

**CHALLENGES FACED BY MUSIC LEARNERS WITH
CEREBRAL PALSY: A CASE OF JOY TOWN SECONDARY SCHOOL FOR
THE PHYSICALLY IMPAIRED, KIAMBU COUNTY, KENYA.**

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

This research thesis is dedicated, first and foremost to Almighty God for giving me sufficient grace and resources to complete this thesis. Secondly I dedicate it to my husband and friend Mr. Daniel Muriithi Mwai whose prayers, financial and moral support enabled me to soldier on and to my daughter Stacy Wambui Muriithi and son Alvin Mwai Murithi. Last but not least to my late father John Kiburu and late brother Francis Kiburu whose memories and inspiration will never leave me.

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ABBREVIATIONS AND ACRONYMS

The following abbreviations and acronyms are used in the study

Abbreviation	Full Name
ADL	Activities of Daily Living
CP	Cerebral Palsy
IEP	Individualized Education Program
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute Of Curriculum Development
KNEC	Kenya National Examination Council
MCD	Model Cornerstone Assessments
MoE	Ministry of Education Science and Technology
MT	Music Therapy
PC	Physical Challenges
PH	Physically Handicapped
PLWD	Persons Living With Disabilities
QUASO	Quality Education and standards officers
SNE	Special Needs Education
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States

OPERATIONAL DEFINITIONS OF TERMS

For the purpose of the present study the following terms will be used in the context ascribed below:

Cerebral palsy: A disorder of movement and posture due to a congenital malformation or an acquired lesion of the immature brain.

Children with special educational needs: This refers to children who have learning challenges that make it harder for them to learn than most children of the same age do.

Disability: This is lack or restriction of ability to perform an activity in the manner within the range considered normal within the cultural context of the human being.

Music Education: A process in which a human being becomes aware of and sensitive to music develops an understanding of its function and meaning and enjoys with it in a non-discriminating way.

Music therapy: This is the controlled use of music in the treatment, rehabilitation, education and training of children and adults suffering from physical, mental or emotional disorder.

Special needs education: A practice of educating students with special needs in a way that addresses their individual differences and needs.

Special schools: These are schools set aside to offer education to children with special needs in education, based on their respective disabilities.

ABSTRACT

This study was designed to investigate the challenges facing music learners with cerebral palsy (CP) in Joy Town Secondary School for the physically impaired in Kiambu County Kenya. It had been observed that interest in learning music diminished among learners with cerebral palsy as they proceeded from form one to form two. This prompted the interest to carry out a research on the causes of these changes in interest in music for these learners. The study investigated the challenges that led to the loss of interest in music among learners with CP in Joy Town Secondary School for the physically impaired. It sought to identify challenges and ways of sustaining music interest in learners with CP in this school. Joy Town was selected as it is the only special secondary school that offers music as a subject in Kenya. It currently also accommodates learners with physical challenges including CP. The concern was to interrogate the reasons why their musical interest changed as they got to form two. The main objective was to seek for information on how these learners could be assisted to overcome the challenges they faced in pursuing music in Secondary School. To achieve this objective, the study employed a descriptive research design because it sought to get a clear picture of the situation, attitude and behavior of individual students with CP. The study was guided by the Education theory of interest (1983, 1992) and Alderfer – ERG theory of learning (1969). These are significant theories in addressing the interest in learning and motivation of learners respectively. It was also guided by Human Rights model that builds upon the spirit of universal Declaration of Human Rights which declares that all human beings are born free in right and dignity. The study considered an estimated target population of 197 students and 17 teachers. However it was noted that not all students suffered from CP, therefore a non-probabilistic sampling technique was applied to select a sample of 48 students for the study. The sample size also included 17 teachers. Data was collected through interviews and questionnaires. The data gathered was analyzed using qualitative approach and the findings presented using tables, charts and graphs where it was applicable. To compute the data the statistical package for the social sciences (SPSS) was used for data analysis. Challenges faced by CP learners included: lack of appropriate music foundation for this group of students in the primary school, complex subject content considering their physical challenges, teachers, parent/their peers, attitude towards them pursuing music, a wide syllabus and limited time in teaching and learning music. Recommendations included: re-evaluation by policy makers and curriculum developers; to restructure the music curriculum to make it compulsory and examinable from the primary school; to adapt the music syllabus in order to accommodate the needs of learners with CP; Ministry of Education science and Technology through music educators and musicians to sensitize parents, teachers and students on the importance of music in schools and especially to learners with CP. The conclusion was that the challenges faced by music learners with CP influenced their interest in music and this in turn discouraged them from pursuing the subject. However with the various strategies put in place they could be assisted.

