SECONDARY SCHOOL CO-CURRICULAR POLICY AND PARTICIPATION IN NATIONAL MUSIC FESTIVALS IN KAMULI DISTRICT, UGANDA

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A DISSERTATION SUBMITED TO THE GRADUATE SCHOOL IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTERS DEGREE IN EDUCATIONAL POLICY, PLANNING AND MANAGEMENT OF KYAMBOGO UNIVERSITY

JANUARY, 2016

DECLARATION

I, Tebigwayo Bulasio, do declare that this report is my own original work and has never been submitted to any university for any award of a degree or diploma. It has been under supervision of Dr. WW Kamukama and Fr. Dr. John Bosco Ssettumba of the Faculty of Education Kyambogo University.

Signature .....

Tebigwayo Bulasio

Date 24th-01-2016

APPROVAL

This dissertation entitled "Secondary School Co-curricular Policy and School Participation in National Music Festivals in Kamuli District, Uganda" has been submitted with our approval as supervisors.

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Date.....01/02/2016.....

DEDICATION

I dedicate this research study to my family, friends and to all those who have academically and professionally nurtured me this far.

ACKNOWLEDGEMENT

I wish to record my gratitude to several people who have assisted in the preparation of this research dissertation; in particular, sincere thanks to my devoted supervisors Dr. WW Kamukama and Fr. Dr. John Bosco Ssettumba who extended a great helping hand in giving guidance, suggestions and constructive comments.

I am grateful to all the respondents who participated in the study and willingly furnished me with relevant information towards the accomplishment of the study.

My deepest appreciation goes to the course mates and friends for encouragement, support and overall guidance at various moments in the research process.

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LIST OF ACRONYMS

MDD:	Music, Dance and Drama
MOESTS:	Ministry of Education, Science, Technology and Sports
U.C.E:	Uganda Certificate of Education
U.S.E:	Universal Secondary Education
CCA:	Co-curricular activities
PA:	Performing Arts.

ABSTRACT

This study was conducted to investigate secondary school Co-curricular policy and Participation in National Music, Dance and Drama festivals in Kamuli district. The study sought to address the following objectives; to find out the constraints of Secondary School Co-curricular policy implementation in MDD festivals, to find out the roles played by different stakeholders towards School participation in Co-curricular activities, specifically in Music, Dance and Drama and to identify possible strategic measures for improving effective participation of Schools in Music festivals. The study used a descriptive cross sectional survey research design. Both qualitative and quantitative techniques were employed in the data collection process, analysis, presentation and discussion of findings.

Data was collected from 26 secondary schools which were selected using stratified sampling. In these schools, semi structured questionnaires were administered to 10 Head teachers, 26 Music Teachers and 78 Students. Interviews were also administered to 16 Head teachers, the District Education Officer and the Inspector of schools. Both Qualitative and quantitative data were analyzed using descriptive statistics, regression analysis and ANOVA. A total sample size of 132 respondents participated in this study. From the study findings, it was discovered that Secondary Schools had been constrained by inadequate funds that made it hard for schools to provide adequate music facilitation, there was inadequate qualified skilled Music Teachers in Schools, There was negligence and less interest by some school managers/ head teachers towards MDD, Schools allocated inadequate time for Music, dance and drama. Stake holders tried their best on playing different roles towards school participation in MDD festivals but couldn't do much because of less facilitation.

The study recommends that MOESTS should plan and increase on school funding to specifically cater for MDD, recruit more professional Music Teachers in all Schools, allocate adequate time on the official school time table for MDD practice, sensitize/ have awareness programs for Schools and general public on MDD, Effective School monitoring and supervision to facilitate MDD learning. Government should as well put in place more policies so as to put more emphasis to Students' talents development. Schools should provide learners with enough music equipment, text books and to improve on the working conditions of their Teachers as a way of reducing on the rate at which Schools fail to participate in MDD Festivals.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background, statement of the problem, purpose, objectives, research questions, significance and scope of the study.

The study set out to investigate why school participation in national music festivals has been made voluntary by Ministry of Education and Sports while the school co-curricular policy expects all schools to participate; only a few schools take part, and apparently no penalty is given to those schools which do not participate, (Ministry of education report on music festivals in secondary schools 2008-2012).The study took place in particular secondary schools in Kamuli district, Uganda.

1.1 Historical perspective

Music, Dance and Drama is a field of study associated with teaching and learning. It touches all domains (the development of skills, the cognitive domain (acquisition of knowledge) and in particular significant ways, the affective domain, including music appreciation and sensitivity.

The teaching of music and establishment of music festivals in secondary schools started around 1928 by Canon Duncan at Namirembe music festivals. This picked momentum when the then minister Luyimbazi Zaake employed Mr. Peter Cooke to start the teaching of music at Makerere college school and later to Kyambogo National Teachers College so that more teachers could be produced (NCDC, 2008).

The teaching of Music, Dance and Drama went on smoothly with schools fully participating in music festivals but since the liberalization of Education in the late 90s schools started giving less consideration to these co-curricular activities. Some schools have left out these sports and are only considering academics full time for students (ESA annual report 1999).

1.2 Conceptual perspective

According to Owalabi (2005), educational policy is the one that provides guidance in the conduct of Educational Institutions. School Co-curricular policy is the key concept in the study.

This Policy guides the Ministry of Education and Sports with the responsibility of developing relevant curriculum to the needs of the learners, providing the number and quality of music dance and drama teachers, recruitment and training of Teachers, availability of Co-curricular infrastructure, Music facilities, monitoring and supervision of School activities, releasing co-curricular funding, MDD annual seculars amongst others, (education Act 2008).

The Ministry of Education and Sports does this with other stake holders in and outside the school community i.e. Parents, Donors, Private sector need to look forward to ensure that this policy is successfully understood and executed.

The other key concept in this study is School participation in Music Festivals. Participation is the sharing of power or the exercise of 'voice' in the affairs of the organization (Benveniste, 1977; Nkata, 1998). Nkata also summarizes Shaeffer's (1991) ideas about participation as consultation on a particular issue, involvement in service delivery, contribution of resources material, labor and participation in decision making processes.

The concept of school participation in National Music festivals has always been expected of every school to take part by allocating the budget for the extra co-curricular activities, monitoring and supervision, guiding and spotting excelling performers (students) for a future career.

Schools participate in Creative arts i.e. folk dances, music solos, drama, speech, original composition, folk songs, and poems. These help learners to develop their knowledge, understanding and appreciation of contemporary and historical arts within their own communities. In Uganda and international level, however, there has been a need to find out

whether schools were participating and taking part in these activities and if not, then establish why and what could be constraining this well stated policy. This would help us focus and suggest measures for effective implementation.

The National Music Festivals for secondary Schools always takes place in phases, it begins with inter house competitions at every School, inter school competitions at zonal level, County, District, Regional and National level, at the National Cultural Center for the concert and closing ceremony. The national music festival brings different schools from all angles of the country to take part.

The National music festival is only the climax of a long term effort in training workshops, right from class, inter class, houses, school as regards choir training, procurement of instruments, costumes, props and meeting all the due obligatory logistics. According to the (National Music Committee under Ministry of Education) every region is meant to send three or four schools to compete at national level.

1.3 Contextual Perspective

The Ministry of Education and Sports through a National committee organizes on an annual basis the Music, Dance and Drama competitions in secondary schools throughout the country. These competitions are one of the avenues where children are sensitized about African cultural issues and providing a plat form where children are sensitized about the current issues affecting society and others.

The policy does guide schools on how to implement co-curricular activities such as MDD in schools. MOESTS through its National MDD committee does come up with Music circulars annually. Giving out programs from inter class, zonal, county, district and national level. Ministry provides for Music workshop and seminars, provides for annual Music festive themes which is the basis of all compositions as regards MDD items, i.e. Creative dances, site singing, original compositions, poems, drama amongst others. In doing this, Government

provides the funds for music facilitation and regulation to ensure discipline in Festivals, Teacher training programs and recruitment, provision of scholastic equipments and carries out sensitization programs. All this is done to ensure talent development in Ugandan children (co-curricular and sports policy, 2005). In doing all this, the roles of different stakeholders such as Head Teachers, Teachers, Students, DEO and Inspectors are well defined and do impact on the effectiveness of the policy(Education act ,2008).

Despite the policy guidelines on co-curricular activities in schools, the Ministry of Education Science, Technology and Sports has always been faced with low levels of school participation in extra co-curricular activities specifically Music, Dance and Drama. Schools are so much involved in only academics not knowing that education goes beyond class to other areas of talent development in learners (NCDC, 2013).

Even those schools that try to implement co-curricular activities do it for the sake by training and presenting few items out of the many that they are supposed to perform. This brings a big threat to the future of young talents (generation) in Uganda and beyond.

According to Kamuli district Music festival report (2012), the statistics showed that out of the 54 secondary schools in the district only 41% of the schools participated in MDD activities. The quality of Music presentations was poor especially by those schools that took part.

One wonders why a field so rich in skills, values and knowledge has been given less consideration despite the presence of the educational policy in implementing co-curricular activities such as Music Dance and Drama, and the Ministry has not taken any steps to penalize those who don't take part, what could have gone wrong? There was a need to find out what was constraining the implementation of the co-curricular activities, such as Music, Dance and Drama in selected secondary schools and establish whether the stake holders were playing their roles well. This helped to come up with measures to revive co-curricular activities specifically MDD in schools.

If the study had not been taken out urgently, this would have put the future of the young generation at risk of not having a clear foundation, clear future, and clear needs in our daily environment, which might as well kill talent development. Our young generation therefore will be left with an option of offering theoretical subjects, which will make them job seekers; this will affect the employment sector in Uganda and beyond UNICEF (2009).

1.4 Theoretical Perspective

This study of School Co-curricular policy and Participation in Music Festivals in Eastern Uganda, Kamuli District is guided by the path goal theory advanced by Robert House in 1971.The path goal theory holds that stakeholders / managers for example, Head teachers Inspectors of Schools, District Education Officers are justified in their role by being instrumental to the performance and satisfaction of subordinates. The theory holds that a manager can affect the performance, satisfaction and motivation of a group by offering rewards to achieving performance goals, clarifying paths towards these goals and removing obstacles to performance (Weihrich and Koontz, 2005).

It further states that the main goal of the stakeholders /managers is to help subordinates attain their goals effectively and to provide them with the necessary direction and support to achieve their own goals as well as those of the organization. Thus consistent with Katz and Kahn's (1978) definition of leadership, the role of the Head teacher is to provide the necessary incremental information support and resources, over and above those provided by the school on the teachers' environment, to ensure effective policy implementation by the Teachers and other stake holders in trying to achieve the goal.

The path goal theory is preferred in this study basically because of its different propositions that meet the objectives of the study. The first is when teachers take the managers ways of doing things as the source of their present job satisfaction; policy implementation can be achieved when there is employ satisfaction. The management styles of education actors will

be viewed as accepted to subordinates and thus influencing them to perform better only when they perceive it as either an immediate source of satisfaction or as instrumental to future job satisfaction.

The second proposition offered by the theory is that the manager is motivational. Therefore, the more appropriate the management styles, the more motivational it is likely to be. Motivation of subordinates is archived by tying satisfaction of subordinates needs to effective performance and by complementing the work environment of the subordinates by providing the necessary coaching, guidance, and rewards for their effective performance (Silverthorne, 2001).

1.5 Statement of the Problem

Music Education in Uganda is catered for by the co-curricular policy. Despite this education policy, there is declining participation of Secondary Schools in Music, Dance and Drama as a co-curricular activity. UNEB report (2007-2013) on music education shows a tremendous decline in the number of schools involved in co- curricular activities, particularly Music, Dance and Drama.

At National level, Physical Education and sports policy guides schools in a number of games, however when it comes to MDD, Schools generate their own policies in the absence of a National Co-curricular policy.

The Ministry of Education Science Technology and Sports calls upon every Secondary School to Participate in Music, Dance and Drama Festivals so as to develop and promote Students' talents. Out of 3268 secondary schools in Uganda only a few (31%) take part and apparently there has not been any step or penalty given to those Schools which do not participate in MDD festivals (UNICEF, 2012), as if School participation in Music Festivals has become a waste of time by most schools which makes many not to take part as demanded by the Ministry of Education and Sports (MOESTS' report on school participation in Music

Festivals 2008-2012). This study endeavored to find out why schools are not effectively participating in co-curricular activities specifically in Music Dance and Drama, and what can be done to change this trend.

1.6 Purpose of the Study

The main purpose of the study was to investigate why most secondary schools were not effectively participating in Music Dance and Drama festivals despite the mandatory call by the co-curricular policy.

1.7 Objectives of the Study

This study seeks to achieve the following objectives:

1. To find out the constraints of Secondary School co-curricular policy implementation specifically in Music Dance and Drama festivals in Kamuli District.
2. To identify roles played by stakeholders in the implementation of co-curricular activities particularly Music dance and Drama.
3. To find out measures that can be taken to improve on effective Secondary School co-curricular policy implementation, particularly in Music Dance and Drama festivals in Kamuli district

1.8 Research Questions

- What are the constraints of Secondary School co-curricular policy implementation specifically in National Music, Dance and Drama festivals?
- What roles are played by stake holders in the implementation of co-curricular activities specifically in Music, Dance and Drama in Secondary Schools?
- What measures can be taken to improve on effective School participation in Music Dance and Drama festivals in Kamuli District Secondary School?

1.9 Scope of the Study

1.9.1 Geographical Scope

The study was carried out in Kamuli district in Eastern Uganda. This area was basically selected because school participation in music festivals remains very poor and neglected in Kamuli district just like other parts in this country (Kamuli district MDD report, 2012).

The study was taken out in twenty six selected secondary schools and consisted of day and boarding, mixed schools, O and A level, both Private and Government aided schools.

1.9.2 Content Scope

The content scope focused on school co-curricular policy, and participation of Secondary Schools in National music festivals. This was investigated in terms of policy constraints, efficiency and effectiveness in the roles played by stakeholders in Secondary School education arena, such as DEOs, Head teachers, Teachers and Students.

1.9.3 Time Scope

This study included schools started from 1923-2005 and their participation in music festivals was looked at from 2007-2014, covering a period of 7years. This was when worst decline in music festivals was experienced by schools (Kamuli District Committee Report, 2012).

1.10 Significance of the Study

It's hoped that the findings of the study will be beneficial to the following.

The Head teachers, Inspectors, District Education Officers, BOG, PTA, may be given an opportunity to focus on and direct their efforts and resources to all programs of the schools including co-curricular activities. Teachers may take the necessary measures to strengthen their performance which will improve the levels of students' involvement in co-curricular curricular activities and thus taking an extra effort to maintain them at school. This will help identify and develop students' talents and prepare them with practical skills required in the world market today.

The study may help policy makers and implementers, Funding agencies, School Management Committees, Teacher Education Development Authorities and other key players in education who will benefit from the research information obtained from this study, since new strategies are suggested for better policy implementation.

Be useful to other scholars and academicians who will be sourcing for secondary data on related research topics.

1.11 Conceptual Review

This study sought to analyze the school co-curricular policy and secondary school participation in music festivals in eastern Uganda.

