props like the shields. Therefore music preserves culture and acts as a memory bank which operationalises culture.

Shauraya (1989) asserts that music creates solidarity among people of different walks of life. It creates unity and cohesion, for example. Bob Marley's One Love and Chimbetu's One Way tell people to get united, stop fighting and act towards the development of nations. Music also acts as a medium of communication. It alerts people and informs them about disease outbreaks, how to prevent oneself, and also the political status of a country. Messages like denouncing weird behaviour can also be passed through singing, especially most of the Sungura songs.

Nketia (1989) propounds that music is sacred in the African Traditional Religion (ATR). It strongly represents the African heritage. In the African religion, music and dance are both functional and symbolic. They are sung for a purpose which may include spiritual appeasement, worship of ancestors, rain making, initiation, victory after wars and installation of Chiefs. The researcher therefore seeks to find out whether the music teacher teaches (ATR) African traditional religion in their music appreciation.

4.4.4 The Importance of Music in Education

The Nziramasanga Commission Report (1999)'s advocacy for the introduction of Music as a curriculum subject at secondary school level was an innovation designed to give the pupils the opportunity to acquire skills necessary to create self employment, self reliance and sustenance. The Nziramasanga Commission (1999) further advocated for the restructuring of the curriculum to make it relevant to socio-economic realities. This development was very important to Zimbabwean youth as it was meant help the youth realise the importance of practical subjects, such as Music. As noted by Dewey (1979) music makes it possible for a society to realise what it regards as desirable. He further notes that Music as a discipline has its proper place in the education system as it equips pupils in artistic speeches and organised sounds as well as developing their music talents.

Music therefore opens up pupils' minds in many ways as they learn to think creatively. This creativity is promoted through the composition of songs. In that regard Music promotes imagination as pupils can solve problem quickly. They can solve problems quickly through imagining various solutions. Music also teaches pupils to be empathetic, at the same time enhances team work and discipline. Music is also fun by its nature. Playing an instrument is fun and it brings self confidence and satisfaction. In that regard Music contributes to the development of self- esteem and self- actualisation. Music therefore contributes to the development of the individual. It touches the different tenets of development which are social development, emotional development, cognitive development, morale development and intellectual development among others. The relevance of music goes beyond the school system. It is also a form of employment. One can be self-employed in the music industry, at the same time employing others, thus creating a spill-over effect on the economy.

4.4.5 Staff Development

Howsan (1997) cited in Reinhartz (1989) views staff development as continuity of education for teachers to keep them up to date and expanding the professional knowledge and skills throughout their career. Staff development in school has salient features which include continuity, coping with change, improving competence and effectiveness, cross pollination of ideas as teachers exchange views, experiences, feelings pertaining to their teaching experiences and practice. Mount Darwin schools can incorporate this through conducting workshops or inservice training of their Music teachers.

Harris (1980) came up with a number of approaches. He classifies the first as personalized strategies and the second as Group strategies. In personalized approaches he mentioned clinical supervision whereby less experienced get assistance from an expert; independent study is when a teacher carry out studies or researchers or take other courses to upgrade self. There is also peer supervision where one asks a colleague on grey areas and then simulation and ganning.

The group approaches included demonstration lesson whereby a group gather to witness a lesson and after it they point out and also find solutions for the weaknesses. Harris also mentioned coaching clinics as one of the group approaches whereby an expertise team



imparts skills and knowledge to others. He also mentioned resource persons or subject specialists who came and develop a teacher by giving detailed and comprehensive explanation towards a topic.

The rationale is to keep teachers growing professionally in teaching and learning methodologies, instrument playing, fusion of traditional and contemporary styles and also the use of computers in music education. The music teacher has to cope with changes within the subject matter and instructional media used in music. It may be fortunate to find school heads who provide constant staff development programmes to help teacher on their efforts to teach music. Nyagura and Reece (1988) provided interesting insights in a contrasting view maintaining that the majority of school heads had minimum subject knowledge or lacked skills to limit their ability to help teachers. The researcher was eager to assess the influence teachers had for staff development in the teaching and learning of music. She was also eager to find out who provides staff development for music teaching.