CHAPTER ONE

INTRODUCTION

This chapter presents; background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations and limitations, assumptions and scope of the study.

1.1 Background to the Study

Music teaching in Kenya today has been influenced by various factors. These include; cultural factors, the coming of the missionaries and colonial factors (Akuno, 2005). In the early days, music as a subject was offered in selected schools that were economically advantaged with qualified staff and appropriate equipment. However, by 1985, music in Kenya was offered as an examinable subject and this gave way a number of challenges including negative attitude toward the subject, as well as inadequate staffing and resources. As revealed by Akuno (2005), music was been considered as an extracurricular activity hence it became difficult for the teachers and institutions to implement it when the current 8-4-4 syllabus was launched. Recommendations concerning music education resulted in the restructuring of a music syllabus for Kenyan schools in 1985. Prior to this, music had not been a compulsory subject. The new syllabus reflected the struggle between African and European elements, but it definitely represented a shift of emphasis in favour of traditional Kenyan music. The syllabus treated music as a performing cultural art whose main element was expression of feelings and ideas. It explored both local and international culture with three main areas. These were; Basic Skills, History and Analysis and Practicals (Aural and performance). Although this did not address music and special education, it contributed to the many challenges associated with music education in Kenya which this study addresses.

For years now, music has been taught in the secondary school as an elective subject, with very few schools presenting candidates for National Examination. Before 1985, there were just a handful of schools, notably those that were formerly European or some of the former Missionary schools, which taught music at form1V. Of these, fewer schools still taught music at high school level, IV and VI. The report goes on to say that

even in the late 1980s, schools were struggling to implement this ambitious syllabus. This reveals the origin of the challenges experienced in the teaching of music in Kenya that have spilled into the current attempts at music education. This situation is what necessitated this study, to try and understand the challenges faced by learners with cerebral palsy (CP) and find solutions to these problems.

In schools today, Kenyan teachers have adopted a theoretical pedagogy, resulting in a number of music students who are unable to behave musically, be it in the area of performing, listening or composing. This study was ultimately undertaken to articulate teaching strategies that can assist learners with CP. Elliot (1995) argues that without a prior sense of the nature and significance of music, it is impossible to justify the place of music teaching and learning in any educational scheme. Here lies the challenge of conceptualizing music education in a manner that portrays the subject as exciting and one that can be used to impart knowledge and skills to enable learner express themselves musically. Elliot (1995:134) highlighted the role of music education programs in schools and the role that teachers ought to play in empowering their learners to be musically competent. He observed that:

Music education programs ought to favour musical depth over musical breadth, if self-growth and musical enjoyment depend on learning how to meet increasingly complex musical challenges, then enabling all students to achieve self-growth and enjoyment depends on developing the depth of their musicianship by moving students from beginning levels to competent, proficient and expert levels of Musicianship. Elliot's view of teaching students by focusing on the depth rather than the breadth of their musicianship supports. (Elliot 1995:134)

Music learning among students with any type of impairment has to adopt different approaches to learning. This study whose objective is to propose teaching strategies for learners with CP will seek to identify the music challenges facing learners with CP. this is supported by the views of Abramo (2012) who pointed out that:

Students with disabilities have the capacity to participate in music experiences at a variety of different levels of engagement. Music educators need to understand the students' abilities as well as areas of deficit to develop effective strategies to support students' success. The music educator should consult with special education teachers to build a repertoire of strategies for inclusion for specific students. (Abramo, 2012)

Music educators can access additional information about students' abilities, goals and possible accommodations when familiar with the individual student through Individualized Educational Program (IEP).

Successful music educators develop creative approaches, maintain high expectations for their students, and utilize principles of Universal Design for Learning (UDL) to create effective learning opportunities for all students.

The three guiding principles of UDL are:

- (i) Provide multiple means of representation – utilizing a variety of visual, auditory, and kinesthetic formats for presenting information.
- (ii) Provide multiple means of expression – creating a variety of options for students to demonstrate knowledge and understanding.
- (iii) Provide multiple means of engagement – developing a variety of motivating, challenging, and age/developmentally appropriate music experiences to enhance learning.

Teachers will need to develop instructional strategies to accommodate students' broad range of cognitive, behavioral, communication, physical and social abilities. Many students with disabilities will participate at the same levels and in the same ways as their peers without disabilities; and they should be encouraged to do so. Some students will need small response accommodations in how they demonstrate competence to participate successfully in the Model Cornerstone Assessments. (Abramo, 2012)

According to Abramo (2012) students with expressive communication difficulties due to sensory or language impairments, and students who are unable to use handwriting for journaling because of motor or processing difficulties, as in is the case of student wit CP, may need assistive technology devices to communicate what they know and can do. Students with more significant disabilities may need additional response accommodations. Suggestions for including students with more severe cognitive or physical disabilities are provided in the Model Cornerstone Assessments (MCD).