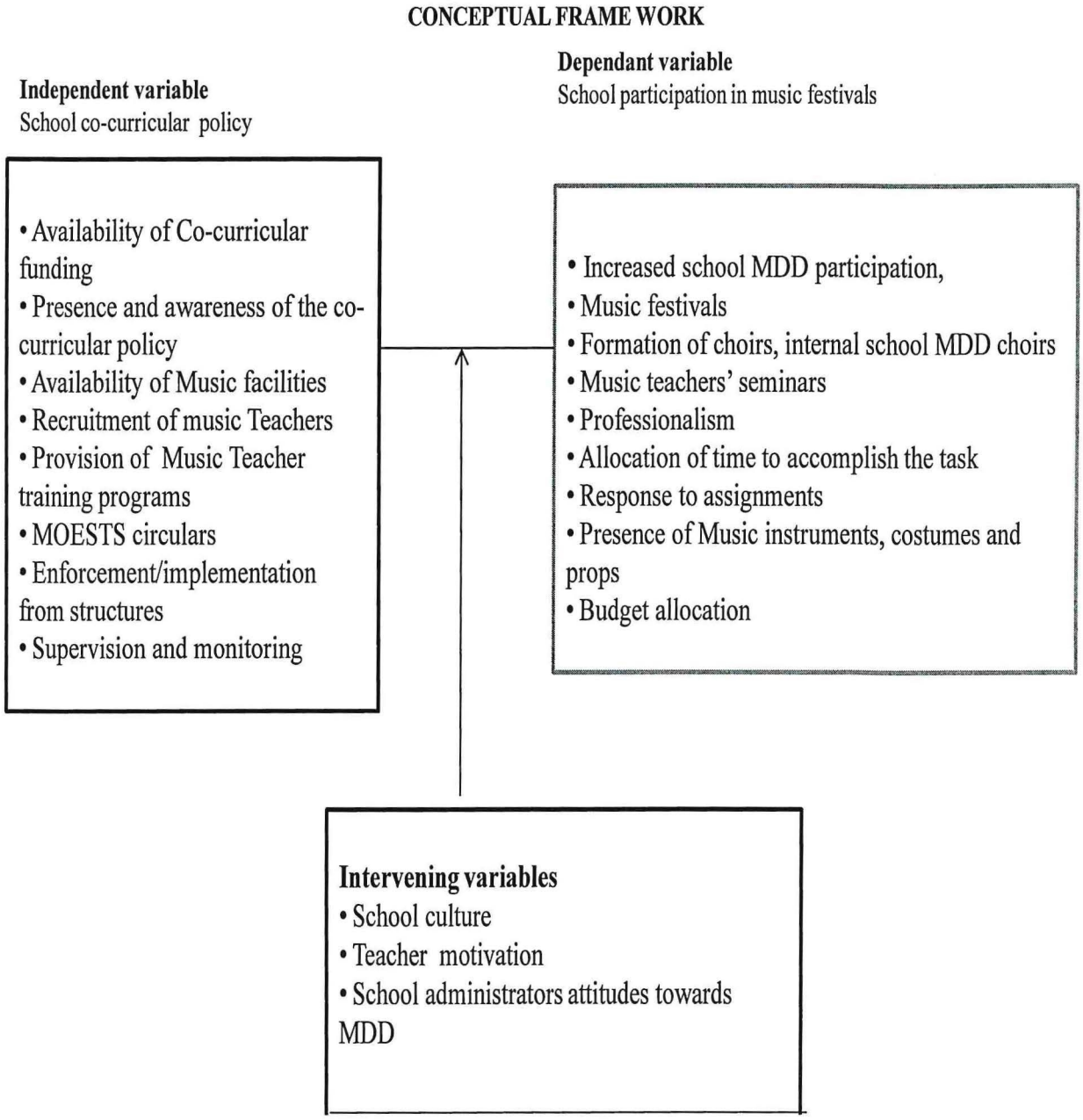
The concepts that underpin this study include the Co-curricular policy and participation of Secondary Schools in Music festivals. The policy includes funding for co-curricular activities, presence and awareness of co-curricular policy, recruitment of Music Teachers, availability of Music facilities, organizing workshops, Provision of Teacher training programs, enforcement/implementation from structures, supervision and monitoring amongst others.

School participation in music festivals has also been integrated at various levels of education through formulation of NCDC and instruction of music dance and drama has been made a core subject at all secondary school levels. School participation in music festivals includes allocation of time for MDD, forming MDD students' clubs, having school competitions, among others.

There was need to find out whether schools were taking part and if not establish what was constraining their effective participation in co-curricular activities so that better measures could be suggested for effective implementation.

1.12 Conceptual Framework

Figure 1: Relationship between secondary school co-curricular policy and school participation in music festivals in Uganda.



Modified conceptual frame work adapted from Mohamed. S, Pisapia J. and Walker, D.A (2009) optimizing state policy implementation

In the conceptual framework above, the first box illustrates the independent variable which is school co-curricular policy and it involves availability of co-curricular funding, presence and awareness of the co-curricular policy, availability of music facilities, provision of teacher training programs, MOESTS circulars, recruitment of music teachers, enforcement/ implementation from structures, supervision and monitoring which could in turn influence stake holder's participation positively if they are available or provided to schools. This would affect the dependant variable (School participation in Music Festivals) it would bring about high performances of music festivals, more music festivals, formation of choirs, internal school MDD choirs, music teachers' seminars, and allocation of more time to accomplish the tasks, response to assignments and high levels of professionalism, more budget allocation, presence of Music instruments, costumes and props.

However, if there is little or no funding or delays in releasing the funds, lack of music teachers, and their training programs then this results into ineffective implementation of the policy and inefficient participation in music festivals, also causing low or no performances, poor facilities, less or no supervision inadequate professionalism and some times less time to accomplish the tasks.

The extraneous variable includes school culture, teacher motivation and school administrators' attitudes towards MDD. In this study extraneous variables were controlled by elimination. The questionnaires or interview guides did focus on the independent and dependent variables not extraneous variable. This was because they were not part of my study but the purpose was for me to be aware of them so that I could eliminate/control their influence.

The researcher therefore believes that if the ministry played her part by providing funds on time for school activities, and training technical staff, monitoring and supervising these

activities. This can bring about high performance and participation of schools in music festivals based on Anderson and Pearson (1987).

The researcher intended to find out what was constraining school participation in music festivals and also find out whether stakeholders were playing their roles effectively and needed to establish better measures for effective implementation of the co-curricular and sports policy in secondary schools.

1.13 Operational Definition of Terms

Performing Arts: All forms of creative expressions performed before an audience, including Music, Dance and Drama

School Participation: Schools being involved in or taking part in something either actively or passively. In this study, it means involvement in training choirs, providing music facilities to enable learners take part in music dance and drama activities.

Co-curricular Activities: These are sports activities which help develop the holistic personality of students. They include music dance and drama, football, volleyball, tennis, basketball and many others. They are organized inside or outside school.

Obligation: A duty or responsibility.

Music Festival: These are music dance and drama shows or events organized by schools for students to participate / compete in different items. These include music items like folk songs and dances, original compositions, poems, speeches, sight singing amongst others. Music festivals begin at school level to zone, county, district to national level. They are guided by a music theme and judged by adjudicators.

Educational Stakeholders: These are people who are involved in the running of objectives co-curricular activities.

Sports: Is a human activity that involves specific administration, organization and a historical background of rules which define the object and limit the pattern of human behavior, it involves competition or challenge and a definite out come primarily determined by physical skill.

Student: Any person who is enrolled to study in a secondary school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical review of the study, and reviews the related literature. The literature review is conceptualized under the objectives of the study and focuses mainly on Secondary School Co-curricular policy and participation of Schools in Music Festivals.

2.1 Theoretical Review

This study of School Co-curricular policy and participation in music festivals in Kamuli district is guided by the path goal theory advanced by Robert House in 1971.The path goal theory holds that stake holders for example Head teachers Inspectors of Schools, District Education Officers are justified in their role by being instrumental to the performance and satisfaction of subordinates. The theory holds that a manager can affect the performance, satisfaction and motivation of a group by offering rewards for achieving performance goals, clarifying paths towards these goals and removing obstacles to performance (Weihrich and Koontz, 2005).

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achieved when there is employee satisfaction. The management styles of education actors will be viewed as accepted to subordinates and thus influencing them to perform better only when they perceive it as either an immediate source of satisfaction or as instrumental to future job satisfaction.

The second proposition offered by the theory is that the manager is motivational. Therefore the more appropriate the management styles, the more motivational it is likely to be. Motivation of subordinates is archived by tying satisfaction of subordinates needs to effective performance and by complementing the work environment of the subordinates by providing the necessary coaching, guidance, and rewards for their effective performance (Silverthorne, 2001).

2.2 Review of Related Literature

The literature is conceptualized under the objectives of the study and focuses mainly on school co-curricular policy and school participation in national music festivals.

2.3 Constraints of Secondary School Participation in Music Dance and Drama Festivals in Uganda

A Study by Omoke (2009) examined the role of co-curricular activities in social and academic development among students in Suneka division of Kisii South District in Kenya. The study showed that co-curricular activities contributed towards students' social development in a number of ways: instilling discipline, building tolerance, enhancing co-operation, creating a sense of responsibility, improving in judgment, accepting defeat and improving moral values. Omoke employed a descriptive design in this study and found out that lack of enough co-curricular facilitation was constraining the policy and calls for increased funding towards these activities. Amoke (2009) page 26 says,

"Given the critical role that co-curriculum activities play among Learners, Parents, Teachers, School administrators and Educational planners and Policy makers are encouraged to work

together towards formulating policy framework that lays emphasis on striking a balance between the intellectual, physical, social and emotional development of learners."

However, the above study was carried out in Kisii South district of Kenya secondary schools; there was need to find out whether the same situation applied to Schools in Kamuli district. For such a situation would have an effect on the performance of schools in co-curricular activities such as MDD.

The world forum, Dakar, (2007) has established that remarkable progress had been accomplished in terms of access, (increased enrollment), but quality as measured through various indicators left much to be desired. The indicators used here were; student achievement and dropout rates.

Martial and Pulane (2007) clearly state that most students in Sub-Saharan Africa leave school without knowing how to read and conclude that the school did not seem to help pupils "learn how to learn". Therefore from this observation, if school is not teaching the learners to learn how to learn, then progress cannot be made in the achievement of the co-curricular policy. He further noted that the great challenge faced is to attend to access and quality simultaneously, as the two sides of the coin, in a context of economic hardships, inadequate numbers of qualified teachers, inappropriate music facilities and un availability of learning materials. This heightens the issue of relevance of such an educational system.

Tiberondwa (1978) and Kasule (1993) identified a lack of content knowledge and prior experience as a key factor contributing to the irrelevancy and inadequacy of music education and in their study, low performance of traditional dances in Buganda', they proposed certain mythological principles and approach to the teaching and learning of music that encompasses cultural integration. Kwami (1996) reaffirms that African countries must embrace cultural integration in various forms of art, where music making is concerned; integration embraces other significant world music cultures so that Africa will be seen as unique in its music arts

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Tiberondwa (1978) and Kasule (1993) identified a lack of content knowledge and prior experience as a key factor contributing to the irrelevancy and inadequacy of music education and in their study, low performance of traditional dances in Buganda', they proposed certain mythological principles and approach to the teaching and learning of music that encompasses cultural integration. Kwami (1996) reaffirms that African countries must embrace cultural integration in various forms of art, where music making is concerned; integration embraces other significant world music cultures so that Africa will be seen as unique in its music arts

while also representing a microcosm of the major musical traditions that exist throughout the world Kwami (1996:62). The study concentrated mainly in single sex schools which encourage us to find out whether the same conditions do exist in mixed schools in Kamuli district.

Hannon (2009) carried out a study on challenges faced by Teachers in implementing co-curricular activities in Secondary Education in Fort portal Western Uganda, she employed observation, interviews and focus group discussions, He found out lack of teaching and learning materials, music equipment, poor time management, lack of capacity for teachers and difficulty taking medical leaves. Hannon attributed the challenges to Universal Secondary Education being a top down policy, which was inadequately funded, was poorly planned, based education on lectures and examinations and created a lack of ownership of education. Hannon (2009) used observation, focus group discussions in Fortfortal Western Uganda, the researcher intended to find out whether schools are facing the same challenges in trying to implement co-curricular activities in Kamuli district.

General inadequate literature on music education had been cited in Buganda and Uganda as a whole and for the interior of East Africa. The lack of literature is because there has little scholarly attention to this area in the past. In addition to this, there is lack of early sources of information on music and is said to be pain fully obvious according to Wachsmann (1971). This is reaffirmed by Ministry of Education cutting of budgets allocated to Schools across the country which has affected participation in music festivals by Government aided schools. This is unfortunate because researchers found out that music adds to children's mental development, according to champions of change 1999 published by the arts education and partnership with the president's committee on the arts and humanities. Was this the cause of the ineffectiveness of this educational policy in secondary schools in Kamuli district?

Kigozi b (2010), in his study of universal education in both primary and secondary education in Uganda- investigated whether music festivals were replacing conventional classroom lessons. He presented his study to the annual meeting of the ISME world conference and commission seminars, china conservatory of music (CC) and the Chinese National convention. The study revealed insufficient funding, limited content knowledge and lack of resources remain key factors inhibiting development of school participation in this co-curricular sport. He suggested that Recommendations offered should enable music education to survive and transform itself into an autonomous key player in education dispensation.

Akuno (2008) says, the introduction of music in primary school led to an expansion of student numbers and schools taking it up at secondary school. This led to shortage of Teachers for secondary schools, as no additional ones were immediately trained and learning material as resources for teaching a relatively new curriculum. In response to the latter, the Kenya Music Teachers Association (KEMUWA) embarked on activities to reduce the resource scarcity by generating new material for learning.

According to pan African society of musical arts education (PASMAE) 2002, inadequate music facilities referring to venues and an availability of space from which music teaching and learning can take place. These facilities ought to be conducive for instruction and learning in the sense that they must be spacious in the case of performance and practice rooms, and they ought to be well furnished with the right equipment for meaningful music practice and for the purposes of this study the facilities will be limited to classrooms, music rooms, listening rooms, costumes, props, assembly halls amongst others.

Resources must be a available in adequate quantities and accessible to learners in order for any music program to run effectively, and may include music instruments, drums, xylophones, violins, tube fiddles ,teachers, compact discs, resources may also include classrooms, teaching aids, music specific needs like manuscript paper. This also calls for

investigation to find out whether participation of schools in music festivals in Kamuli district has less or no resources to effectively implement the co-curricular activities in Kamuli district.

Allen (2004) quotes Isabirye James to have said that,

> *"The African problem has been seen to be economic and political rather than cultural by our leaders, partners, the UN name it. They focus support on health, military, roads etc and all development support is placed in hands of politicians who do not share values with their predominantly rural populations. Therefore, there is no political / economic will to support" waste money on mere singers and dancers... culture, what is culture, how does it contribute to development; job creation, tax revenue?" This is because they do not understand the value of culture in providing employment, promoting patriotism, love, hard work, name it. Music for instance speaks to the heart of the person. Goes beyond the ears and brain as you might know, science has proved this already. Now, we have a festival annually that singly gives joy to the people in the villages but nobody around here would see value of entertainment in the villages, schools, to the people. Why would anyone conceive support to a cultural project in the face of poor roads, HIV & AIDS, Violence against women? Nobody sees the value of culture in moving all those spheres. Nobody can see the connection of culture and HIV/ AIDS, fighting non patriotic thieving government officers, name it. Do you know in Uganda, culture is relegated to a department in the Ministry of Gender, Labor and Social Development? The name of the ministry tells it all. Where is culture? How much support would one expect?''*
>
> *When asked if they record their own music, Isabirye as cited by Allen (2004) cites,*
>
> *Lack of good equipment to record the music professionally, an idea that requires serious and immediate consideration." NACOFU, which he is a member of, is attempting to address this problem – to document folk music – but is currently looking for a partner to help fund the project, as is Selam, through a project for music of marginalized people, but again is also looking for funding – though finding funds could prove to be a difficult task, as highlighted* by Isabirye above.

