



Addenda

Addendum 1

List of respondents to questionnaires and their respective institutions

NAME	INSTITUTION ATTACHED TO	DESIGNATION
Achia Abednego	Kyambogo University	Teacher trainer trainer
Akampurira Patrick	Kampala Parents' School	Music teacher
Auma Margaret	Kabira International School	Music teacher
Bisasso Elizabeth	Rainbow International School	Music teacher
Breese Tony	Rainbow International School	Music teacher
Gidudu Alice	Kampala Parents' School	Music teacher
Isabirye James	Greenhill Academy	Music teacher
Kabuye Godfrey	Kampala Junior Academy	Music teacher
Kimbugwe Juliet	Heritage International School	Music teacher
Kiwanuka John Bosco	Kyambogo University	Music teacher trainer
Kyambadde Prossy	Kampala Junior Academy	Music teacher
Lawot Anthony Lam	Kyambogo University	Music teacher trainer
Lindo Tabitha	Musiconnections	Music teacher
Lugya Samson	Kampala Music School	Music teacher
Lwere Paul	Kyambogo College School	Music teacher
Mahon Emmeline	Lincoln International School	Music teacher
Mbowa Micheal	Kampala Parents' School	Music teacher
Mukiibi Charity	Heritage International School	Music teacher
Muzeyi John Mary	Heritage International School	Music teacher
Nabwire Pamela	Kampala Junior Academy	Music teacher
Nantume Teddy Witness	Greenhill Academy	Music teacher
Nazziwa Robinah	Kyambogo University	Music teacher trainer
Ogwang Bosco Ocheng	Kyambogo University	Music teacher trainer
Rita Sabiiti	Kampala Music School	Music teacher
Ssekibaala Musoke John	King's College Budo	Music teacher
Walyemira Daniel	Greenhill Academy	Music teacher
Wicter Sarah	Rainbow International School	Music teacher
Johnmary Kasujja	Lohana Academy	Music teacher
Kezia Nakirya	Rainbow International School	Music teacher
William Nyende	Lohana Academy	Music teacher
John Bosco Walugembe	Matugga Primary School	Music teacher
Margaret Nanjuki	Shimoni Demonstration School	Music teacher
James Isabirye	Greenhill Academy	Music teacher



Mugerwa Charles		Music teacher
Alex Kisitu		Music teacher
John Emuna	Namugongo C. W. M School	Music teacher
Katoola Frank	Buganda Road Primary School	Music teacher
David Kawenyera	Kyebando Primary School	Music teacher
Rob Freeth	Kabira International School	Music teacher
Helen Freeth	Kabira International School	Music teacher
Karthy Wright	Kabira International School	Music teacher
Torny Breeze	Rainbow International School	Music teacher
Samuel Sekiziyivu	Makerere Primary School	Music teacher
Chris Tafangenyasha	Africa University	Music teacher trainer
Evans Chinyama	Mutare Teachers' College	Music teacher trainer
Madeline Timburwa	Dangamvura Primary School	Music teacher
Tawanda Chirima	Sakubva I Primary School	Music teacher
Felistas Banda	Elise Gledhill Primary School	Music teacher
Lino Piloto	Africa University	Music teacher trainer
Samson Luggya	Kampala Music School	Music teacher
Adolu Otojoka	Maseno University	Music teacher trainer
Elizabeth Bisaso	Rainbow Secondary School	Music teacher
Denis Kabuye	Kampala Music School	Music teacher
Fred Kiggundu	Kampala Music School	Music teacher
Mbabazi	Kampala Music School	Music teacher
Simon Yiga	Kampala Music School	Music teacher
Miriam Ferndezande	International School Uganda	Music teacher
Ruta Sabiiti	International School of Uganda	Music teacher
Pamela Nabwire	Ambrosoli Academy	Music teacher
Samson Luggya	Kissyfur Children's Centre	Music teacher
Paul Matovu	International School of Uganda	Music teacher
Busingye	Kabira International School	Music teacher
Jackie Muwanga	Matugga Primary School	Music teacher
Andrew Zaake	Kyambogo Primary School	Music teacher

Addendum 2

Principal Informed Consent Letter

Contact details of study leader
Dr. H.M. Potgieter
Tel: 012-420 4186
Email: potgiet@postino.up.ac.za



Date _____

Department of Music
School of the Arts
Faculty of Humanities
University of Pretoria

Researcher : Mr. B. S. Kigozi
Department : Music
Student No. : 20214686
Address : P.O. Box 33113
Kampala, UGANDA.
Tel. : (256) 75 690828
Title : **AN EVALUATION OF MUSIC EDUCATION IN ELEMENTARY
SCHOOLS IN BUGANDA: A WAY FORWARD**

I, _____, give permission that my responses in this research interviews may be used for the purpose of research and education. I am fully aware of the nature of the research and acknowledge that I may withdraw at any time and that my participation in this research is voluntary. All efforts to protect privacy, anonymity and confidentiality will be adhered to. I understand that this research is for the development of music in Uganda.