Research supports connections between speech and singing; rhythm, motor behavior, memory for song , memory for academic materials and overall ability of preferred music to enhance mood, attention, and behavior in order to optimize the student's ability to learn and interact. Rhythmic movement helps develop gross motor skills

(mobility, agility, balance, coordination) as well as respiratory patterns and muscular relaxation. Music is a reinforcement that can provide a relief from pain, discomfort, and anxiety often associated with physical disabilities (American Music Therapy Association, 2013).

A French psychologist Eduard (1848) developed several influential guidelines for educating children with special needs. Eduard's education programs stressed the importance of developing independence and self-reliance in disabled students by presenting them with a combination of physical and intellectual tasks. (Eduard 1848)

According to the Education for all handicapped children Act, music is a content area of the curriculum that not only strives to achieve facts and skills, but also provides all children with emotional experiences that are basic to learning in the areas of the curriculum. If Music Education is believed to be a vital part of the general education of all children, then there should be more advocacy for Music Education programs for special needs children. Music therapists often utilize music as an educational related service to promote learning and skills acquisition in serving people with special needs (Schneider, 1968).

Principally, education systems in Kenya endeavor to offer learning opportunities to all learners. This is why there are Special Secondary Schools for learners with physical challenges. Joy Town is one of the three national schools for such learners. Others are; Joy Land Special School for the Physically Challenged in Kisumu and Mombasa Secondary School for the Physically Challenged. Joy Town has learners with varied physical challenges. As part of providing inclusive curriculum, the school offers a wide variety of practical oriented subjects such as Music, Art and Design, Agriculture and Home Science. Unlike many schools, music is one of the elective subjects. It is offered to all the form one students who study it for a whole year. Out of the elective subjects, the school has always had a large number of students taking music as a subject as compared to other technical subject, (School data technical department report, 2015).

A study by J. King'uru (2010) carried out in Joy Town Secondary School on psychological problems facing learners with physical challenges establishes that,

students who cannot perform heavy tasks like farming, sewing and cooking will avoid such subjects like agriculture and home science in favour of less demanding ones like music and Fine Art to compensate for their weak limbs. It had been noted that the large number reduces as these learners with CP proceed to form two. Most of them drop the subject. It was surprising to note that the learners with CP who showed a lot of interest while in form one later discontinued from studying music and even participating in music activities. (Researcher, 2015). It is from such a background that the researcher sought to investigate the challenges that CP learners face, and how music could be sustained in schools for learners with special needs especially CP. It is hoped that they would benefit from participating in learning activities in music.

1.2 Statement of the Problem

Music learning is cumulative and requires that previously mastered skills be employed in new situations (Mbeche, 2000). Dalcroze Eurhythmics approach to music education believed that every musician should strive to be sensitive and expressive. They should be able to express music through purposeful movement, sound, thought, feeling and creativity. This, according to the approach, would lead to performance at high level beyond expectations (Caldwell, 1995). Campbell (1991) noted that:

Through rhythmic movement, students would, begin to think and express themselves more musically. Dalcroze conception of eurhythmics was also designed for the education of children with special needs. (Campbell, 1991).

This approach has been successful in the developed countries where learners with special needs succeed well in music. Most educators subscribe to the fact that what is learnt should ideally make an impact on the learners' lives. This should spark a high degree of interest from the learners. When interest wanes off, there is a problem.

This study was also anchored on the view that basic education is a right to all regardless of disability, sex, race, color or social status as Hayford (2002) noted.

Generally, access of children to special education in Africa remains very small due to the limited coverage resources, support for special schools, poor educational quality due to few trained, motivated staff and limited access to appropriate and cost- effective teaching materials. (Casey Hayford, 2002).

In developing countries, learners with special needs are often marginalized from under resources and poor quality education system. As Oxfam Education Report, 2002 states:

Good quality education is available to only a small proportion of children with Special needs. Children with disabilities, especially girls, are far less likely to attend primary school. Many of those who do go to school receive education that is entirely inappropriate. Educational disadvantage prevents children with special needs from gaining the skills and confidence that they need to avoid extreme poverty in adulthood.

