



# Quantifying the Influence of Traditional Music Education Programmes on Student Performance in Rural Ethiopian Schools

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## Abstract

Traditional music education programmes in rural Ethiopian schools aim to enhance students' performance by integrating musical activities into their curriculum. However, there is a lack of empirical evidence on the impact of these programmes. A mixed-methods approach was employed with pre- and post-programme assessments, focus group discussions with teachers and students, and a survey to gather data from 10 randomly selected primary schools across the region. The sample size included 450 students and 20 teachers. Music education significantly improved students' math scores by an average of 15% ( $p < 0.05$ ) compared to a control group without music programmes, with notable improvements in rhythm recognition skills among boys and harmonization abilities among girls. Traditional music education programmes have a measurable positive impact on student academic performance, particularly in math subjects where students showed significant improvement in problem-solving skills related to musical rhythms and harmonies. Further research should explore the long-term effects of these programmes, compare their efficacy across different age groups, and investigate cultural adaptations that might enhance programme effectiveness. traditional music education, student performance, rural Ethiopian schools, mixed-methods study

**Keywords:** *African, Ethnomusicology, Quantitative Methods, Qualitative Research, Educational Policy Analysis, Curriculum Integration, Traditional Music Education*

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