The researcher tried to find out whether the same constraints were the ones affecting school participation in co-curricular activities such as music dance and drama in Kamuli district.

2.4 Roles Played by Teachers, Students and School administrators in the Implementation of Co-curricular Policy

To foster a better understanding of the co-curricular policy and participation of secondary schools in music festivals, there was need to look at the roles of the different stakeholders in the educational arena - Education administrators, School board members, and Inspectors of

schools, Teachers, Parents, and Students-who are closely involved in the overall operations of schools.

The teacher, along with the student, plays an interactive role in the education process because one cannot function without the other. "The empowerment of teachers will facilitate the empowerment of students (Short and Greer, 2002)." Teacher empowerment takes the form of providing Teachers with a significant role in decisions making, control over their work environment and conditions, and opportunities to serve in a range of professional roles (Short and Greer, 2002). There was a need to find out whether Teachers in Kamuli district were playing their roles well as regards implementing these music dance and drama activities.

The teacher as a stakeholder is expected to possess the professional knowledge to lead the students in instruction. In addition to serving in an instructional role the teacher can be a mentor, supervisor, counselor, and community leader. The teacher can be a mentor to students or other teachers. The role of supervisor is present in every aspect of a teacher's daily responsibilities. The teacher's role as counselor can be used to offer advice to students or school advisory committees.

Teachers must use the curriculum, they should have input in its creation. A teacher can gauge whether an activity will fit into a specified time frame and whether it will engage students. If multiple teachers will use the curriculum, allow as many of them as possible to provide input during the creation stage. As teachers provide input, they will gain ownership in the final product and feel more confident that the curriculum was created with their concerns and the needs of their particular students.

It had not yet been clear whether secondary school teachers in Kamuli district have been empowered and playing their part well, hence, the need to find out whether they get workshops, on job training amongst others which make them do their work efficiently.

Zeiger (2005) in his study, Role of Teachers in the Curriculum Process, recommends teachers to implement the curriculum in their own classrooms, sticking to the plan that has taken so much time, careful planning and effort to create. When a teacher fails to properly implement a strong curriculum, she risks not covering standards or failing to implement effective practices in the classroom. That does not mean a teacher cannot make minor changes. In fact, a strong curriculum is designed to allow a teacher to be flexible and to insert a few personalized components or choose from among a selection of activities.

The motivational factors for teachers is related to the impact their role plays in producing individuals who are an asset to the community they live in. "The ends of education have to do with such things as providing the society with a culturally literate citizenry, a world-class workforce, people who can think and reason (Schlecshty, 2001). The teacher is motivated to fulfill their role with an understanding of how important teachers are to society. Without teachers, our society would not be able to function as a global competitor.

Education act (2008), clearly defines the roles of school board of governors. School boards have the power to hire and fire teachers and administrators. They are the guardians of the policy that help implement changes that will benefit students/ learners who has the responsibility of implementing and maintaining the policies set by the board.

According to Darden (2008), the school board has to take in legal considerations when making decisions pertaining to policy governing them. Darden argues that school board policy is equivalent to local law for those people who work within the district. This policy or law encompasses not only the teachers and administrators, but also the students and their parents. Ideal school boards will be educationally focused and will avoid risking legal action.

The head teacher represents the single most influential stakeholder in the school setting (Spillane, Camburn, and Pareja, 2007), and is expected to set the academic tone for students,

parents, staff, and community members through effective participatory leadership. Effective head teacher leadership develops a collaborative team approach to decision making and problem solving (U. S. Department of Labor, 2008), while simultaneously and consistently developing and maintaining educational wide policies and guidelines.

Additionally, the successful head teachers employ a distributive approach to routine school operations to ensure maximum involvement of other internal and external stakeholders (Spillane, Camburn, and Pareja, 2007). He further recommends that head teachers may choose set up task force committees-including parents, teachers, community leaders, and students-to research a particular issue and report their findings to the School Improvement Team. Finally, the head teachers may be subject to significant influences by the cultures-explicit and implicit interactions among staff-of the school, which may determine the effectiveness of his or her leadership. Hence better school performance. There was great need to find out whether head teachers are in support of co-curricular activities through the different roles they play in secondary schools in Kamuli district.

Parents play key roles as educational stakeholders. Parents' primary objective is the assurance that their children will receive a quality education, which will enable the children to lead productive rewarding lives as adults in a global society (Cotton and Wikelund, 2001). Also, the education act 2008 stipulates the roles of Parents as bringing a valuable quality to the educational experience of their children because they may better understand their own children and can influence significantly student behaviors such as time management and study habits, eating practices, and their personal safety and general welfare.

Parents as educational stakeholders provide additional resources for the school to assist with student achievement and to enhance a sense of community pride and commitment, which may be influential in the overall success of the school. For instance, parent involvement with their

children's educational process through attending school functions, participating in the decision making process, encouraging students to manage their social and academic time wisely, and modeling desirable behavior for their children represent a valuable resource for schools across this nation, according to Cotton and Wikelund (2001).

Students may form up clubs like the music dance and drama, debate clubs to strengthen their performance and involvement in co-curricular activities.

There was need to investigate whether students in Kamuli secondary schools have the interest in learning, and are being guided on forming clubs such as MDD. And also find out whether they are actively laying their expected roles like attending to lessons, training, team work amongst others towards successful implementation of co-curricular and sports policy in secondary schools:

Kaahwa (2005) carried out a research study based on Kotters model. The objectives of her study were to examine how school leaders and teachers manage change in education. The study explored five cases of experienced, influential and professional teachers. Kaahwa's study focused on family, education, social background, awareness of change, ability to implement change effectively, challenges encountered in change implementation and strategies for effective implementation, the study revealed that, the school leadership was not committed, dynamic and skilled in dealing with resistance to change, there was little integration of school activities such as planning communication, volunteering, peer-tutor assistance in dealing with change.

Kaahwa (2005) concludes by saying that, "the school leadership is a change agent and should be skilled in dealing with resistance to change". She advises school managers to understand the process well, build commitment in readiness for change and build a school culture that can accommodate all educational activities successfully. For example, they should encourage

extracurricular activities, form clubs, ensure that facilities and equipments are in place, and facilitate teachers to implement these sports activities on a regular basis, have positive attitude towards co-curricular, how school administrators manage these sports will further determine the effectiveness of the co-curricular policy in schools. But is this happening in Kamuli secondary schools?

Ekadu (2007), indicates that formal education introduced by European missionaries was later inherited by successful independence governments, and is still in use. Their inclusion of music on the curriculum would be instrumental in enhancing music scholarships to students with special talents, and the preservation and promotion of indigenous music as part of the process. Ekadu(2007) also recommends that this would continue to expose teachers to music practices locally, nationally and globally. Yet, this is not fully realized, partly due to the way music dance and drama is managed and catered for in the formal sector. He reveals that more time should be considered for these co-curricular activities for effective implementation.
There was need to find out whether the same can work in Kamuli secondary schools if at all applied.

Kigozi (2010) in his study of music education in schools in both Universal primary and secondary education programs in Uganda where he evaluated the existing educational policies. He found out that there was little attention on these co-curricular sports in schools, findings future revealed that the learners in music festival occupy the space of national identity and its reinvention through music that they learn over one term in a year. He also says that the preparation and performances of music festivals equip learners to use music dance and drama on stage, as a public space to critique the contradictions involved in children claiming full rights and citizenship.

Results offered insights for music education, its role, nature and character. This is in line with schools facing increased pressure to improve teaching and learning, the duties and responsibilities of Teachers must be expanded further to include the responsibility for leading school reform that would raise student achievement. Success in leading reforms to increase student achievement often hinged upon a principal's ability to create a shared vision within the school community and success in implementing new organizational structures that engage Teachers in shared decision-making. Head teachers have discovered that engaging the entire school staff in making decisions results in more commitment to school reform initiatives.
There is need to find out whether the same conditions if applied by Ministry of Education Science Technology and Sports can change the trend of school ineffectiveness in co-curricular activities such as music dance and drama in Kamuli district since Kigozi (2010) had carried out his study in central districts of Buganda.

Kafero (2007) carried out a study on teacher's management styles and teachers' performance and advances that "Principals under Ministry of Education Science Technology and Sports are advised to be also responsible for facilitating their school's interactions with parents and others in the school community."

This responsibility includes working with parents when disciplinary issues arise, when students are not succeeding academically, and when parents have concerns. Principals also interact with parents who serve on school advisory boards, parent/teacher organizations, and booster clubs. Principals report that they spend a significant part of their time working with parents of students who have been identified as needing special services through the Individuals with Disabilities Education Act Amendments of 1997 (IDEA).
Kajubi says, "Teachers know their students' needs better than others involved in the curriculum process. While the Ministry under National Curriculum Development Centre

(NCDC) often dictates the skills covered by the curriculum, a teacher can provide insight into the types of materials, activities and specific skills that need to be included. Teachers from multiple grade-levels may collaborate to identify skills students need at each level and ensure that the curriculum adequately prepares students to advance to the next grade-level and to meet the standards." This would help in enhancing students' performance hence the effectiveness of the policy.

The vision of Uganda's Ministry of Education and Sports since 1962 has been to provide quality education and sports for all learners. Its mission remains to support, guide, coordinate and to promote quality education and sports for national integration, individual and national development (Uganda 1992).

The same mission underlies the education strategic investment plan Uganda (1998a:11), which reflects Uganda's current and medium term priorities in the education sector and aims for the equitable distribution of the resources available to education sector. The current framework prioritizes the following objectives.

Every child being entitled to free primary education, improving the quality of access to all levels of education, ensuring equity of access to all levels of education, forgiving a stronger partnership between the public sector and private sectors, building the capacity of the ministry and the districts to provide public services and to effectively enable private services delivery (Uganda 1998: a).

One of the most important roles of the head teacher is the organization, management and control of the staff in the school. This is part of the school management. The head teacher influences the attitudes, perceptions and functions of the staff through the style of management he adapts, he can foster or frustrate the aspirations expectations, motivation and the productivity of the staff in the school. Okot (2000) found out in his study that involving teachers in meaningful work in all areas of their concern in planning, organizing, directing,

decision –making and controlling is fundamental. It would create intrinsic satisfaction and would reduce problems of job dissatisfaction facing many managers and teachers.

2.5 Strategic Measures for Effective and Efficient School Participation in Co-curricular Activities, Specifically in MDD Activities

According to Azeem (2010), effective school participation in co-curricular activities requires school stakeholders to be educated about their rights and roles in the management so that they can participate more actively in all school activities. He further noted that school staff must be trained in basic planning and co-curricular financial management so that they can manage well school activities. James (2005) noted that in Kenya, School managers should strengthen co-curricular activities to avoid death of the young talent by defining its structures and creating an enabling environment where learning is considered a priority. They further acknowledged that there is a need to develop relevant curriculum that caters for all needs of the learners. Issues have been reported regarding school ineffectiveness in co-curricular activities and partly due to lack of appropriate skills, knowledge and facilitation (Kigozi, 2010). This study attempted to inquire whether the same measures could work and increase on school participation in MDD in Kamuli Secondary Schools.

There was therefore need to find out the best strategies of enabling secondary schools to effectively participate in co-curricular activities such as Music Dance and Drama. This would help in promoting the young talents towards nation development in Kamuli district.

The education act (2008) also recommends for development of training materials/equipments to be used in training towards effective participation in School MDD Festivals. Ministry of Education Science Technology and Sports (2007-15) had always reported that many schools had given less priority to co-curricular activities such as MDD, and was trying to look for better measures for effective school participation.

Measures that can be taken for Most Effective and Efficient School Participation in Co-curricular Activities Specifically in MDD Teacher performance can be easily seen in the commitment shown by Teachers towards their duties and school activities. Nir (2002) as cited by park, Henkin and Egley (2005) holds that Teacher commitment to a particular school duty or activity, conceptually differentiated, is typically extended and measured over long periods of time. Committed teachers may show stable, strong, enduring psychological ties to their schools, their students and their subject areas (Firestone and Pennell, 1993).

Smialek (1996) cited by park, Henkin and Egley (2005) asserts that school managers concerned with teacher commitment and related implications for teacher retention, may consider the utility of alternative management styles that may facilitate performance – enhancing teamwork and enable satisfying teaming process. Head teachers in particular can demonstrate support for teaming teachers and providing opportunities for the development of the development of team skills. They can work to reinforce a school culture of cooperation, and facilitate the work of team progress.

Effective implementation of the co curricular policy is closely linked to teacher empowerment. For teacher empowerment may be a way to change teacher efficiency and then, indirectly, to effect students learning. One study suggested that more highly empowered teachers are also more motivated, and this flows over into teacher –student relationships (Pickle, 1991).

Park (1998) as cited by Edwards, Green and lyons (2002), found significant relationships between teacher controls over content, control methods, domains of teacher empowerment, and influence in school co curricular policy with job satisfaction. Green and Lyon (2002), found out that higher teacher empowerment, teacher efficiency and morale were associated were associated with higher levels of teacher attendance. Teacher empowerment has also

been linked to participation in decision making. In the study by white (1992), teacher morale improved, teacher's communication with each other improved, and student motivation increased as a result of expanded opportunities for influence. Maeroff (1998) cited by Edwards, Green and Lyons (2002) also suggested that teacher status, knowledge and access to decision making are important in empowering teachers. Do teachers give enough content to students in Kamuli district?

School managers under Ministry of Education and Sports have the potential to influence teachers and other stake holders in order to help them increase in performance, and the study results above suggest areas for influencing teacher performance. In the area of school culture, Head teachers, Inspectors can work towards fostering a climate in which teachers feel safe able to work together collaboratively and professionally. Activities at school meetings that work toward increasing trust and collaboration can cultivate an atmosphere of collegiality. Head teachers can also network Teachers together so that they will use each other as resources.

Akuna (2004) on policy development and advocacy in East Africa, reveals that there is need to improve the quality of teacher training, increase teacher salary and improve supervision for effective participation in co-curricular activities and this would uplift the standard of education in east Africa, which is in line with research study carried out by vision group (2011) on how to improve quality of education in Uganda.

In this regard, Charles Pearson (2000) argues co-curricular to be encouraged because they develop other skills and students should voluntarily participate in even after school hours. Colleges should recruit professional teachers to organize these co-curricula's because they range from sports to advanced educational activities, while these activities can take some time from conventional studies, some argue that co-curricula's add benefits to the school

education; they also serve as alternative methods for imparting knowledge. E.g. taking students to field trips can give them firsthand experience with those things that they are taught in the classroom. And some give students to develop skills.

However, Akuna (2004)'s recommendations in her study was studied in East Africa particularly in Southern districts of Kenya not in Kamuli district. There is need to find out whether the above suggestions can work for schools in Kamuli district to improve on secondary school participation in co-curricular activities such as Music dance and drama.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents a detailed description of the methodology that was used in the study. Its focus was on the adopted research design, the population, sampling strategies, data collection methods, validity and reliability of research instruments, and methods of data collection.