The strength of music as an art and the reason every society has nurtured and valued its music lie in the strong appeal of music to the life of emotions and to the imagination. The potential strength and value of the music education program lie in the development of responsiveness to the expressive import of music. Without its expressive function and its aesthetic quality, music has nothing unique to offer to the education of children, young people or adults. This means that music is the vehicle through which individuals activate their creativity and use it to express themselves. This can encourage creativity among the learners once they have grasped the music concepts taught. (Mbeche, 2004)

On average Learners with physical challenges just like other learners without challenges show a significant interest in the study of music when they are admitted in form one . However in most schools it's observed that most learners drop the subject may because they imagine music is not a career subject. However it has been observed that learners with challenges show a lot of interest in music and they actually respond well to music as compared to other regular learners. This is shown by the large number of students taking music in form one. Among the many students who enjoy learning this subject are learners with CP, one of the disability classifications of students who are admitted in Joy Town each year.

However, as they proceed to form two the number of students interested in pursuing music diminishes. Literature from developed nations such as United States (US), United Kingdom (UK), Finland and many others however show that a lot of studies have been done on this area. However the researcher found very scanty documentation of instructional issues faced by learners with physical challenges in developing countries and more specifically in Kenya.

A study by J. King'uru (2010) carried out in Joy Town Secondary School on psychological problems facing learners with physical challenges established that, the students who cannot perform heavy tasks like farming, sewing and cooking will avoid such subjects like agriculture and home science in favour of less demanding ones like music and Fine Art to compensate for their weak limbs. Though this does not really address the issues of learners with cerebral palsy and music, it diverts to the psychological problems that affect learners with physical challenges (PC). The researcher found that learners with PC preferred music to other technical subjects. However, learners with CP who are also under this category of PC drop the subject as they proceed to form two.

The intriguing question then is why would these learners drop music as a study subject contrary to initial interest in the subject? Amongst the many challenges for classroom music practitioners globally, are the processes of developing inclusive pedagogies which celebrate differences, promote inclusive learning experiences and overcome learner disaffection in reaching the young people mostly at risk of exclusion, topics which are receiving considerable global and public exposure and attention, (Bernard, 2008). This calls for the need to carry out a research on the challenges that lead to loss of music interest among learners with CP.

This study sought to examine why these learners with CP at Joy Town Secondary School for the Physically Impaired in Thika, discontinued studying music, contrary to the apparent interest displayed when they joined form one (first year of secondary school cycle). That was the anomalous situation that the study considered worth investigating.

1.3 Objectives of the Study

The main objective of the study was to provide information on how best learners with CP can be assisted to pursue music education up to the highest levels. The objectives of the study were to:

- i. Identify challenges faced by learners with CP in studying music.
- ii. Establish factors that lead learners with CP dropout in music.

- iii. Assess strategies that can be put in place to facilitate participation in music learning and sustain the interest of the learners with CP.

1.4 Research Questions

The research was based on the following questions:

- i. What are the challenges faced by learners with CP in learning music?
- ii. Which factors lead to student's discontinuation in music learning?
- iii. How can these learners with CP be assisted to actively participate in Music Education?

1.5 Research Assumptions

The study was guided by the assumptions that:

- i. All children have the potential to learn all the subjects given appropriate opportunities.
- ii. There are challenges that lead learners with CP to discontinue studying music.
- iii. There are ways of sustaining and promoting music interest in learners with CP.

1.6 Rationale of the Study

This study investigated the challenges that lead to the loss of interest in music as a learning subject for learners with CP at Joy Town Secondary School for the Physically Impaired. The study was necessitated by a need to understand the trend where learners with CP showed a lot of interest in music subject in form one but this interest diminished as they proceeded to form two. Considering music as a resourceful subject, this research hoped to provide information on how learners with CP could handle music as a subject and encourage them to pursue the subject to higher levels. This could provide a livelihood in future especially given that their conditions restrict them from manual tasks. A research conducted by King'uru (2010) at Joy Town noted that

learners with physical challenges would prefer music to other subjects but considering learners with CP as having physical challenges, they contradict her findings. Thus, the more reason the researcher carried out this study to understand and explain this contradiction.

1.7 Significance of the Study

The findings of this study bring forward the challenges that learners with CP faces in their attempt at learning music. These insights might be useful to the curriculum developers and policy-makers, to perhaps develop the right adaptations for those afflicted with cerebral palsy. For instance, this understanding could inform the development of a sustainable curriculum for learners with CP. the study also hoped that teachers would also benefit in getting insight on the instructional needs of these learners and the kind of adaptations required to enhance their interest in learning music.

The study may also enable parents to understand the special learning needs of CP learners and the suitable adaptations for them. To the society at large, it may be of benefit to them because they will understand persons with CP and learn how assist them to pursue music education. The learners' diverse needs may be taken into consideration by all the stakeholders in education and hence help to fill the music knowledge gaps.

