



EXPLORING THE REPERTOIRE SELECTION PROCESSES OF BASIC SCHOOL MARCHING BAND INSTRUCTORS IN GHANA

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ABSTRACT

This study explores the repertoire selection processes of basic school marching band instructors in Ghana. Using a qualitative approach, data was collected through in-depth interviews with ten instructors from various schools across the country. The findings reveal that the selection process involves several factors, including the occasion, audience, and cultural relevance. Additionally, the instructors consider the skill level of their students, the availability of resources, and the need for variety in their selection. Furthermore, it was found that instructors face challenges in selecting appropriate repertoire due to limited resources, lack of training, and the need to balance cultural and educational objectives. The study recommends the need for training and resource support for instructors to enhance their repertoire selection processes and ensure a well-rounded music education for students.

KEYWORDS: Repertoire selection, marching band, music education, basic school, Ghana.

INTRODUCTION

Music plays an important role in the cultural and social life of Ghana, and marching bands are a common feature in the country's schools. The selection of appropriate repertoire is an essential aspect of the marching band performance, as it can enhance the educational, social, and cultural experiences of the students. However, little is known about the repertoire selection processes of marching band instructors in Ghana. This study aimed to explore the repertoire selection processes of basic school marching band instructors in Ghana and to identify factors that influence their selection decisions. Music education is an integral part of basic school education in Ghana, and marching band programs have become increasingly popular in recent years. As a result, the selection of repertoire for these programs has become an important aspect of music education. However, little research has been done on the processes that basic school marching band instructors in Ghana use to select repertoire for their programs. This study aims to explore these processes and the factors that influence them. Understanding the repertoire selection processes of these instructors can inform music education policy and practice in Ghana, and contribute to a better understanding of music education globally. This study used a qualitative approach to collect data through in-depth interviews with ten basic school marching band instructors from various schools across the country. The findings of this study provide insights into the factors that influence repertoire selection and the challenges instructors face in selecting appropriate repertoire. These findings can inform the development of training and resource support for instructors to enhance their repertoire selection processes and ensure a well-rounded music education for students.

METHODS

The study employed a qualitative research design, and data were collected through semi-structured interviews with ten basic school marching band instructors in Ghana. The instructors were selected using purposive sampling based on their experience and availability to participate in the study. The interviews were conducted in English and were audio-recorded and transcribed verbatim.

Data analysis was conducted using thematic analysis. The transcripts were read multiple times to identify key themes and sub-themes related to the repertoire selection processes of the marching band instructors. The identified themes were categorized and analyzed to draw conclusions and make recommendations for improving the repertoire selection process in basic school marching bands in Ghana.

This study used a qualitative research approach to explore the repertoire selection processes of basic school marching band instructors in Ghana. The participants were ten instructors from various basic schools across the country who were purposively selected based on their experience and expertise in directing and selecting repertoire for marching band programs. In-depth, semi-structured interviews were conducted with the participants to obtain rich data about their repertoire selection processes. The interviews were audio-recorded and transcribed verbatim.

Thematic analysis was used to analyze the data collected from the interviews. The analysis process involved identifying key themes and patterns in the data, coding and categorizing the data, and interpreting the data in relation to the research questions. The themes and patterns that emerged from the data were then used to develop a comprehensive understanding of the repertoire selection processes of basic school marching band instructors in Ghana.

Ethical considerations were taken into account throughout the research process. Informed consent was obtained from all participants before the interviews, and they were assured of their confidentiality and anonymity. The study was also approved by the relevant ethics committee.

RESULTS

The findings of the study revealed that the repertoire selection process of basic school marching band instructors in Ghana is influenced by several factors, including the ability and experience of the students, the availability of instruments and resources, the cultural context of the school, and the preferences of the school administration and community. Instructors also relied on their personal experiences and knowledge of music to select appropriate repertoire.

CONCLUSION

The study provides valuable insights into the repertoire selection processes of basic school marching band instructors in Ghana. The findings suggest that there is a need for improved resources and training for instructors to enhance their ability to select appropriate repertoire for their marching bands. The study also highlights the importance of considering cultural and contextual factors in the selection process to enhance the educational and cultural experiences of students in marching bands.

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