3.1 Research Design

The researcher used a descriptive cross sectional survey design. According to Amin (2005), this is one of the most commonly used research methods in social sciences and is used to gather data from a sample population at a particular time. Opedun (2013) says that this design helps to define better and understand respondents' opinions and attitudes when gathering information from a sample population at a particular time. In this study, both quantitative and qualitative techniques were employed in data collection process, analysis, presentation and discussion of findings. Quantitative method was used in order to establish the extent and rate of the problem.

3.2 Population and Sampling Techniques

3.2.1 Population

The study population comprised of Head Teachers, Teachers, Students, Kamuli district Education Officer and an inspector of schools totaling to 560. These participated because they were directly involved in planning, advising and supervision of schools. Head teachers and Teachers got involved because they control and allocate resources to school activities such as music dance and drama; they also guide, spot and develop talent in learners. Students were taken as key informers and beneficiaries of school programmes. These were chosen because they were likely to be knowledgeable and informative about the school participation in co-curricular activities such as Music Dance and Drama.

The researcher conducted his study in both government and private secondary schools in Kamuli district.

3.2.2 Sample and Sampling Techniques

Stratified sampling was applied to ensure equal representation of the schools from every county in Kamuli district and eliminated bias in the selection process.

Simple random sampling was used to select schools. The schools were put in two groups according to the counties and 13 schools were randomly selected from each group giving a sample of twenty six (26) schools for the study.

Purposive sampling was used for sampling DEO, Inspector of schools, and Music teachers. This was because of the positions they held, the researcher believed they had information on how schools were participating in co-curricular activities specifically in Music Dance and Drama. Students were selected using simple random sampling.

Head teachers and Students were selected using simple random method because they were directly involved in influencing school participation in Music Dance and Drama Festivals.

Selecting an appropriate sample size is a critical aspect in research with particular reference to this study. A sample of 132 was convincing enough as a true representation and it was considered for the purpose of the study and was in conformity with Neumann (2003) rule of thumb, sample size between 30 and 500 being sufficient.

This involved twenty six secondary schools (one single sex school and 25 mixed schools), day and boarding, 2 Local Government Officials i.e. District Education Officer Kamuli and Inspector of schools, Music Teachers, Head teachers and Students. The target sample was 132 from the total population of 560.

A non- probabilistic purposive sampling technique was used for all the different categories of Teachers and Head teachers in the study. The researcher used this technique because the study required typical and useful cases only in addition to saving time and money (Kombo

and tromp 2006). Only those respondents who had knowledge and experience in the teaching service were selected for the study.

Table 1: Population, Sample size, Percentage Sample and Sampling Techniques of the Study

Number	Category of Respondents	Target Population	Sample size	Percentage Sample	Sampling Techniques
1	DEO and Inspector of school.	2	2	100%	Purposive
2	Head teachers	54	26	48%	Simple random
3	Music teachers	54	26	48%	Purposive
4	Students	450	3 Students per school =78	17%	Simple Random.
	Total	560	132		

3.3 The Research Instruments

The instruments which were used in this study included questionnaires, and interview guides. The researcher was concerned about collecting views, opinions, perceptions, feelings and attitudes of the respondents.

3.3.1 Questionnaire

Questionnaires were used for collecting data from 10 Head teachers, 26 teachers and 78 students. Questionnaires collected primary data. This consisted of semi structured questions. The questionnaires were expected to enable the researcher obtain results within a considerably short time. Amin (2005) confirms the usefulness of questionnaires in terms of their simplicity, time used and easiness for the researcher to administer. This instrument was beneficial because it enabled information to be collected easily from a large sample and diverse groups as well as enabling the respondents to give views independently.

The questionnaires consisted of sections guided by the research objectives, and the questions. Section A solicited data about the position, and subjects of the respondent. Section B solicited data on constraints of secondary school participation in music dance and drama festivals, section C was about roles played by stakeholders towards school participation in MDD activities, and section D sought for effective measures to reverse the trend of non implementation of the policy in schools.

A 4-point likert-type scale questionnaire of strongly agree (SA), agree (A), disagree (D) and strongly dis agree (SD) were used in the study. The self-administered questionnaires (SAQS) were used and they helped the researcher to cover a large population quickly and at a reasonable cost.

3.3.2 Interview

The researcher used interviews because they improve on the understanding and the credibility of the study and they lead to deeper understanding of the topic Amin (2005).

Interviews were used because the researcher expected them to fetch a wide variety of ideas needed for the study, which is also in conformity with (James 1997; Ziraba 2012). Mugenda and Mugenda (2003) and Amin (2005)

The researcher used semi-structured interview and interview guide which consisted of open ended questions. Oral interviews were conducted by the researcher to collect qualitative data from the 16 Head teachers, District education officer, and District inspector of schools.

The researcher used follow up questions during face to face interviews. Responses were recorded on a sheet of a paper in their original form by the researcher. After recording responses for each question, the researcher read them to the respondents to ensure that proper responses had been given. Interviews enabled responds to give a wide variety of ideas.

3.4 Research Procedure

The research was conducted using the following procedure:

The researcher asked for and obtained an introductory letter from the Head of department Educational Planning and Management Kyambogo University which was to introduce him to the respective school managers, seeking to carry out research in respective schools. With permission, the researcher went to the secondary schools within the study area and circulated the questionnaires to the respondents and conducted interviews to collect data from each of the Schools and District officials who participated in the study.

The researcher used face to face interviews. This enabled the researcher to meet respondents personally and get in tune with them, discovered how they perceived reality in different ways, clarified issues and asked follow up questions. The researcher conducted individual interviews with Head teachers, District Education Officer and Chief inspector of schools purposefully selected from each school and this ensured that only respondents who were rich with co-curricular activities information and knowledge were interviewed. Interviews were conducted in respective schools with the Head teachers and the researcher first explained to each interviewee the purpose of the research and assured them their responses were confidential and were to be used for the purpose of research only. A few minutes of the interview were spent on small talk to establish rapport. Questions were read by the researcher

as the interviewees gave their responses. The responses were written by the researcher in a note book. Electronic recording of responses was avoided as the respondents could fear to give accurate information. However, to know that the correct responses had been written, the researcher re-read the responses written to the respondent to confirm whether the right responses had been written. At the end of the interview the researcher thanked the interviewees for their participation in the study.

The researcher also distributed questionnaires to the respondents in the selected schools after explaining to them the purpose of the research. The researcher himself distributed and retrieved questionnaires from the respondents who were within schools such as teachers and students. Research assistants were sent to deliver the questionnaires to the students. The researcher thanked both the respondents and the research assistants for their participation in the study.

3.5 Validity of Research Instruments

As described by Amin (2005), validity is the degree to which a test measures what it is supposed to measure. To ensure validity of research instruments; pilot testing of copies of questionnaires was carried out. This helped to assess the appropriateness of sentence construction, comprehensiveness of instruments, language clarity, ability to tap information from respondents, acceptability in terms of length and ethical considerations for the respondents. Comments were received on the acceptability of the instruments vis-à-vis, length and the privacy of respondents. These comments were helpful in designing the final instruments that were used to generate data.

In order to establish content validity, 5 experts from Makerere University were requested to judge items in the instruments in order to discover their validity where the items in the instruments were judged as relevant or irrelevant. The validity was computed and was 88%.

Since CVI percentage was more than70%, the instruments were effective, valid and relevant. According to Amin (2005). However, the researcher made some adjustments in both the questionnaire and interview as advised by the senior academics.

Qualitative validity of instruments was guaranteed by processing data into manageable proportions through editing, coding, and tabulation methods. Data collected was checked while still in the field to ensure that all questions were answered. Contradictory information was removed when found useless. By coding, answers to each item on the questionnaire were classified into meaning full categories. Tallying and Tabulation was used to obtain frequencies and percentages of each item.

3.5.1 Reliability of Research Instruments

Reliability of an instrument being the consistency of an instrument in measuring what it is intended to measure was established using cronbach's co-efficient Alpha. The formula as presented by Amin(2005:302) is

$$\alpha = \frac{K}{K-1}\left[1 - \frac{\Sigma\sigma^2_k}{\sigma^2}\right]$$

Where $\Sigma\sigma^2\kappa$ is the sum of the variances of the κ parts; i.e., items of the instrument.

σ = Standard deviation of the items of the instrument.

In this study, the reliability of the questionnaire was computed from the results of the 10 respondents involved in the pilot study and was found to be 0.86 (see Appendix E); thus the researcher declared the instrument as being reliable.

3.6 Ethical Considerations

To be ethical is to conform to accepted professional practices (Webster's Dictionary, 1968). Before interviews and administration of questionnaires the researcher fully explained the objectives of the study to all the respondents. In addition, their consent was sought and their right to confidentiality assured before interviewing and distributing questionnaires. Furthermore, the researcher fully observed their right to privacy and anonymity by not asking them to write or mention their names and names of the schools. The researcher also thanked the respondents for their participation in the study.

3.7 Limitations of the study

A number of limitations experienced were during the study. Some of the targeted population was not co-operative hesitating to respond to the questionnaires. However, efforts were made to convince the respondents that the information was only for study purposes. The researcher suffered financial constraints in terms of transport, feeding, typesetting, accessing internet facilities and printing the work. However, attempts were made to mobilize finances and spend sparingly for the success of the study.

3.8 Data Presentation and Analysis

The responses to the close-ended items in the data collection instruments were assigned codes and labels. Frequency counts of the responses were obtained to generate descriptive information about the respondents who participated in the study and to illustrate the general trend of findings on the various variables that were under investigation. This involved the use of percentages, means, variance, standard deviations and this was presented inform of tables and graphs. They helped to summarize large quantities of data whilst making the report reader friendly. Some of the responses to open ended items in questionnaires were presented as quotes while others were tabulated after obtaining frequency counts. Microsoft excel was

used to generate tables and graphs. The statistical package for social sciences (SPSS) was used to carry out regression analysis, and Analysis of variance (ANOVA).

Each interview schedule was edited before leaving each respondent; it was cross checked for uniformity, accuracy, completeness and consistency of information. Some data was coded and tabulated using frequency tables. Some of the responses from interviews were presented as quotes. Content analysis

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the study. The study was about co-curricular policy and school participation in national music festivals in Kamuli district. It was centered on the responses to the three research questions. The findings were presented in tables and charts/graphs. Therefore, this chapter was divided into two (2) sub sections namely response rate, and research questions that the study sought to answer.

4.1 Response Rate

Interviews were conducted with 18 respondents. This included 16 Head teachers, a District education officer, and an Inspector of schools.

A total of 114 questionnaires were administered to the respondents (Head teachers, teachers and students) and they were all returned with responses. A sample size of 132 respondents were sampled in 26 secondary schools including two education officials that is to say the District Education Officer and the Inspector of Schools, which implies that 100% of the targeted respondents all got involved in the study.

4.2 Presentation of Findings

This section presents data from all the instruments used starting with questionnaires followed by interview data respectively. Data was presented question by question starting with research question one.

4.2.1 Results of Research Question one

Question one stated, 'What are the constraints of secondary school participation in National music dance and drama festivals despite the mandatory call of the co-curricular policy to all schools?'

This question solicited data for research objective one which stated, 'To find out the constraints of Secondary school participation in Music Dance and Drama Festivals in Kamuli district'.

This question formed section A of the questionnaire

The researcher administered questionnaires to 10 Head teachers, 26 Teachers and 78 Students; Interviews were also administered to 16 Head teachers and 2 District education officials. The responses were summarized according to the categories of respondents as summarised below.

Table 2: Head teachers Perceived Level of Awareness on Constraints of Secondary School Participation in Co-curricular activities, Specifically Music Dance and Drama (n= 10)

No.	**Constraints of Secondary School Participation in MDD Festivals**	**SA**	**A**	**D**	**SD**
1	My School has a stable financial resource base to adequately fund all school programs	19	8	27	46
2	My School adequately funds MDD activities	12	15	42	31
3	My School has adequate Literature (text books) for MDD activities	0	8	38	54
4	Our school allocates adequate time for MDD activities	12	23	58	8
5	Teachers attend co-curricular trainings, workshops and seminars	8	24	54	15
6	Teachers have interest in co-curricular activities such as MDD	38	46	15	0
7	School provides adequate MDD equipments e.g. Music instruments, costumes and props.	0	15	73	11
8	District Education Officials always supervise our MDD Festivals	30	35	23	15
9	I motivate my staff to participate in MDD festivals	31	8	38	23
11	My School Has a Music Teacher	38	15	4	42
12	My school hires MDD trainers(experts)	58	27	12	4

Source: Primary data

The results from question one in the graph above indicated that 27% of the Head teachers agreed that their schools had a stable financial resource base and adequately funded school

programs, while 73% of their counterparts disagreed, implying that school participation in music dance and drama has been weak because of inadequate funds to finance school activities.

It was further discovered from 73% of the Head teachers who disagreed that their schools adequately funded music dance and drama activities as opposed to 27% of their counter parts, which means that secondary schools in Kamuli district inadequately funded music dance and drama activities.

The questionnaire findings from 92% of the respondents revealed that secondary schools had inadequate literature like text books for music dance and drama, while 8% agreed, implying that, schools lack content materials for reference or consultation, which affected the quality of MDD festivals.

Further discoveries showed that 65% of the respondents strongly disagreed that MDD festivals were allocated adequate time for training and presentation, as opposed to 35% who disagreed. The result brings out the indication that Head teachers allocated inadequate time for participation in music, dance and drama, which made it hard to cover all music items.

More still, it was found out from 16% of the respondents who acknowledged that they tried to adequately facilitate music dance and drama festivals as opposed to 84% of the head teachers who did not, which brings out an implication that music festivals were less facilitated and was mostly why schools could not effectively take part in national MDD activities.

Results from 54% of the head teachers indicated that they had great interest in Music, Dance and Drama while 46% disagreed, implying that in addition to insufficient funding, Head teachers were just averagely interested in MDD activity.

As far as the issue of having school choir was concerned, 65% of the respondents agreed that they had a school choir while 35% disagreed, which implies that on average, schools engaged in Music activities but not to the extent of fully participating in National Music Festivals.

Questionnaire results from 31% of the respondents indicated that they attended MDD workshops and seminars while 69% disagreed, implying that many schools hardly attended music, dance and drama workshops and seminars.

It was further established that 54% of the respondents did not have qualified trained music Teachers as opposed to 46% which brings out an implication that school participation in MDD is constrained by lack of trained music teachers, who can technically handle the subject.

More findings from 40% of the respondents established that District Education Officials often supervised school music festivals as opposed to 60% who did not, thus implying that District Educational officials rarely supervised MDD activities.

Conclusively, one can say that from the questionnaire findings, majority of the Head teachers strongly agreed that their schools had inadequate funding to effectively facilitate Music Dance and Drama festivals coupled with less interest in the activity by school leadership.

Table 3: Regression analysis to determine the relationship between school financial resource base and ability to facilitate MDD trainings

ANOVA (b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.543	1	1.543	14.400	.004(a)
	Residual	.857	8	.107		
	Total	2.400	9			

a. Predictors: (Constant), c. finances

b. Dependent Variable: d. training

The results in table 4 above show that schools with stable financial resource base can adequately fund all School programs and can easily facilitate MDD trainings, Workshops and Seminars for Teachers since the p value (0.004) is less than 0.05 showing significance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.802(a)	.643	.598	.32733

a. Predictors: (Constant), d. finances

The R-Square value (0.643) in the table above shows that the 64.3% of the variations in the number of training of teachers can be explained by changes in finances.