5. RESEARCH METHODOLOGY

5.1 Mixed Research Methodology

The researchers opted for mixed methodology. Mixed methodology brings both the quantitative and qualitative methods together. These methods complement each other as some of the research questions were structured while others were open-ended. As noted by Walliman (2005) both the qualitative and quantitative approaches provide an in-depth and wide view of the mixed methodology. Creswell (2007) propounds that conducting a mixed research stimulates the development of creative ways of collecting data making it rich. This method also helped in analysing grouped data with the intention of interpreting, clarifying, describing and validating quantitative findings. The qualitative approach was used to answer questions on why human and material resources in Music are so scarce. This approach also helped in documentary analysis. The quantitative approach helped answer questions on demographic data

5.2 Case Study design

To answer the research questions on what factors affecting the teaching and learning of Music as a curriculum subject at secondary school level, the researchers used the case study of ten selected schools out of 30 in Mt Darwin district, of which five offer Music as a curriculum subject and five which do not offer music as a curriculum subject. The use of this design, allowed the researchers to study specific cases such as the individuals, groups or such organizations as schools.

Merriam (1988) defines a case study as an examination of specific phenomena, such as a programme, an event or process, a person or a social group. It can be noted that a case study offers more than an examination, as it is employed to gain an in-depth understanding of the situation and meaning for those involved. Yin (2003) further points out that, as a research design, a case study is used in many situations to contribute to gaining knowledge which one wants to know, 'how' or 'why' an event is appearing like it is. This is also supported by Creswell (2007) who observes that there are a number of advantages for using a case study research design which include its ability to allow ideas and hypotheses to emerge from careful and detailed observation; allowing for exploration of solutions for complex issues and the gaining of new knowledge and skills.

5.3 The sample and sampling procedure

The sample was qualitatively selected. It comprised of ten secondary schools, ten secondary school heads, five music teachers, five other teachers who are not music teacher and one music inspector in Mt. Darwin district.

5.4 Research Instruments

5.4.1 Questionnaire

In this research study the questionnaire was used to collect data. The researchers also opted to carry a documentary analysis to complement the questionnaire. Three questionnaires were used to collect data, one for school heads, one for Music teachers and the other for Educational Inspector Music. The questionnaire had a number of advantages to the study. Best and Kahn (1993) note that questionnaires save the researchers' time; it has high objectivity and that they provide anonymity to the respondents. To ensure that all questionnaires were returned the researchers delivered and collected them in person.

5.4.2 Validity and reliability

Bell (1997) views a questionnaire as a tool of measurement that is effective as it can source data with limited bias. In an attempt to ensure validity the contents of the questionnaire were revised to check on both content and construct validity. The researchers also came up with questionnaires for a specific group like school Heads, Music teachers and Music Inspectors. This was done to cross check on the validity and reliability of the answers.



5.4.3 Document Analysis

In the 5 schools that offer music as a curriculum subject, the researcher analyzed the Music Departmental files. The files were analysed to establish

- teacher qualification
- allocation of music lessons / term
- allocation of class sizes
- evidence of supervision and staff development
- evidence of the stock record book

5.4.4 Observation

The other research instrument that was used is observation. The researchers observed the Western and African instruments that were in the Music departments. The researchers also observed the projected and non projected aids that were found in the Music departments of the five schools that were offering music in Mt Darwin district.

5.4.5 Data Collection Procedures

The researcher then applied for permission to carry out the research from the District Education Office in Mt Darwin district. Questions on demographic data were similar in both questionnaires. However the actual questions derived from the sub-questions were different. The researchers personally delivered the questionnaires a week before the collection date. This was done to give the respondents enough time to respond to the questionnaire freely without pressure. The analysis of the Music Departmental files was done during the same period of time.

5.4.6 Data Presentation Procedures

Data gathered was presented based on the themes that emerged from the responses.. A separate text from the tables was also used to present both quantitative and qualitative data collected. The presentation included themes on the school Heads' and teachers' responses. In some cases the Heads responses were matched with the teachers' responses.

