

Perceptions and Reflections of Music Teacher Education in Kenya

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Abstract

This article builds on enquiry aimed to discover Kenyan music teachers' perceptions and expectations of their role; their view of the training they received; head teachers' perceptions and expectations of the role of the music teacher; and the expectations of both music teachers and head teachers of a music teacher education programme in Kenya. The findings have steered a discussion towards suggestions for an improved framework to guide teacher education for music at all levels of education in Kenya. Through questionnaires, a sample of 16 music teachers and 11 head teachers recorded their opinion that teachers were not adequately prepared to implement the music programmes; that the role of the music teacher covered in and out of class activities; and that this expectation could only be accomplished with proper academic and professional training. Guided by principles of indigenous African education and learning conceptual orientations, the discussions led to recommendations that call for better grounding of music teachers in the processes of music and ability to facilitate music learning.

Keywords: Indigenous African education, music education, perception, role, teacher education, training. Music

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