Table 4: Teachers Perceived Level of Awareness on Constraints of Secondary School Participation in Co-curricular Activities Particularly in Music, Dance and Drama (n= 26)

Constraints of secondary school participation in MDD	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
My school has a stable financial resource base to adequately fund all school programmes.	Strongly Agree	5	19.23	19.23	19.23
	Agree	2	7.69	7.69	26.92
	Disagree	7	26.92	26.92	53.85
	Strongly Disagree	12	46.15	46.15	100.00
My school adequately funds music dance and drama activities	Strongly Agree	3	11.54	11.54	11.54
	Agree	4	15.38	15.38	26.92
	Disagree	11	42.31	42.31	69.23
	Strongly Disagree	8	30.77	30.77	100.00
My School has enough text books (adequate literature) for MDD	Agree	2	7.69	7.69	7.69
	Disagree	10	38.46	38.46	46.15
	Strongly Disagree	14	53.85	53.85	100.00
Our School allocates adequate time For MDD activities.	strongly Agree	3	11.54	11.54	11.54
	Agree	6	23.08	23.08	34.62
	Disagree	15	57.69	57.69	92.31
	Strongly Disagree	2	7.69	7.69	100.00
Teachers attend co-curricular trainings, workshops and seminars	Strongly Agree	2	7.69	7.69	7.69
	Agree	6	23.08	23.08	30.77
	Disagree	14	53.85	53.85	84.62
	Strongly Disagree	4	15.38	15.38	100.00
School provides adequate music equipments e.g. instruments, Costumes and props.	Agree	4	15.38	15.38	15.38
	Disagree	19	73.08	73.08	88.46
	strongly disagree	3	11.54	11.54	100.00
District education officials always Supervise our MDD festivals.	strongly agree	7	26.92	26.92	26.92
	Agree	9	34.62	34.62	61.54
	Disagree	6	23.08	23.08	84.62
	strongly disagree	4	15.38	15.38	100.00
My school has a music choir	strongly agree	9	34.62	34.62	34.62
	Agree	8	30.77	30.77	65.38
	Disagree	4	15.38	15.38	80.77
	strongly disagree	5	19.23	19.23	100.00
Our Head teacher motivates Staff to participate in MDD activities.	strongly agree	8	30.77	30.77	30.77
	Agree	2	7.69	7.69	38.46
	Disagree	10	38.46	38.46	76.92
	strongly disagree	6	23.08	23.08	100.00
My School has a music teacher	strongly agree	10	38.46	38.46	38.46
	Agree	4	15.38	15.38	53.85
	Disagree	1	3.85	3.85	57.69
	strongly disagree	11	42.31	42.31	100.00

Source: Primary data

The views in table 4 indicated that teachers had a lot of constraints affecting their participation in co-curricular activities, specifically music, dance and drama.

Questionnaire results indicated that 83% of the teachers disagreed that their schools had enough financial resource base, and adequately funded all school activities, especially music, dance and drama. This implies that school participation in MDD activities has been challenged by inadequate funds to finance activities.

The study findings indicated that 92% of the respondents disagreed having adequate MDD literature, such as text books, while 8% agreed. The implication here is that teachers lacked content/ reference materials for teaching or consultation and depended on personal notes, which greatly affected the quality of presentations.

Further results disclosed that 66% of the Teachers disagreed that co-curricular activities specifically music, dance and drama were allocated enough time as opposed to 34%, which implies that the teachers' time for guiding learners was little given the nature of music items to train; it therefore becomes hard to train all items and have wide quality coverage of content for students in such a little time.

More so, 85% of the teachers' respondents further agreed that they had great interest in co-curricular activities and were playing their part to ensure effective school participation in music dance and drama festivals as opposed to 15% who disagreed, implying that teachers had interest in the activity but their efforts were underplayed by insufficient funding/facilitation.

The findings went on to show that 69% of the respondents disagreed attending music, dance and drama workshops and seminars while 31% did agree. The imbalances in these percentages implied that many teachers rarely attended workshops and seminars, which would have empowered them with more skills and technology for training music dance and drama.

More discoveries indicated that 84% of the Teachers agreed that their schools hired experts to train students while 16% disagreed having music professional teachers. This implies that many schools were lacking adequate qualified Teachers to handle the subject matter and train students in all music, dance and drama aspects.

On inspection, 62% agreed that District Education Officials supervised and monitored School programs such as Music, Dance and Drama performances while 38% of the respondents disagreed, implying that school programs like Music, Dance and Drama were rarely or not at all supervised by district officials, which made many Head Teachers relax since they were not pressured to participate in co-curricular activities.

Teachers' questionnaire results further revealed that 62% disagreed that their Head teachers motivated staff and students to participate in co-curricular activities specifically MDD, while 38% agreed, which implies that most Head teachers had less interest towards co-curricular activities.

As far as the issue of school choir was concerned, 65% of the respondents agreed that they had a school choir while 35% disagreed, which implies that on average, schools engaged in music, dance and drama activities but not to the extent of participating in national music festivals.

In summary, the findings from teacher questionnaires on constraints of school participation in music dance and drama were mainly due to inadequate MDD facilitation and less interest by their supervisors who neglected the exercise, which was in line with both student and head teachers questionnaire results.

Table 5: variations in the variables that contribute to the constraints of secondary school participation in MDD Descriptive Statistics

	N	Range	Mean	Std. Deviation	Variance
School hires MDD trainers (experts)	26	3	1.62	.852	.726
Teachers have interest in co-curricular activities, such as MDD	26	2	1.77	.710	.505
My school has a music choir	26	3	2.19	1.132	1.282
District education officials always supervise our MDD festivals.	26	3	2.27	1.041	1.085
My School has a music teacher	26	3	2.50	1.393	1.940
Our Head teacher motivates staff to participate in MDD activities.	26	3	2.54	1.174	1.378
Our School allocates adequate time for MDD activities.	26	3	2.62	.804	.646
Teachers attend co-curricular trainings, workshops and seminars	26	3	2.77	.815	.665
My school adequately funds music dance and drama activities	26	3	2.92	.977	.954
School provides adequate music equipments e.g. instruments, costumes and props.	26	2	2.96	.528	.278
My school has a stable financial resource base to adequately fund all school programmes.	26	3	3.00	1.166	1.360
My School has enough text books (adequate literature) for MDD.	26	2	3.46	.647	.418
Valid N (list wise)	26				

Source: Primary Data

Results from the table above show that Most Schools do not have enough text books (adequate literature) for MDD, stable financial resource base to adequately fund all School programmes, do not provide adequate Music equipments e.g. instruments, costumes and props. Results also reveal that most schools do not adequately fund Music Dance and Drama activities and most students said their teachers do not attend co-curricular trainings, workshops and seminars .this is because their means are greater than two and their variances are small.

The results also show that most School have Teachers who have interest in co-curricular activities and that most schools hire MDD trainers (experts) this is because their means are less than two and variances are small.

The table above further shows that variables with smaller variances that is 0.505, 0.646, 0.278, 0.418 were the major constraints to school participation in MDD than those with bigger variances such as 1.940, 1.085, 1.378 which were minor constraints towards school participation in MDD activities.

Table 6: Responses from Students on Constraints of Secondary School Participation in MDD Festivals (n=78)

Constraints of Secondary School participation in MDD Festivals	Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
Our school gives special attention to participation in MDD activities.	9	12	7	9	24	31	38	49
Our school has adequate literature (text books for MDD).	7	9	7	9	42	54	22	28
Our school allocates us enough time for MDD	11	14	17	22	48	62	2	3
I have interest in music, dance and drama	50	64	26	33	2	3		0
Our school has MDD choir	24	31	25	32	18	23	11	14
Our Head teacher motivates students and teachers to participate in MDD	36	46	28	36	4	5	10	13
We attend MDD workshops, seminars and trainings	21	27	20	26	16	21	21	27
My School provides adequate MDD equipments e.g. instruments, costumes and props.	14	18	8	10	40	51	16	21
We have a music teacher	14	18	23	29	29	37	12	15
We get music experts to train us in MDD	28	36	38	49	12	15		0
District Education Officials always attend our MDD festivals.	21	27	29	37	19	24	9	12

Source: Primary data

The results in table 6 showed that students had constraints affecting their participation in co-curricular activities specifically in music, dance and drama as interpreted below.

The questionnaire findings from 21% of the students established that their schools did give special attention to participation in music, dance and drama activities as opposed to 79% who disagreed. The implication is that majority schools don't attach special attention to MDD participation.

Results established that 82% of the respondents disagreed having adequate literature, such as text books for Music, Dance and Drama while 18% agreed. This gives the implication that schools don't have adequate text books for Music, Dance and Drama which they would use for consultation/ learning.

More still, 51% of the students disagreed attending MDD workshops, seminars while 49% agreed, which implies that the students were not sharing a wide variety of knowledge from fellow students and teachers of other schools that workshops would have provided.

Results from respondents showed that 85% agreed that they had music experts, trainers and teachers who guided them while participating in music; dance and drama while 15% disagreed, indicating that there was a shortage of music teachers in schools.

Further discoveries showed that 64% student responses disagreed that their schools did allocate enough time for MDD while 36% agreed, implying that schools allocated very insufficient time for this activity, thus not allowing learners to train in all items.

Results from 82% of the respondents disagreed that their head teachers encouraged and inspired them to participate in MDD while 18% agreed, which indicates that some head teachers neglected this exercise and focused on other school programs. Majority student responses indicated that 72% disagreed that their schools provided enough music facilities/ equipments while 28% agreed, which means that music, dance and drama items were lacking for example, music costumes, props and equipments therefore, schools ended up with a few music items for presentation, which couldn't still bring out the authenticity, uniformity, and general interpretation of the presentations.

In conclusion, the questionnaire findings from students showed that they had great interest in Music, Dance and Drama activities but their interests were let down by their schools which didn't facilitate the program, and even those schools that endeavored, could not feature in all items.

Table 7: Relationship between special attention to participation in MDD activities and other variables like attending MDD workshops, providing MDD equipments and getting music experts to train

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
dummy for my School provides adequate MDD equipments e.g. instruments, costumes and props.	Between Groups	11.236	1	11.236	185.900	.000
	Within Groups	4.714	78	.060		
	Total	15.950	79			
dummy for we attend MDD workshops, seminars and trainings	Between Groups	10.769	1	10.769	91.000	.000
	Within Groups	9.231	78	.118		
	Total	20.000	79			
dummy for; We get music experts to train us in MDD	Between Groups	1.723	1	1.723	12.133	.001
	Within Groups	11.077	78	.142		
	Total	12.800	79			

Factor; Our school gives special attention to participation in MDD activities.

The p-values (0.000, 0.000, 0.001)< 0.05 which is significant and shows that there is a relationship between a school that provides adequate MDD equipments, attending MDD workshops, seminars and training, hiring the music experts to train in MDD and giving special attention to participation in MDD activities.

Interview Results for Research Question One

In the interviews that were conducted, 16 Head teachers, a District Education Officer and an Inspector of schools were sampled to give their perception on what was constraining secondary schools from participating in co-curricular activities and specifically music, dance and drama.

Table 8: Head teachers, District Education Officer and an Inspector of Schools on Constraints of Co-curricular Policy and School Participation in Music Festivals n (18)

Items		Responses		Percent of Cases
		N	Percent	N
Constraints(a)	Inadequate school funding and un timely delays in school grants.	18	18.20%	100.00%
	Lack of enough music facilitation/equipments	18	18.20%	100.00%
	Nature of school curriculum	15	15.20%	83.30%
	Little time allocated to MDD activities	14	14.10%	77.80%
	Inadequate human resource teachers/experts for MDD	18	18.20%	100.00%
	Negative attitude and lack of interest by stake holders.	16	16.20%	88.90%
Total		99	100.00%	550.00%

A Dichotomy group tabulated at value

The findings from the interview responses indicated that 100% respondents agreed that inadequate funds and delays in realizing school funds/ grants greatly constrained school participation in co-curricular activities. One respondent is quoted to have said,

> *'Our schools are given inadequate funds and there are delays in their release; you can't tell when government will release the money. And when it comes, priority is given to other programmes besides co-curricular sports; in this case it becomes hard to run a school without money and take part in sports activities effectively'.*

However inadequate funds and delays in realizing school funds/ grants accounts for only 18% of the total responses.

All interviewees (100%) further reported that there was inadequate music facilitation where some schools had hardly procured costumes, props and instruments yet music is a practical subject accounting for 18% of the total constrains. It was also found out from 78% of the respondents that little time was allocated to these co-curricular activities and some schools didn't even try participating in music, dance and drama, implying that MDD was not given priority on the official school time table yet there were as well other activities such as

football, athletics, volleyball, draft, netball cricket baseball and many others that compete for the same little time.

Further, 100% of the respondents reported that there was lack of enough trained human resource/ teachers to handle co-curricular activities particularly Music, Dance and Drama, which implies that there was a general lack of trained music teachers and in most schools.

One respondent is quoted to have said,

> *''I don't have music trainers/teachers instead I hire experts who train the students in different items, I have written to the ministry recommending the appointment of teachers but it's now four years no reply, we have resorted to doing it within our means with the little school budget ''*

78% of the respondents reported that teacher absenteeism was on the increase in schools. They attributed this to small delayed salaries for teachers. One of them said,

> *'There is a lot of teacher absenteeism, sometimes lessons go unattended too, when it comes to co-curricular activities, sometimes students are not attended too, as some teachers have diverted their attention to creating retail business to lift their financial status, some teachers are not on pay roll. This is making teachers divide their time and hence affecting participation in music dance and drama festivals,''*

It was further found out from 89% of the interviewees that negative attitude of School managers constrained MDD festivals. Some didn't have interest and therefore, didn't even allocate any small budget for music, dance and drama activities; all they said was that music, dance and drama were expensive. This made students to look at it as a waste of time because some teachers went ahead to bypass co-curricular time with other academic work in the classroom.

Further findings from 83% of the interviewees reported that the nature of their school curriculum was lacking; it did not address well the needs of people as regards music, dance and drama. It is too theoretical instead of emphasizing the practical aspect, which could empower and develop learners' talents hence calling for a need to revisit and revise the school music, dance, and drama curriculum.

Lack of team work and less interest in some school teachers and students was indicated by 56% of the respondents though 44% agreed that there was team work in their schools. This

implied that other key players were not bothered and perhaps didn't know how to guide students. The exercise was always left for a few teachers as others were not bothered.

Interviewees further said that some schools had always brought outsiders in music, dance and drama competitions because of wanting to perform well and win. This has made students lose interest in training because even when they do, they are not given chance to show up in competitions, yet these are school drop outs whom they bring to take part and schools are not doing anything to stop this bad habit.

In summary, the major finding from all the instruments in question one was that schools did not participate in MDD festivals because of the untimely and inadequate funds allocated to music dance and drama and lack of adequate professional music teachers in secondary schools of Kamuli district.

4.2.2 Roles played by Education stakeholders towards school participation in Music Festivals

Research question two stated, 'What roles do Education Stakeholders play in the implementation of school participation in co-curricular activities specifically in music, dance and drama in your school?

It solicited data for research objective two which aimed at identifying different roles played by education stakeholders, such as Head teachers, Teachers, Students, DEO and an Inspector of Schools. This question formed part of section B of the questionnaire and interview guide

This question was of interest because it was necessary to find out whether every stakeholder was playing their part well, and whether they were aware of their roles towards school participation in MDD. To find out their different roles in implementation, questionnaires were administered to the Head teachers, Teachers and Students. The results from questionnaires are presented in three tables. This was done to put the data into manageable proportions for easy

presentation. Interviews were administered to Head teachers, District Education Officer and Inspector of schools. The findings are summarized as in table 8 below.