5.4.7 Data Analysis Procedures

All the data was presented and analysed qualitatively and in some cases statistically analyzed to show correlation to establish the variables of teacher involvement and its effects on the teaching and learning of music. A simple descriptive analysis was also used to analyze the data collected.

6. DATA PRESENTATION AND DISCUSSION

6.1 Bio-Data of respondents

6.1.1 Distribution of Teachers by gender on a pie chart

Of the five teachers who teach music as a curriculum subject, three of them were males and two were females. The males constituted 60 percent and the females 40%. Both sexes were represented in the sample. That implied, the findings on the factors affecting the teaching and learning of Music as a curriculum subject were to be balanced as views from both male and female teachers were considered.

The data presented shows that there are more male heads than female in school heads. Male Heads constituted 90% and female 10%. The fact that there are fewer females in leadership positions may be explained by gender inequality in accessing education during the colonial period and the early 1980s. It may also be explained by the fact that women shun leadership positions because they have a lot of social responsibilities at home.

6.1.2 Heads not offering Music by gender

The distribution shows that there are more male respondents than female one. The males constituted 60% and the females 40%. This implied that there are balanced views from both males and females.

6.1.3 Distribution by gender on the Music inspectorate

There was only one Music Education inspector in the whole of Mashonaland Central Region. The Educational inspector is male. This again, demonstrated the dominance of males in leadership positions in the district under study.



6.1.4 Distribution of Teachers by Academic Qualification

Out of the five teachers, two of them had A level as their highest academic qualification, two had tertiary level education and one had O level as a highest qualification. This implied that all the Music teachers were highly literate and could give insights into the factors affecting the teaching and learning of Music as a curriculum subject in secondary schools.

6.1.5 Heads' Professional Qualifications

20% of the school Heads had a Diploma in Education Secondary. None of them majored in Music. 60% of the Heads were holders of a Bachelor of Education in Educational Management, 10% possessed a Masters in Educational Management degree. Another 10% possessed a Post Graduate Diploma in Education. None of the 10 Heads majored in Music in their professional studies. This once again appears to confirm the observation by Nyagura and Reece (1989) that most school heads lack or possess minimal knowledge of practical subjects.

6.1.6 Education Inspector's Professional Qualifications

The Education Inspector is a holder of a Bachelor of Education Degree in Agriculture. In Mashonaland Central Region he is the Inspector of Vocational Technical subjects, Music included. However, he is not a Music major. This observation once again confirms Nyagura and Reece's (1989) assertion that the extent to which such supervisors can provide relevant instructional leadership and support in vocational subjects is limited.

6.1.7 Music Teachers' Professional Qualifications

80% of the Music teachers were holders of a Diploma in Education Secondary. They majored in Music. One teacher who constituted 20% was a holder of Post Graduate Diploma in Education. She majored in Music in her B.A. degree. The professional qualifications possessed by the music teachers implied they could highly understand the factors negatively affecting the teaching and learning of music.

6.1.8 Respondents according to the study of Music as an Academic subject

Data showed that all the 10 school heads did not study Music at any academic level. However, they were supposed to supervise Music teachers although they did not have the subject matter knowledge. This appears to confirm the observation made by Nyagura and Reece (1989) that the majority of school heads lack or possess minimal knowledge of practical subjects. Nyagura and Reece (1989) went on to say, such knowledge negatively affects the local supervision and limit the extent to which heads can provide relevant instructional leadership, support and staff development to practical subject teachers.

Data also showed that the Education Inspector did not do Music as a curriculum subject. The Music Education Inspector is supposed to be the custodian and provider of the relevant instructional leadership and support in teaching and learning (Nyagura and Reece, 1989). Without the relevant subject matter and knowledge the inspector cannot effectively provide leadership. The data also showed that none of the Music teachers did Music at O and A levels. This confirms Nkomo's (1993) observation that Music teachers are scarce. If there were people who did Music at O and A levels, they could be hired as contract teachers and ease the problem of Music teacher shortage.

