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Title: Predictors shaping music selection at A' Level in Ugandan Secondary Schools: A Case of Selected Schools in Central Region in Uganda

Date: Thursday 28th November 2024

Time: 9.00AM

Venue: School of Education Board Room

Abstract:

There is a significant disparity between the number of students who take music at O'level and those who continue with it at A 'level as shown by UNEB music performance records across Uganda from 2014 to 2023. The purpose of this study was to examine the various predictors shaping music subject selection at A 'Level in Ugandan secondary schools, with a focus on selected schools in the Central Region. A mixed-methods approach was employed to collect data from students, teachers, and school administrators through surveys, interviews, focus group discussions (FGDs) and documentary analysis. Quantitative data was analysed using frequencies, percentages, means, and standard deviations at the descriptive level. Hypotheses were tested using Pearson Correlation Coefficient and logistic Linear Regression analysis, while qualitative data was thematically analysed. Structural findings revealed that parental influence was the most significant factor discouraging students from selecting music, followed by the influence of non-music subject teachers and peer influence, all of which negatively affected the likelihood of students choosing music as an A' level subject. Gender, however, exhibited no statistically significant effect, indicating uniform tendencies among male and female students toward music subject selection. On the educational front, science-focused educational policy was found to negatively influence music selection, making students less likely to choose music in science-prioritized environment. However, the inadequate music instructional resources negatively influenced students' music subject selection decisions. In relation to personal predictors, career development considerations was identified as a significant factor that discouraged students from selecting music as a subject, reducing the likelihood of choosing it. Conversely, neither personal interest in music nor academic performance ability emerged as statistically significant predictors. The study recommends that school administrators actively involve parents in career guidance programs to foster support for music education. Policymakers should address the negative impact of science-focused policies by promoting balanced curricula that value arts and music.