Table 9: Head teachers Roles during School Participation in Music Dance and Drama Festivals (n= 10)

Roles played by head teachers.	Strongly agree	Agree	Disagree	Strongly disagree
Allocation of time for MDD on official time table.	40%	30%	10%	20%
I supervise and monitor school MDD performances.	70%	0%	20%	10%
I recognize excelling students and teachers in MDD	50%	30%	10%	10%
I facilitate for MDD workshops and seminars.	30%	40%	20%	10%
I motivate teachers and learners in MDD activities.	60%	40%	0%	0%
I build and encourage good morals in my staff and learners	80%	20%	0%	0%
I provide scholastic MDD equipments for school festivals.	50%	50%	0%	0%
I perform my school duties diligently during co-curricular activities e.g. for MDD	30%	10%	50%	10%
I organize and conduct MDD meetings.	90%	10%	0%	0%
I request schemes and lesson plans from teachers.	70%	30%	0%	0%
I budget for school participation in MDD.	30%	20%	40%	10%

Source: Primary data

Table above shows the roles Head teachers played while enhancing co-curricular sports specifically Music, Dance and Drama in Secondary Schools.

The findings from 70% of the respondents established that head teachers were involved in allocating enough time for MDD activities while 30% disagreed, which implies that teachers did allocate some time for music activities.

Results indicated that 70% of the respondents were involved in supervising and monitoring school participation in MDD activities as opposed to 30% who disagreed, meaning that Head teachers supervised and attended to MDD festivals.

The findings further indicated that 50% of the respondents budgeted for MDD activities while 50% disagreed; meaning that on average Head teachers got involved in budgeting for music, dance and drama but not to the level of national music festivals.

It was further established that 70% of the respondents were involved in soliciting for MDD facilitation, in terms of buying music instruments, costumes, preparing allowances for trainers/ experts amongst others as opposed to 30%, which implies that head teachers looked for MDD facilitation though not as expected.

The findings discovered from 70% of the respondents agreed that they were involved in recognizing excelling performing students and teachers while 30% disagreed, which indicates that head teachers recognized excelling performers.

Results from 100% of the respondents revealed that they built and encouraged good morals in both students and staff, implying that head teachers promoted discipline and good morals at school.

On motivation, 100% of the respondents revealed that they motivated teachers and students to take part in MDD activities, which brings out the indication that head teachers motivated music participants.

The results established from 50% of the respondents ascertained that Head teachers conducted MDD meetings while 50% disagreed, which means that on average head teachers conducted meetings to plan for music, dance and drama which were probably not effective.

In a nut shell, the questionnaire findings for Head teachers showed that majority did play their roles as expected which encouraged schools participation in MDD activities, but not to the extent of participating in National MDD.

Questionnaire Results for Teachers

The Teachers who participated in the study were asked to indicate their extent of involvement in co-curricular activities and specifically in Music, Dance and Drama. The findings are summarized as in table 9 below.

Table 10: Teachers Roles during School Participation in Co-curricular Activities like Music Dance and Drama (n=26)

Roles played by teachers	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
I scheme and lesson plan activities before going to class.	20	77	6	23	-	-	-	-
I guide learners as they train in music dance and drama	5	19	21	81	-	-	-	-
I recognise excelling students in MDD	26	100	-	-	-	-	-	-
I attend MDD workshops and seminars	7	27	5	19	12	46	1	4
I motivate learners in co-curricular activities especially MDD	17	64	3	12	3	12	3	12
I build and encourage good morals in learners	23	88	3	12	-	-	-	-
I provide music equipments, costumes and props to learners	13	50	11	42	2	8	-	-
I perform my school duties diligently during co-curricular activities especially for MDD	14	54	10	38	2	8	-	-
I attend MDD meetings.	2	33	3	50	1	17	-	-

Source: Primary data F= frequencies

Table above Shows the Roles teachers Played while Enhancing Co-curricular Sports in Schools.

Results indicated that 100% of the Teachers schemed and lesson planned their activities while participating in school activities particularly in music, dance and drama.

The study established that 100% of the respondents agreed that they registered all students at school in MDD, the implication was that Teachers could tell whoever was present or not.

Results showed that 92% of the Teachers agreed that they provided their learners with music facilitation in terms of costumes, props and instruments when training MDD activities, while 8% disagreed, implying that on average Teachers tried to play their role of facilitating learning.

The study discovered from 46% of the respondents that they played their role of attending workshops, seminars and refresher trainings meant for music dance and drama, while 54% denied, which indicates that teachers' workshops and trainings were not organised for them or the workshops were not facilitated well to be of any effect.

92% of the teachers indicated that they performed their duties diligently while 8% disagreed, implying that teachers exercised professionalism towards guiding the young talents in music, dance and drama.

Furthermore, 63% of the respondents indicated that they motivated, spotted, and developed excelling talents in learners while as 37% disagreed, implying that there was still room for music teachers to improve in this area.

The findings from 83% of the respondents showed that they attended MDD meetings while 17% disagreed, which means that teachers were involved in decision making towards music, dance and drama.

All in all, Teachers could have better played their part well if they had only been highly supported; most of them did what they were expected of but were affected by inadequate facilitation for participation in MDD activities.

Table 11: Roles Played by Students during School Participation in MDD Festivals (n= 78)

Roles played by students while participating in MDD activities		Frequency	Percent	Valid Percent	Cumulative Percent
Students rehearse together in music dance and drama training	Strongly Agree	48	61.5	61.5	61.5
	Agree	12	15.4	15.4	76.9
	Disagree	15	19.2	19.2	96.2
	Strongly Disagree	3	3.8	3.8	100
	Total	78	100	100	
Students maintain school rules and regulations	Strongly Agree	52	66.7	66.7	66.7
	Agree	20	25.6	25.6	92.3
	Disagree	6	7.7	7.7	100
	Total	78	100	100	
Students communicate their challenges to teachers during MDD participation	Strongly Agree	36	46.2	46.2	46.2
	Agree	31	39.7	39.7	85.9
	Disagree	7	9	9	94.9
	Strongly Disagree	4	5.1	5.1	100
	Total	78	100	100	
Students take good care of MDD equipment	Strongly Agree	13	16.7	16.7	16.7
	Agree	59	75.6	75.6	92.3
	Disagree	6	7.7	7.7	100
	Total	78	100	100	
Students use their time well during MDD activities	Strongly Agree	69	88.5	88.5	88.5
	Agree	4	5.1	5.1	93.6
	Strongly Disagree	5	6.4	6.4	100
	Total	78	100	100	
We go to the music theatre for MDD Trainings	Strongly Agree	12	15.4	15.4	15.4
	Agree	6	7.7	7.7	23.1
	Disagree	41	52.6	52.6	75.6
	Strongly Disagree	19	24.4	24.4	100
	Total	78	100	100	
Students attend MDD training lessons	Strongly Agree	33	42.3	42.3	42.3
	Agree	40	51.3	51.3	93.6
	Disagree	5	6.4	6.4	100
	Total	78	100	100	

Source: Primary data

Table above Shows Roles Played by Students during School Participation in Music Dance and Drama as interpreted below

Results indicated that 94% of the students agreed that they attended and participated in music, dance and drama training lessons while 6% disagreed, implying that it was statistically significant to conclude that they attended training sessions.

The findings from 77% of the respondents agreed that they rehearsed and worked together in music festivals while 23% disagreed, which implies that students co-operated as they took part in music, dance and drama.

On communication, 866% of the respondents agreed that they communicated their challenges to teachers as they trained in music, dance and drama festivals while 14% disagreed, meaning that students did communicate their challenges to their teachers.

Further discoveries from 92% of the Students agreed that they maintained school rules and regulations when participating in MDD activities while 8% disagreed, indicating that though a bigger percentage understood what to do, the rest of the respondents didn't take it serious, they could dodge and escape from school when it came to time for training. This showed some form of indiscipline which affected learning.

The results showed that 92% of the students maintained Music equipment well while 8% disagreed, which means that a bigger percentage of students acted as expected.

The study showed that 94% of the respondents indicated that they managed and used well their time, while 6 % disagreed, which reflects that generally schools were not maximizing on time as far as music, dance and drama was concerned.

In summary, the findings on roles played by students showed that generally, students acted as expected by the school authorities.

Interview Results for Research Question Two

In the interviews, 16 Head teachers, the District Education Officer, and Inspector of Schools were asked to tell which roles they played in making sure schools participated in co-curricular activities specifically music dance and drama in Kamuli district. Their responses were grouped as shown in table 11.below

Table 12: Roles of Head teachers, District Education Officer and Inspector of Schools

Roles of Head teachers, DEO and Inspector n(18)		Responses		Percent of Cases
		N	Percent	N
	Allocating resources towards music dance and drama.	17	13%	94%
	Allocation of lessons, class teachers and heads of departments, in consultation with higher authority.	16	12%	89%
	Effective human resource planning, Supervision, and monitoring MDD activities	17	13%	94%
	I promote a good sporting environment in the school specifically for MDD	15	11%	83%
	I oversee the conduct of MDD adjudications at school and general competitions	14	11%	78%
	I appraise teaching and non teaching staff, and Recommend teachers for appointment.	18	14%	100%
	I ensure effective and efficient maintenance of MDD records, materials resources, facilities and information and any other duties that can be allocated by the ministry or higher authority.	17	13%	94%
	I recognize outstanding performances/ talents and contributions to the team.	18	14%	100%

a. Dichotomy group tabulated at value 1.

The findings revealed that 94% of the respondents were involved in allocating resources and accounting for them towards music, dance and drama, which implies that the interviewees allocated resources for Music, Dance and Drama.

Eighty nine percent of the interviewees reported that they were involved in allocating of lessons, class teachers and heads of departments, in consultation with higher authority at the different schools sampled as opposed to 11%, which implies that head teachers oversaw the general running of the school.

Furthermore, 94% of the respondents reported that they were involved in effective human resource planning, Supervision and monitoring school activities. One interviewee is quoted to have reported;

> *"My role is to make sure school goals and objectives are achieved through encouraging team work and making teachers own the school programmes, involve teachers in budgeting and planning for school programmes like music dance and drama and ensuring that everybody plays his respective roles diligently through conducting staff meetings, sensitizing and monitoring school activities specifically MDD. Remember music is a collective effort that calls for team work,''*

The interview findings further reported that 83% of the respondents promoted good sporting environment in their schools specifically for music, dance and drama, oversaw the conduct of MDD adjudications at different levels as opposed to 17%, This was through approving payments, signing cheques, passing and monitoring budget performances and demanding co-curricular accountabilities as well as purchasing music facilities like instruments.

Results from 100% respondents showed that they appraised teaching and non teaching staff, and recommending teachers for appointment. This meant that the interviewees appraised their subordinates.

About ninety four percent of the interviewees said that they ensured effective and efficient maintenance of school records, material resources, facilities, information and any other duties that could be assigned by the ministry or higher authority while 6% opposed. This implies that the interviewees maintained and kept school records as regards music dance and drama.

Further findings discovered that 65% of the respondents reported that they motivated and recognised outstanding student and teacher talents and their contributions to the team, while 35% disagreed, implying that they encouraged participants mostly learners through rewards to excelling talents in their own means of financial stand.

In conclusion, the findings from the responses to questionnaires and interview guide conducted for question two, from research objective two, showed that stake holders were

generally aware of their roles in as far as ensuring school participation in music, dance and drama festivals were concerned and they tried their best.

4.3 Strategic Measures to improve on effective secondary school participation in Music festivals

Research question three stated; ''what strategic measures do you suggest to improve on effective secondary school participation in music, dance and drama festivals?''

It solicited data for research objective three which aimed at finding out any suggestive measures for effective implementation of school participation in co-curricular activities specifically Music Dance and Drama. This question formed part of section C of the questionnaire and interview guide.

In order to find out respondents' suggestions on most effective strategies for secondary school participation in co-curricular activities and specifically music dance and drama festivals, questionnaires were administered to 10 Head teachers, teachers and Students'. Interviews were also conducted with 16 Head teachers, Education Officer and Inspector of Schools. The responses of these respondents were as given below:

Table 13: Head teachers' level of Agreement on Suggested Strategies of Enhancing Effective School Participation in MDD Festivals (n= 10)

Strategies for effective school MDD participation		Responses		Percent of Cases
		N	Percent	N
strategies(a)	Educating/sensitizing schools on co-curricular and sports values.	25	11.1%	96 %
	Recruit more trained professional teachers	26	11.5%	100%
	Provide quality teacher training programs	26	11.5%	100%
	MOES should increase on school funds(allocate a bigger budget for schools	26	11.5%	100%
	Ensuring proper school financial management	21	9.3%	81%
	Giving scholarships to excelling and needy students	20	8.8%	77%
	Having/forming school clubs like MDD, debate.	26	11.5%	100%
	Allocating more time for MDD	19	8.4%	73%
	Establishing district effective co-curricular committees to monitor school sports activities specifically for MDD.	22	9.7%	85%
	Purchasing more text books on MDD adequate literature on co-curricular activities like for MDD	15	6.6%	58%
Total		226	100	869

Source; primary data

The responses from 96% of the head teachers showed that they collectively concurred with sensitizing/educating schools on co-curricular values specifically for music, dance and drama and would help many schools to focus and revive their levels of participation. This gives the implication that Ministry of Education, Science, Technology and Sports should draw and implement sensitizing programs for school MDD participation. This contributes to 11% of the general suggested strategies by the head teachers meaning by sensitizing /educating schools

on co-curricular activities, then school participation in MDD is more likely to improve by about 11%.

The study results from 100% of the respondents indicated that there was great need to recruit more music teachers as schools were handicapped with inadequate technical personnel to train music, dance and drama. This means that it's highly relevant for schools to be empowered with technical staff (teachers) who can handle music, dance and drama. However this is more likely to improve school participation in MDD by about 12%.

As far as the issue of scholarships was concerned, 81% the respondents agreed that schools should give scholarships to excelling talents, which implies that scholarships to outperforming students can encourage and motivate them to keep in school MDD activities.

The results from 77% of the respondents agreed that having school music choirs and clubs, was highly relevant in encouraging effective school participation in MDD festivals, which implies that schools must form clubs and school choirs that will promote music learning.

It was as well discovered from all respondents (100%) that purchasing more text books for music, dance and drama would avail adequate literature about the subject, which means both teachers and students, would easily consult for content and references.

Further findings from 100% of the respondents established relevancy/need for more school supervision and monitoring of music dance and drama programs as opposed to 5%. This means that there is need to increase on supervision of secondary schools mostly in MDD festivals.

The results from 100% respondents suggested that there should be good school financial management strategies for school managers, which means that schools will be empowered with better financial management styles which should enable head teachers to allocate funds to all school programs and specifically music, dance and drama.

All respondents collectively agreed that it was highly relevant for NCDC to review the secondary MDD curriculum to emphasize day today world music which emphasizes people's needs than the classical aspect taught in schools. This implies that NCDC should consider revisiting and making a relevant curriculum.

Similar discoveries from 100% of the respondents established that the grading of schools by UNEB should not only be based on academic performances but also on participation in co-curricular activities such as MDD.