6.1.9 Distribution of working experience

Data collected shows that 80% of the Music teachers in Mount Darwin district do have teaching experience stretching from one year to five years and 20% of them had 6 years of experience. This suggests that most of the teachers had limited experience in the field of teaching. This may be due to a number of factors. One explanation may be that secondary schools in the district introduced Music as a curriculum subject in recent years. When it came to school heads, 50% of the school heads had experience stretching from 6 – 10 years, 20% had 0 – 5 years, 20% had 11 – 15 years and a 10% had 16-20 years of experience. Experience is very important when it comes to handling of programmes in education. The more teachers and school heads are experienced the more effective they are in handling the challenges they meet in the teaching and learning of curriculum subjects (Chivore, 1984). So the teachers and heads in the sample had experience enough to tell the factors affecting the teaching and learning of Music as a subject.

6.1.10 Availability of resources

On the availability of resources, data showed that Music Syllabi were found in all the five schools offering Music. Only 40% of the schools offering Music had Music Teachers Guides in Theory, whereas 60% did not have. 20% had Teachers Guide in Music Appreciation and 80% did not have. Teachers guides in Practical were not available in all the five schools. 40% of the schools had few pupils' text books and 60% did not have them at all.



The results showed that the availability of musical instruments is a challenge in Mt Darwin Secondary Schools. Three of the five schools had neither Western nor African instruments. One school which constituted 20% had one western instrument and another one had two western instruments. Two schools which constituted 40% had two African instruments and the other 60% had nothing.

6.1.11 Availability of Teaching – Learning Aids

The data above shows that out of the five schools which offer Music as a curriculum subject none had one or less non-projected aids. 60% had two non-projected aids. 40% had three or more non-projected aids. Projected aids seem to be scarce, 60% of the schools had no such media, 20% of them had two projected media namely a projector and computers and the other 20% used videos.

6.1.12 Availability of Electricity

The data above reflects that of the ten schools under study, sixty percent have electricity and forty percent have not.

6.1.13 Allocation of time

The data shows that all schools were offering less than the expected time of 8 lessons per week. This is in line with what Wilkins (1984) said. If contact time was less than the stipulated, it would be difficult to inculcate a sense of achievement and progress.

6.1.14 Frequency of Supervision per term

The results show that Music was receiving minimal supervision or none at all. Out of the 5 schools which offered Music as a curriculum subject, three teachers received no supervision throughout the term. One teacher was supervised twice during the term and the other one only twice. The supervision included lesson observation and professional books inspection. Out of the five schools all school heads claimed they had supervised their teachers, though inconstantly. One head who constituted 20% supervised his teacher once per term, two heads who constituted 40% supervised their teachers twice and another 40% claimed to have carried out supervision as per required standard of three times per term. The responses appear to suggest that supervision of Music lessons has not been taken seriously in most of the secondary schools in Mt. Darwin. Supervision serves a number of functions in education. These include facilitating the growth of a teacher. This is done by giving the teacher feedback on his/her performance. Glatthorn (1984) notes that supervision as a process facilitates the professional growth of a teacher, as it primarily gives the teacher feedback about classroom interactions and help the teacher make use of that feedback in order to make teaching more effective. At the same time supervision promotes communication, staff development, and educational quality, and ensures teacher motivation and morale.

6.2 Discussion of findings

The study investigated factors that affect the teaching and learning of Music as a curriculum subject in Mount Darwin Secondary schools. To find the answers to the problem the research study raised six questions. The first research question was stated as: Do schools implement the policy guidelines on the teaching – learning of Music as a curriculum subject in Mt Darwin secondary schools? Responses from heads shows that 50% of them read the Policy guidelines and kept them in their files but did not implement them except for the five who offered it. The other 50% showed that they did nothing about it, maybe it was due to lack of funds to source for the materials and instruments needed. Out of the ten secondary schools in the study, five were not offering Music as a curriculum subject. They were offering other practical subjects in place of Music. The reasons for not offering Music subject differed from school. Two of the schools indicated that they did not have the Music teachers; another two noted that they did not have the resources to implement the policy guidelines on the teaching of Music as curriculum subject. One school had a trained Music teacher but was not offering Music as a curriculum subject. The Music teacher was actually teaching other curriculum subjects.