Participants name _____

B. S. Kigozi, researcher _____



Addendum 3

Teacher Informed Consent Letter

Contact details of study leader
Dr. H.M. Potgieter
Tel: 012-420 4186
Email: potgiet@postino.up.ac.za



Date _____

Department of Music
School of the Arts
Faculty of Humanities
University of Pretoria

Researcher : Mr. B. S. Kigozi
Department : Music
Student No. : 20214686
Address : P.O. Box 33113
Kampala, UGANDA.
Tel. : (256) 75 690828

Title : **AN EVALUATION OF MUSIC EDUCATION IN PRIMARY SCHOOLS
IN BUGANDA: A WAY FORWARD**

I, _____, give permission that my responses in this research interviews may be used for the purpose of research and education. I am fully aware of the nature of the research and acknowledge that I may withdraw at any time and that my participation in this research is voluntary. All efforts to protect privacy, anonymity and confidentiality will be adhered to. I understand that this research is for the development of music in Uganda.

Participants name _____

B. S. Kigozi, researcher _____



Addendum 4

Schools that participated in the research

	Urban	Rural
1	Mengo Primary School	Matugga Primary School
2	Kitante Primary School	Kiryagonja Primary School
3	Nakasero Primary School	Luwero Primary school
4	City Parents School	Kyengera Primary School
5	Kampala Parents School	Kasubi Primary School
6	Kampala Junior Academy	Natete Pimary School
7	Makerere Primary School	Namugongo Primary School
8	Buganda Road Primary School	Kawempe Muslim Primary School
9	Shimoni Demonstration School	Nnalinya Lwantale Primary School
10	Lohana Academy	Bombo Primary School
11	Agha Khan Primary School	Kyabando Primary School
12	Green Hill Academy	Gayaza Primary School
13	Hillside Academy School	Natete Primary School
14	Rainbow International School	Kitagobwa Primary School
15	Kabira International School	Entebbe Primary School
16	Sir Appolo Kaggwa Primary School	Entebbe Parents' School
17	Summit View Primary	Mutundwe Primary School
18	Kabojja Primary School	Budo Junior School
19	Old Kampala Primary School	Kawaala Primary School
20	Nsambya St. Peter's Primary School	Kamuli Primary School



Addendum 5

Questionnaire for music teachers and training teachers

Thank you for your willingness to participate in this research project. Would you please provide your name, name of your current institution and your current address. This information could make valuable contribution to the research. I, on the other hand would be willing to share the outcomes of the data after the completion of this research if requested by participants. Should you wish to complete this form anonymously, you are welcome to do so.

A. Personal profile

Name	
Address	
Telephone	
Email	
signature	

B. Professional data

i) Institutions worked for:

Present institution(s)	Years	Age group taught
1.		
2.		
3.		
4.		
Previous institution(s)		
1.		
2.		
3.		
4		

iii) What influenced your decision to become a music teacher?



iv) What is your training in the field of music education?

Qualifications	Institution	Years
1.		
2.		
3.		
4.		

v) Briefly outline your musical background

v) Name and describe any music role models who played a significant role in your life and influenced the choice of your profession.

vi) To what extent do the non-musical influences (e.g. religion, culture) play a role in your choice of profession?



C. Academic

i) What is your present designation and duties at your current institution?

ii) What areas do you currently teach?

Music	Dance	Drama	Visual arts	Musical arts	Music, dance & drama

iii) For how many years have you been a music teacher?

iv) How long have you been in your present position?

v) How familiar are you with standard based education? (tick as appropriate).

Not familiar	Familiar	Very familiar

D. Resources

Do you have music room in your school? If not where do you conduct your music lessons from?



Do you have music instruments at your school? If so, what instruments do you have? If not, why is that so?

Has your school got a budget for music, musical arts? If so, how sufficient is that in terms of developing the discipline of music or musical arts?

If you have access to the following, tick as appropriate

	Yes	No
Song books		
Audio equipment		
Visual apparatus		
Chalkboards		

E. Music Curriculum and syllabus

	Yes		No	
Do music periods take place as scheduled?				
Do music periods take place on a regular basis?				
Are class music periods sometimes used for non-music activities?				