In conclusion, the responses from respondents collectively concurred that schools should refocus and put an extra effort on promoting students talents in music, dance and drama to see that a Ugandan child benefits. This will provide students with better employment opportunities than just studying class room work as if education only means academics! Both academics and co-curricular should be promoted at the same time. Teachers' Responses on Effective Strategies are indicated in Table Below.

Table 14: Teachers' Level of Agreement on Ways That Can Enhance Effective School Participation in MDD Festivals (n= 26)

Most Effective Strategies for School Participation in MDD	Highly relevant	Relevant	Irrelevant	Completely irrelevant
Educating/sensitizing schools on co-curricular and sports values.	96.15	3.85	0	0
Recruit more trained professional teachers	100.00	0.00	0	0
Provide quality teacher training programmes	100.00	0.00	0	0
MOES should increase on school funds(allocate a bigger budget for schools)	100.00	0.00	0	0
Ensuring proper school financial management	80.77	19.23	0	0
Giving scholarships to excelling and needy students	76.92	23.08	0	0
Having/forming school clubs like MDD and debate.	100.00	0.00	0	0
Allocating more time for MDD	73.08	26.92	0	0
Establishing district effective co-curricular committees to monitor school sports activities specifically for MDD.	84.62	15.38	0	0
Purchasing more text books on MDD adequate literature on co-curricular activities like for MDD	57.69	42.31	0	0

Source: Primary data

In table above, the findings from 100% respondents unanimously agreed that educating schools on co-curricular values specifically in music, dance and drama is a better strategy for enhancing participation in MDD festivals, meaning that Ministry of Education should organize and sensitize schools on the core values of school participation in music dance and drama. This will create more awareness.

All respondents (100%) indicated that recruiting more trained Teachers and empowering them with quality Teacher training programmes would improve on the quality of music dance and drama in secondary schools, which implies that schools will be empowered with more teaching staff specifically for MDD who will handle the technical aspect.

The study showed that 100% of the respondents strongly agreed that MOESTS should increase on school funds, which implies that the Ministry of Education should allocate more adequate funds (budget) to education programs and to music dance and drama specifically.

Further discoveries from all (100%) respondents agreed that there should be proper school financial management by school authorities. This means that financial management should be taught to school stake holders.

The study findings from 100% established that awarding scholarships to excelling and needy Students, forming and maintaining school clubs for MDD is a better strategy for better school participation. This means that schools should give out music scholarships to outperforming talents.

Further results from 100% of the respondents agreed that allocating more time for MDD would be a better measure for improving on quality of trainings/ performances in music items. This implied that music festivals should be allocated more time on the official time table.

All respondents (100) further agreed that establishing effective co-curricular committees to monitor school sports activities, such as music, dance and drama, would involve a big number of secondary schools in MDD festivals, which means that forming and facilitating MDD committees would help supervise and find out whether schools are performing basing on annual music themes or not.

The study discovered from 100% of the respondents that having adequate literature like text books for MDD would help add more knowledge to MDD festivals, for both teachers and learners. This means that there will be learning references for consultation.

Results from 100% of the respondents also agreed that ministry of Education would increase on the vote for sports to cater for increased school supervision and monitoring. This would make head teachers focus more on co-curricular activities.

Conclusively, one can say that Ministry of Education has a lot to play in reviving school participation in MDD activities in terms of facilitation and supervision. Students' Responses on Effective Measures

Table 15: Students suggested strategies on enhancing effective school participation in music festivals. (n= 78)

Strategies for effective school participation in MDD festivals	N	Mean	Std. Deviation	Variance
Providing adequate music equipments/ facilitation (instruments, costumes and props).	78	1.05	.22	.049
Schools should create an enabling environment for MDD activities.	78	1.14	.35	.123
Ensuring that schools allocate more time for Music Dance and Drama	78	1.15	.36	.132
Giving bursaries to excelling and needy students	78	1.23	.42	.180
Routine Training of teachers and students in basic MDD planning and management	78	1.36	.51	.259
School managers should build a culture of team work, honest and ethical MDD implementation.	78	1.50	.57	.331
Valid N (list wise)	78			

The findings in table above, show that the mean value and variance for Providing adequate music equipments/ facilitation (instruments, costumes and props) are 1.05 and 0.049 respectively, this reveals that students unanimously suggested that Providing adequate music equipments/ facilitation (instruments, costumes and props) would help revive the situation of ineffective participation in co-curricular such as music, dance and drama, which means that schools should provide more music equipments for students learning/ participation in MDD festivals.

The mean value 1.23 and variance 0.180 further showed that the respondents concurred with providing scholarships, bursaries to excelling, talented and needy students was as well important.

This means that schools should give scholarships to excelling and needy students to continue develop their talents.

Results also show a high level of agreement by students on strategic measures that can enhance effective school participation in Music, dance and drama. They collectively concurred that educating/sensitizing schools about the value of co-curricular activities such as MDD is important and relevant. This means that schools should sensitize students on the values of music, dance and drama.

The results from 100% of the respondents showed that recruiting more Music professional Teachers/ experts was very relevant. This implies that more music teachers will help to better guide learners in trainings which will improve on performances.

The findings from 91% of the respondents indicated that the Government should increase on school funds which will enable schools to facilitate music activities, which implies that MDD amongst other departments if allocated more funds can revive in schools.

Students further suggested that creating an enabling environment for MDD activities, allocating more time for Music Dance and Drama, Routine Training of teachers and students in basic MDD planning and management and building a culture of team work, honest and ethical MDD implementation were also relevant in enhancing effective school participation in MDD.

In a nut shell, the questionnaire findings for Head teachers, Teachers and Students did not differ. They all agreed that sensitizing schools on co-curricular values, allocation of more budget (funds) to co-curricular activities like MDD, increased co-curricular supervision and monitoring, teacher training programs, allocation of enough time for MDD on the official

school time table and Provision of music equipments and head teachers better management styles would stimulate school participation in co-curricular activities.

Interview Findings for Research Question Three

In the interviews conducted with the Head teachers, District Education Officer and Inspector of schools. They were asked to give their opinions on what strategic measures secondary schools can use to enhance effective participation in co-curricular activities, such as MDD. Their responses were grouped and assigned frequencies as in table 16.

Table 16: Head teachers, District Education officer and Inspectors' views on Most Strategic Measures that Schools can use to Enhance School Participation in Co-curricular Activities such as Music Dance and Drama (n=18)

$measures Frequencies

Strategic measures for improving MDD participation		Responses		Percent of Cases
		N	Percent	N
measures(a)	Sensitizing/educating schools on the values of co-curricular activities like MDD	18	17%	100%
	Government should increase on school funds.	17	16%	94%
	Recruiting more professional MDD teachers/experts	18	17%	100%
	Allocation of more time to co-curricular such as MDD	16	15%	89%
	Increased school inspection, supervision and monitoring	18	17%	100%
	UNEB should as well grade school performance in co-curricular annually at UCE and UACE and must be compulsory and examinable at Uganda certificate of Education and Uganda Advanced certificate of Education stage	17	16%	94%
Total		104	100.%	578%

a. Dichotomy group tabulated at value 1.

In table 15, majority of the respondents (100%) reported that educating /sensitizing schools on the values of co-curricular activities, such as music, dance and drama. This would help to improve on their standard /level of effective school participation in co-curricular activities, as

well as being an eye opener to stakeholders who didn't see sense in co-curricular activities. This implies that even those education players with negative attitudes towards the exercise would change after understanding the values of MDD towards nation building.

Results from table 15 above shows that 94% of the respondents mentioned that Ministry of Education and Sports should increase on the finances/funds given to schools which would help school managers to allocate a stable budget to run and finance all school programs. It was also added that government should as well extend /give financial support to even private schools. This would help schools to buy music dance and drama equipment used in music festivals.

Another view was put forward by 100% of the respondents that government through Ministry of Education and Sports should recruit more music professional teachers/ experts to handle the subject well. Also, 95% of the respondents said that there should be quality teacher training programs where teachers should be taken for refresher courses, have seminars and workshops on co-curricular activities specifically music, dance and drama. Per Interview results, 100% of respondents suggested the need for increased school inspection, supervision and monitoring school programmes. This would help schools to become more focused and serious in executing their duties.

Findings from 89% of the respondents reported that schools needed to allocate more time for co-curricular activities especially music, dance and drama, and also penalize the head teachers who did not support MDD festivals, which implies that students would get enough time to train, and learn a lot with/ from their teachers. This would improve on the quality of Music, Dance and Drama items performed like folk songs, creative dances, poems, drama, western pieces and other creative arts.

One interviewee said that the grading of secondary schools by UNEB should include the aspect of participation in co-curricular activities particularly Music Dance and Drama.

Table 17: Summary of responses on the most agreed effective strategies on improving schools participation in music, dance and drama festivals. (From both questionnaires and interview guide)

Item	HM/DEO %	TRS %	Students %
MOES should increase on school funding to cater for music facilitation.	100	100	100
Allocation of adequate time for MDD on school time table	97	100	100
There must be compulsory active school choir, MDD clubs.	100	100	100
Increased strict school supervision and monitoring.	90	89	96
More recruitment of professional music teachers	100	100	90
MDD awareness programmes in form of workshops	100	100	84

All in all, for schools to effectively participate in MDD activities the following measures were considered as most effective and efficient; the researcher considered those which were above 80% by respondents as shown below. MOESTS should increase on school funding to cater for MDD, schools should allocate adequate time for MDD on official time table, there must be compulsory active school choirs/ MDD clubs, recruitment of professional music teachers and strict school supervision and monitoring, music dance and drama awareness programs for schools and communities and compulsory for every secondary school.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the findings of the study were discussed after which the conclusions and recommendations were drawn. For clarity, the chapter is arranged according to the three research objectives that the study sought to find out. The discussion is related to the theoretical frame work and the literature review and then conclusions, recommendations are drawn.

5.1 Discussion

5.1.1 Constraints of Secondary School Participation in National Music Festivals in Kamuli District

Objective one of the study sought to find out constraints of secondary school participation in National music festivals particularly in Kamuli district.

The study finding from respondents was established through two research instruments namely questionnaires and interview guides. Through these instruments the study revealed that many schools had been constrained by inadequate funds allocated to schools. This made head teachers to underfund co-curricular activities specifically music, dance and drama, none of the head teachers did allocate more than 30% of the school budget for music, dance and drama. This was for both private and government schools. The findings from the interview responses indicated that 100% respondents attributed this to inadequate funds and untimely delays in realizing school funds, which had greatly constrained school participation in co-curricular activities. Many rural Universal Secondary Education schools entirely depended on government funding and hardly got any support from anywhere. This finding is in agreement with Hannon (2009) who cites inadequate school funding and poor planning as one of the challenges of USE in Fort Portal schools. I therefore find this position acceptable that schools

had inadequate funds to fully facilitate Music festivals in terms of buying instruments, costumes amongst others.

The findings from respondents through all the instruments used in this study for objective one, established that inadequate music facilitation had constrained schools from effective MDD participation. There was great evidence from schools that they hardly had procured costumes, props and instruments yet music is a practical exercise. This result is in line with literature review by Tiberondwa (2004) and kasule (1999) that lack of teaching and learning materials, music equipments and lack of Music Teachers were big challenges to music, dance and drama in east Africa. I therefore, agree from my experience that learning materials such as, music equipments are still a big blow towards school participation in Music, Dance and Drama activities at secondary schools in Kamuli district.

The study results further found out from 88% of the respondents that little time had been generally allocated to participating in MDD activities and some schools didn't at all allocate time for this exercise. This was in agreement with James (2005), who established that little time had been given for music activities in Kissi southern district schools in Kenya. I found this acceptable because Music has a lot of aspects for example, folk songs, dances western pieces, drama and a lot more, all this needs adequate time for quality training towards promotion and development of our young talents, without which it becomes complicated for schools to fully participate.

As far as objective one was concerned, the study continued to show that there was inadequate human resource in terms of music teachers to handle the technical aspect of Music, Dance and Drama in sampled schools. Similarly, Nyamusana (2010) and Akuno (2004) had disclosed lack of adequate competent and professional music teachers for music in rural places of which Kamuli is part.

I find this position acceptable because even national music festival committee (2007) had established lack of skilled trained power and also because out of the schools sampled 44% had music teachers.

The surprise revealed by the study was that teacher absenteeism was on the increase in schools. This was attributed to small delayed salaries for teachers. Some respondents reported that there was teacher absenteeism, and sometimes lessons went unattended too, in times for music festivals, students were not as well attended too, because some teachers had diverted their attention to creating retail businesses to lift their financial status and because some teachers were not on pay roll. A study by Vision group (2013) on poor grades in schools was linked to teacher absenteeism. The researcher therefore agrees with the above because it becomes hard for students to score high when teachers are not attending to them.

The study discovered that a bigger number of School Managers had negative attitudes towards music, dance and drama activities. They didn't allocate it on the official time table nor did they allocate any budget towards its cause; they said MDD was expensive yet they had inadequate funds. This situation made some students think MDD activities were a waste of time because some teachers went ahead to use time meant for co-curricular activities for academic work in the classroom. What surprised me was, even to the few schools that had registered for MDD festivals, if it happened to be time for music dance and drama, biology or history teacher would use the time for biology and administration was very silent. This has continued to constrain music dance and drama festivals in secondary schools.

Further discoveries showed that the nature of our school curriculum is a big blow towards school participation in MDD festivals. It is too theoretical and is producing teachers and suddenly students who are not practical in nature. This is in line with Gorreti (2003) on

curriculum change. The researcher accepts this position because a theoretical curriculum has continued to produce learners without practical skills of which Kamuli schools are party too. There was evidence of qualified music teachers who could not site sing nor notate music notes, or play instrumental composition, or conduct a choir. How could you then expect students to participate and win trophies with these kinds of teachers?

The study findings revealed that the level of staffing in schools was still low as indicated by the very high teacher to learner ratios. Eighty six percent of the Head teachers, addimited that teachers in their schools taught classes of more than 90 students most especially in universal secondary education schools than in private. This has always challenged teachers in giving support towards co-curricular activities, such as music, dance and drama. This finding is in line with Kasozi (2012), on challenges of education in Uganda. The introduction of universal education in 2007, increased high numbers of students yet teachers were few. This made teacher ratio less to student ratio.

Some constraints have been linked to lack of team work with in teachers and suddenly the students when it comes to time for sports some teachers don't get bothered. This leaves students also looking at it as a waste of time hence its ineffectiveness in implementation.

More still, the study results revealed that some schools brought outsiders in music dance and drama competitions because of wanting to perform well and win. This made students lose interest in training because even when they do train, they were not given chance to show up in final competitions, and yet the hired performers were intruders and schools had not done anything to stop this bad habit.

As far as objective one was concerned, the findings disclosed that schools had inadequate literature in form of text books where students and teachers could have learnt more about co-curricular activities especially music, dance and drama. Ninety percent of the respondents

indicated that they had hardly seen or read a text book about music, dance and drama and to make it worse many schools don't even have libraries. This was in line with interview results that indicated lack of adequate text books about MDD at schools. Its only 10% of the schools sampled that had library. This constraint is in line with James (2009) who cites inadequate literature and information sources on music education in Buganda and Uganda as whole and for the interior of east Africa. I find this constraint acceptable because a bigger percentage of schools sampled did not have textbooks for music dance and drama.