The second research question read: To what extent are Music resource materials available in Mt Darwin Secondary schools? The research found out that there were schools with very scarce teaching – learning materials for the subject. Most responses showed that the materials needed were very expensive, some were scarce on the market and some of the schools did not have electricity as some materials need it. All this had influenced the subjects being introduced in some schools. It also affected the essence of the practical subject.

The third research question was stated as: To what extent do class sizes affect the teaching and learning of Music as a curriculum subject. Responses indicated that the class sizes were too large in comparison with the available materials. The policy guidelines indicated that a practical subject class should comprise of twenty pupils. This was expected to enhance maximum teacher – pupil interaction.



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The fourth question read: To what extent do Music teachers get supervision from the local and external supervisors? The responses showed that very little or no supervision was done either locally or externally. The school heads showed that they were less committed to the teaching of Music as the supervision was irregular. Lack of supervision has a negative impact on teacher effectiveness. As noted by Chivore (1994) there is a relationship between the supervision and teacher effectiveness.

The fifth research question was stated: To what extent is Music important to people's lives? The research showed that the school heads and teachers identified the importance and the fruits born from Music but the limiting factor still stands on sourcing of the Music materials. The school heads noted that they had no capacity to raise the required materials for the teaching and learning of Music to be effective.

The sixth question was stated as: To what extent do staff development programmes benefit the human resources available? The answer was unrevealed since nothing of its nature existed in these schools or district. Data showed that the school heads and the Music inspector had not conducted staff development programmes in the district. Staff development contributes to the intellectual and skills development of the teachers. Since there were no workshops on the teaching of Music, the study could not assess the benefits that had accrued from staff development programmes in the teaching of Music as a subject. This appeared to suggest that Music as a subject would take long to develop in Mount Darwin Secondary schools, as it was not taken serious.

7. CONCLUSIONS

From the findings it was concluded that the implementation of the Music curriculum in secondary schools was hurriedly done before adequate preparations were done. It was concluded that the teaching and learning of Music as a curriculum subject in Mount Darwin Secondary Schools is far below standard. If the teaching and learning of Music is to be effective highly creative and innovative intervention strategies are required, for instance, local elders who construct African instruments should be encouraged to tutor pupils in the construction of such instruments than depend on buying.

To make the much needed Music resources available in schools, it was concluded that school authorities should work with other stake holders like the CDU, the co-operate world and the donor community. The study came up with the following conclusions:

- ❖ Not all schools in the study were following the policy guidelines in the teaching of Music.
- ❖ Lack of resources, compounded by negative attitudes towards non-examinable subjects has impacted negatively on the teaching and learning of Music.
- ❖ Large classes had negatively impacted on the teaching and learning of Music.
- ❖ There was limited supervision of Music teachers by school heads and Music inspectors.
- ❖ There were no staff development programmes for Music teachers.

8. RECOMMENDATIONS

The study came up with the following recommendations:

- ❖ There is need to organize workshops for Music teachers, school heads and Music Educational Inspectors on the implementation of the subject.
- ❖ Meanwhile as Music teachers are few and Music departments are manned by a single teacher, cluster staff development and supervisions should be conducted.
- ❖ In the light of the fact that Music materials are scarce and expensive, the researcher recommends school authority to charge a special levy for Music.
- ❖ African traditional instruments are made from local people, therefore school authorizes should encourage the local elders to tutor school pupil in the making of these instruments.
- ❖ The Curriculum Development Unit (CDU) should make and distribute to schools, Music modules since original Music textbooks are scarce on the market.
- ❖ For Music to be taken seriously by school authorities in Mount Darwin district the subject should be examined at Ordinary Level.
- ❖ School authorities should support Musical activities like getting involved in choral competitions, national allied arts competitions and performing at social gatherings to give pupils the chance to apply what they learn.



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