How do you implement the music syllabus?

	Yes	No
I follow the syllabus strictly		
I do not use any syllabus		



I use some parts of the syllabus		
I do not know about the syllabus		

Does the music syllabus at your institution address the needs of learners? Explain.

Tick as appropriate

Is it necessary to teach children music of other cultures?	
Agree	
Disagree	
Don't know	

Tick as appropriate

	Strongly Agree	Agree	Disagree	Strongly Disagree
The music taught differs amongst the schools				
Music taught does not address the actual needs of learners.				
Time allocation for music differs amongst schools.				
Music teachers have insufficient skills.				

F. Assessment

i) How familiar are you with authentic assessment concepts (assessing student learning through real life tasks and situations)?

Not familiar	Familiar	Very familiar

ii) What types of assessment do you use? (Check all that apply)

Objective		Projects	
Formal observation		Performance tasks	
Informal observation		Performance shows	
Portfolio		Students conferences	
Extended writings		Other (specify)	



iii) Tick as appropriate.

	Strongly disagree	disagree	Neutral	Agree	Strongly agree
Music and musical arts can be assessed through objective measures					
Music and musical arts can be assessed subjectively					
A combination of objective and subjective measures should be used when assessing pupil achievement					
Music and musical arts can be assessed based on curricula standards					
Students should be actively involved in their own assessment					
Assessment should be linked to instruction					

G. Music teacher training

Tick as appropriate

	Strongly Agree	Agree	Disagree	Strongly Disagree
The content of music education differs amongst the tertiary, that is, TTC's and universities.				
The content of music education does not address the actual needs of training class music teachers.				
Time allocation for music education differs amongst tertiary institutions i.e. TTC's and universities.				
Students who train for music education have insufficient skills at intake level.				



Tick as appropriate

What areas do you regard most essential in music teacher training?

Singing	
Dancing	
Listening	
Instrumental playing	
Solfa Notation	
Class Management	
Lesson Planning	

For and against revising the teacher education program

Do you think the teacher education program must be revised?	Urban		Rural	
	Yes	No	Yes	No

Music teacher

Who would teach music most effectively in primary schools?	Class music specialist	General classroom teacher	Music demonstrators
Primary music teachers			
Tertiary music educators			
School administrators			
MAT cell members			

H. Information and Communication Technology

Have you been exposed to or are you aware of any in-service education opportunities for music teachers in your school or elsewhere?



	Teacher trainers		Training teachers		Rural music teachers		Urban Music teachers	
	Yes	No	Yes	No	Yes	No	Yes	No
Have you got access to a CD player and other sound equipment in your school?								
Are you computer literate and aware about music ICT?								
Have you got easy access to computers at your school?								
How important is ICT according to you?			Very Important				Not very important	

Are there a sufficient number of trained music teachers to teach music?	School Administrators		Music Teachers		MAT Cell members	
	Yes	No	Yes	No	Yes	No
Primary Schools						

I. Training for teacher trainers

Is it necessary for lecturers at colleges and universities to have in-service training?	Tertiary music educators	Primary teachers	School administrators
Yes			
No			

Do you have musical instruments at your school? If so, name them.



Is music of other cultures important to you as a training music teacher?

How essential are the following aspects of music as part of the teacher training program?

	Very essential	Essential	Not essential
Pop music			
20 th Century classical music			
Western art music			
Philosophy of music education			
Composition			

J. Music as a subject

	Yes	No
Music is offered as a subject		
Periods take place as schedules on the timetable		
There is sufficient time allocation for music		
Music is more than just singing		
Music is offered more than once a week		

How many periods are allocated to music per week in your school?

	Once a week	Twice a week
Up to 30 minutes		
Between 30 to 45 minutes		
Up to 60 minutes		



Addendum 6

Learners' Questionnaire for pupils in:

- a) *Kiryagonja Primary School*
 - b) *City Primary School*
 - c) *Greenhill Academy*
-

1. What music styles do you enjoy most? Study the table below and tick appropriately:

	Enjoyable	Very enjoyable	Most enjoyable
Western Classical			
Rhumba			
Traditional Folk			
Gospel			
Kadongo Kamu			
Pop			
Soul			
Rhythm and Blues			

- 2. What is your favourite instrument? _____
- 3. What instrument do you play at school? _____
- 4. What kind of music do you listen to at home? _____
- 5. Who is your favourite singer or musician? _____



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