5.1.2 Roles Played by Stakeholders in the Implementation of Co-curricular activities specifically Music Dance and Drama in Secondary Schools in Kamuli District

Objective two of the study sought to find out whether stake holders played their roles diligently towards school participation in Music, Dance and Drama. This question was raised because being aware and knowing how to perform your roles and responsibilities does not amount to participation or executing them. Active participation is usually a key to effectiveness in discharging responsibilities yet several issues were not known about this stake holder's involvement in co-curricular activities, such as music, dance and drama participation in secondary schools of Kamuli district.

The findings of the study established that Teachers played the role of equipping learners with a holistic curriculum, preparing content, teaching aids and student evaluation. This was in line with Zeiger (2005) in the study. He observed that besides undertaking management roles, teachers played significant roles supervising and monitoring MDD activities, recommended teachers to implement the curriculum in their own classrooms, sticking to the plan that had taken so much time, careful planning and effort to create. When a teacher fails to properly implement a relevant curriculum, she risks not covering standards or failing to implement effective practices in the classroom. In fact, a strong curriculum is designed to allow a

teacher to be flexible and to insert a few personalized components or choose from among a selection of activities. I therefore find this acceptable because to a less extent teachers tried to play their part of training students to achieve their dreams. But their efforts were demoralized by their supervisors who didn't effectively facilitate the exercise.

The findings from the study went ahead to establish that schools had schemes and lesson planned school activities, guided learners in co-curricular activities such as music dance and drama. Though 25% other stakeholders' level of participation in co-curricular practices was inadequate in key practices that ensured efficient and effective school participation in music, dance and drama, a big number of stakeholders did not understand their roles but ignored some of their roles. This finding was in agreement with Park (1998), Green and Lyons (2002) on domains of teacher empowerment. The surprise was that some teachers did not lesson plan their activities. They would begin training students from any activity.

It was further discovered that stake holders mainly teachers and students attended MDD training for a short time following the school time table, as though they observed school rules and regulations plus attending revisions at schools and participated in music dance and drama competitions. Some teachers lacked knowledge on some items; they could just train without looking at guidelines like expressions, shape and continuity of vocal lines, diction amongst others.

Interview results indicated 100% respondents being involved in educating members on co-curricular activities. Sensitizing of staff and students on school programmes and encouraging team work and Making sure that school targets are achieved. They do play a role of allocating lessons, class teachers and heads of departments, in consultation with higher authority.

They got involved in Effective human resource planning,coordinating, directing, staffing and general management. They appraised teaching and non teaching staff and Helped to establish

any areas where some training or development was necessary. Their powers were less because the overall recruitment of staff in secondary schools is through Education service commission at centralisation policy and Education act 2008.

Further findings established that schools tried their best in creating an enabling good sporting environment for MDD festivals. They oversaw the conduct of Music, Dance and Drama competitions at school, zonal, county, district and national level. They as well oversaw examinations at schools, Supervised and monitored education activities and human resource planning in terms of hiring music experts and adjudicators for competitions. This is in conformity with Education act 2008 on roles of different education players.

The study established that Stakeholders did try to monitor curriculum implementation supervision in some schools; however, there is need by Head teachers to monitor all school activities. This is because according to Gakure etal (2003),if schools included people who could monitor and evaluate what went on in schools, it would be possible to promote both academic and co curricular activities easily. However, they indicated that some of the stakeholders had no knowledge or skills to enable them understand the dynamics of curriculum implementation, let alone school management towards effective co-curricular participation.

Head teachers and district official's results indicated that they ensured effective and efficient maintenance of school records, material resources, facilitated co-curricular with equipment and information and any other duties that could be allocated by the ministry or higher authority, recognition of outstanding performances and contributions to the team.

This finding is similar to that of the previous study of McInerney (2012) who noted that often times 'poorly performing' schools do not lack willingness but many stake holders lack crucial skills needed to challenge Head teachers who know their schools in and out. Such skills as

analysing reports and asking Head teachers challenging questions were often lacked by high authorities who trained in the field of music dance and drama and this confirmed there was inadequate expertise required for effective and efficient participation.

5.1.3 Measures that can be Taken for Most Effective and Efficient School Participation in Co-curricular Activities Specifically in MDD

The question of most strategic measures Ministry of Education can adopt to ensure secondary schools efficiently and effectively take part in co-curricular activities was to gather the respondents' suggestions on ways to improve on school participation in co-curricular activities such as music dance and drama so as to promote and develop young talents in the country. This was important in giving exhaustive strategies on top of the researchers' recommendations drawn from study findings and the literature reviewed.

The study found out that there is need to have Teacher training programs in co-curricular activities, their planning and management. This should also involve educating members on curricular value awareness, rights and responsibilities. All these are relevant in creating awareness and empowering Teachers on how, when, why, and what in enhancing their participation in music dance and drama activities. In support of this, Akuna (2004) on policy development and advocacy in east Africa reveals that there is need to improve on the quality of teacher empowerment through training, increase their salary and supervision for effective participation in co-curricular activities. This would uplift the standard of education in East Africa.

The provision of adequate physical resources including facilities equipment and maintenance could help in influencing attitudes and facilitating school programs. This was in line with Spillane, and Pareja (2007), who further recommended for effective and efficient school facilitation so as to bring about better school participation in co curricular activities.

Among the strategies of enhancing effective participation in co-curricular activities, such as music, dance and drama was by empowering School managers with school co-curricular management skills as revealed in the study that building a culture of honest and ethical school dealings. This will improve on school involvement in co-curricular activities. This is in conformity with Kigozi (2010), in his study about challenges of UPE and USE in Central Buganda. He revealed that effective supervision of instruction could improve the quality of teaching and learning in the classroom.

The study findings further revealed the need for the government through Ministry of Education to increase on the general budget allocated for schools on sports. This will help Head teachers allocate more money to all programs including co-curricular activities. This is in line with recommendations by Vision report (2012), Ekadu (2013) and James (2004).They suggest that Government should recruit teachers who are already serving and put them on government pay roll this will save head teachers from diverting the Miguel resources to other programs. This would involve appointing co-curricular department committee or appointing an independent person to do regular checks of the school participation in music dance and drama. Armstrong (2011) points out the need for a competent and efficient human resource management towards organizational progress as regards attaining the objectives.

These findings were similar to those of the previous studies of Mandikela (2006) that schools and parents should be made aware of the importance of getting involved in the school MDD management physically, morally and financially in order to ensure that their children receive the best possible education available. Osiri, Ondigi and Simatwa (2012) in their findings recommended that MOESTS should monitor and approve all expenditure and ensure that all school activities are implemented.

5.2 Conclusions

The study was conducted to find out about secondary School Co-curricular Policy and School Participation in National Music Festivals in Kamuli district. From the findings and the discussions above, the study concludes that;

Inadequate funds, lack of professional music teachers who couldn't rhyme with big student enrollment numbers in schools and less interest by some head teachers constrained MDD festivals in schools. Due to inadequate time allocated for practice nor did they adequately facilitate its activities in terms of providing music equipments, text books, workshops or seminars.

Majority of the stakeholders knew their roles and tried their best, but their efforts were let down mostly because of inadequate MDD facilitation, which could not allow quality choir trainings for competitive performances.

All respondents suggested for increased school funding to specifically cater for Music, Dance and Drama Festivals and recruitment of well trained professional music teachers, providing adequate music facilitation, encouraging inter house/ School competitions and making music Dance and Drama compulsory in all Schools would improve the situation.

5.3 Recommendations Made from Study

The study recommends that:

MOESTS through Boards of Governors increases allocation of more funds to schools, specifically to cater for Music, dance and drama activities and to ensure that every school has a qualified Music teacher.

More co-curricular and sports awareness specifically in MDD to schools and communities, should be undertaken through MOES and Non government organizations, through regular workshops or seminars. Facilitating MDD for stake holders to effectively play their roles,

Government should come out to regularly inspect and supervise school programs like music dance and drama and school records. The Curriculum for UCE and UACE should include participation in co-curricular activities, such as MDD as one of the competencies that should be on the final grading of students by UNEB or any other relevant Body to assess students' competencies in co-curricular activities more especially in MDD.

5.4 Suggested Areas of Further Research

Further research should be carried out on the role of co-curricular activities specifically music, dance and drama towards nation building, Teacher motivation and secondary school participation in co-curricular activities in Uganda, and how MDD can be used to shape discipline in schools.

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APPENDIX I

Questionnaire for Head Teachers, Teachers and Students

Dear respondent,

This questionnaire is part of the study being carried out in secondary schools in Kamul district. The study is about secondary school co-curricular policy and school participation i music festivals. It's for academic purposes only, and is confidential. Feel free when givin your opinion about the topic. Thank you for your kindness.

Instructions: Please tick against your most appropriate answer and fill in the spaces provided in each section.

SECTION A: Background Information

1. Gender: (a) Male ☐ (a) Female ☐

2. What is your level of education?

Primary ☐ 'O' level ☐ 'A' level☐ University ☐ other tertiary institution ☐

4. Title: Teacher ☐

Student ☐

5. How long have you taken serving/ studying from this school? .....

6. Can you please comment whether your school is participating in co-curricular activities such as music dance and drama festivals.SA = strongly agree, A = agree D =disagree, SD=strongly disagree.

.....

HEAD TEACHERS' QUESTIONAIRE		Response			
B	**Constraints of School Participation in Music Dance and Drama.**	**SA**	**A**	**D**	**SD**
1	Co-curricular activities such as MDD are implemented in this school.				
2	Our school has a stable financial resource base and adequately funds all school programs				
3	My School adequately funds MDD activities				
4	Students have interest music festivals				
5	We always participate in Music Dance and Drama festivals at school.				
6	The school has adequate literature i.e. text books that enhance school participation in co-curricular activities such as MDD.				
7	Teachers attend internal and external MDD seminars and workshops.				
8	School provides adequate MDD instruments costumes and props.				
9	Our school has a Music teacher				
10	The Head teacher inspires Teachers to participate in all school activities.				
11	Co-curricular activities are allocated adequate time on the school time table				
	Section C: Roles of Stakeholders towards school participation in MDD Festivals				
12	I allocate time for MDD on official time table.				
13	I supervise and monitor school MDD performances.				
14	I budget for school participation in MDD				
14	I provide scholastic MDD equipments for school festivals.				
15	I motivate teachers and learners in MDD activities.				
16	I hire trainers to train students in MDD				

17	I organize and conduct MDD meetings.				
18	The Head teacher allocates a special budget for music dance and drama department.				
19	The school recognizes students who excel in co-curricular activities such as MDD				

Section D: Most Effective Strategies for School Participation in MDD				
Educating/sensitizing schools on co-curricular and sports values.				
Recruit more trained professional Music Teachers				
Provide quality teacher training programmes				
MOES should increase on school funds(allocate a bigger budget for schools)				
Ensuring proper school financial management				
Giving scholarships to excelling and needy students				
Having/forming school clubs like MDD, debate.				
Allocating more time for MDD				
Establishing district effective co-curricular committees to monitor school sports activities specifically for MDD.				
Purchasing more literature e.g. text books on MDD.				

Teachers' Questionnaire

NO.	**Section B: Constraints of School Participation in MDD**	**SA**	**A**	**D**	**SD**
	My school has a stable financial resource base to adequately fund all school programs				
	My school adequately funds music dance and drama activities				
	My School has adequate text books (adequate literature) for MDD				

	Our School allocates adequate time For MDD activities.				
	Teachers attend co-curricular trainings, workshops and seminars				
	Teachers have interest in co-curricular activities, such as MDD				
	School provides adequate music equipments e.g. instruments, Costumes and props.				
	District education officials always Supervise our MDD festivals				
	My school has a music choir				
	Our Head teacher motivates Staff to participate in MDD activities				
	My School has a music teacher				
	School hires MDD trainers (experts)				

Section C: Teachers Roles	**SA**	**A**	**D**	**SD**
I scheme and lesson plan activities before training MDD				
I guide learners as they train in music dance and drama				
I recognise excelling students in MDD				
I attend MDD workshops and seminars				
I motivate learners in co-curricular activities especially MDD				
I build and encourage good morals in learners				
I provide music equipments, costumes and props to learners				
I perform my school duties diligently during co-curricular activities especially for MDD				
I attend MDD meetings.				

Section D:Most Effective Strategies for School Participation in MDD	**SA**	**A**	**D**	**SD**
Educating/sensitizing schools on co-curricular and sports values.				
Recruit more trained professional teachers				
Provide quality teacher training programmes				
MOES should increase on school funds(allocate a bigger budget for schools)				
Ensuring proper school financial management				
Giving scholarships to excelling and needy students				
Having/forming school clubs like MDD, debate.				
Allocating more time for MDD				
Establishing district effective co-curricular committees to monitor school sports activities specifically for MDD.				
Purchasing more text books on MDD adequate literature on co-curricular activities like for MDD				

Students Questionnaire

Constraints of Secondary School Contribution in MDD Festivals	SA	A	D	SD
Our school gives special attention to participation in MDD activities.				
Our school has adequate literature (text books) for MDD				
Our school allocates us enough time for MDD				
I have interest in music, dance and drama				
Our school has MDD choir				
Our Head teacher motivates students and teachers to participate in MDD				
We attend MDD workshops, seminars and trainings				
My School provides adequate MDD equipments e.g. instruments, costumes and props.				
We have a music teacher				
We get music experts to train us in MDD				
District Education Officials always attend our MDD festivals.				

Roles played by students while participating in MDD activities	SA	A	D	SD
Students work rehearse, together in music dance and drama training				
Students maintain school rules and regulations				
Students communicate their challenges to teachers during MDD participation.				
Students take good care of MDD equipment with each other				
Students manage well their time during MDD activities.				
We go to the music theatre for MDD Trainings				
Students attend MDD training lessons				

Strategies for effective school participation in MDD festivals	SA	A	D	SD
Providing adequate music equipments/ facilitation (instruments, costumes and props). Schools should create an enabling environment for MDD activities. Ensuring that schools allocate more time for Music Dance and Drama Giving bursaries to excelling and needy students Routine Training of teachers and students in basic MDD planning and management Head teachers should allocate more time for co-curricular activities particularly MDD School managers should build a culture of team work, honest and ethical MDD implementation.				

Thank you

APPENDIX II

Interview guide for the Head teachers, District Education Officer and Inspector of Schools

Dear respondent,

I am a student of Master of Education in Policy Planning and Management of Kyambogo University. I am carrying out a study on secondary school co-curricular and sports policy and participation of schools in music festivals In Kamuli District. You are kindly requested to answer the following questions as honestly as possible. The information you provide will be treated with confidentiality and used only for purposes of this study.

1. In your opinion, what do you consider as the major objectives of the co-curricular activities in your school?
2. In your capacity, what do you do to ensure that co-curricular activities such as music, dance and drama are effectively implemented in schools?
3. What challenges do you face in trying to ensure effective school participation in co-curricular activities such as music dance and drama?
4. What measures do you suggest for effective implementation of the co-curricular activities such as music dance and drama in secondary schools?

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Department of Educational Planning Management

Date: 28th May 2015

TO WHOM IT MAY CONCERN

This is to certify that **TEBIGWAYO Bulasio, Reg. No. 12/U/123/GMED/PE,** is a student in our department pursuing a Master's Degree of Education in Policy, Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic titled:

Secondary School Co-curricular and Sports Policy, and School Participation in National Music Festivals in Uganda, A Case of Kamuli District.

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you

Yours faithfully,

Kyambogo University
FACULTY OF EDUCATION
28 MAY 2015

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT
EDUCATIONAL PLANNING & MGT