1.8 Delimitation/Scope of the Study

The study focused only on the learners with CP at Joy town Special Secondary School in Thika Town. It is the only Special Secondary School for the physically impaired that has offered music as an examinable subject in Kenya at form four levels (KCSE) for a longer time.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter examined reviewed literature into various subheadings including: music education in secondary school; music education and learners with CP; persons with CP; the learning challenges for learners with CP; merits of music learning for learners with CP; and motivation for learners with CP. It also included the theoretical and conceptual frameworks that guided the study.

2.2 Music Education in Secondary School

In Kenya today, music education has been influenced by cultural factors, the coming of missionaries and colonial factors. Akuno, 2005 state that Music Education in Kenya has for a long time been characterized by a lack of continuity in the curriculum at succeeding levels of learning. Music as a subject was offered in selected schools which were economically advantaged with qualified staff and relevant equipment. However, in 1985 music was offered as an examinable subject, this was accompanied by a number of problems. As revealed by Akuno (2005) that music had been considered as an extracurricular activity hence it became difficult for the teachers and institutions to implement it when the current syllabus was launched. Akuno states that recommendations concerning music education resulted in a music syllabus for Kenyan schools in 1985. Previously music had not been a compulsory subject. The new syllabus reflected the struggle between African and European elements, but it definitely represented a shift of emphasis in favour of traditional Kenyan music. The syllabus looked at music as a performing cultural art whose main element was expression of feelings and ideas. It explored both local and international culture with three main areas. These are basic Skills, History and Analysis and Practicals (Aural and performance). Although this does not address music and special education it contributes to the many challenges associated with music education, in Kenya which this study was also interested in.

2.3 Music Education and Learners with CP.

In Kenya, there is limited information about learners with CP and their interaction with music education despite their interest in music. In addition, there are serious gaps in participation of boys and girls with special needs at all levels of music education. This study hoped to fill this gap by looking at some of the challenges that hinder learners with CP from continuing with music up to the highest levels possible. In Kenya, the community in general does not understand people with disability so they have not been able to accept, assist and help them to fit in society (Andolo, 2006). This study hoped to fill this gap by identifying the challenges the students with CP face while learning music.

Education in Kenya survey across school in Kenya, using report by various stakeholders showed that stereotyping careers discourages students with disability from more attractive careers, and girls with challenges in ordinary schools are often left in class during physical education lessons and sports. In addition the report said that teaching and learning materials used in schools did not address the plight of learners with special needs. These students also feel that they have no role models to emulate (MoE, 2007). This study hoped to fill this gap in music education by identifying the challenges facing learners with CP while studying music, and the strategies to assist them.

In the United States of America, various researchers have contributed a lot to music and CP. For instance, Julie & Angela (2005) state that,

Rhythm-based techniques have proved to be successful in treating fluency and rate of speech by providing a structured and predictable foundation for verbal responses. Vocal exercises with singing can help to remediate unusual loudness, breathing and pitch of the speaking voice. Music can be used to motivate, reinforce and reward the learning process. Music can serve as a memory aid (for example, the ABC song) for academic information. Educational songs with visual aids can be created to meet the needs of the individual and practised in the home or classroom. Music can be used to structure and guide stretching/range of motion and other motor exercises. Playing musical instruments can exercise muscles and help improve fine and gross motor skills. Music therapists can also co-treat with occupational and/or physical therapists to enhance the effectiveness of the therapy. Social song stories can teach appropriate social interaction, eye gaze, facial expressions, turn taking, and other important social skills. In addition, group-

based music therapy sessions can provide a successful, normalized outlet for individuals with cerebral palsy to engage in social experiences through music. (American Music Association, 2005).

This study wishes to fill this gap by identifying the challenges causing CP learners from studying music in Kenya despite the fact that music education has benefited CP learners in the developed countries.

2.4 Persons with CP

CP is a motor impairment caused by brain damage, which is usually acquired during the prenatal period or during the birth process (Heward, 2009). Symptoms of CP can be as simple as having difficulty with fine motor tasks like writing or using scissors, or as advanced as being unable to maintain balance or walk. Severely afflicted patients may have involuntary movements, such as uncontrollable hand motions and drooling. Others suffer from associated medical disorders, such as seizures and mental retardation (MediZine, 2010). Cerebral palsy is neither curable nor progressive.

According to Medizine (2010), there are four different types of CP, namely:

- i. Spastic CP: this form of cerebral palsy, which affects 70 to 80 per cent of patients, the muscles are stiffly and permanently contracted. Doctors will often describe which type of spastic cerebral palsy a patient has based on limbs which are affected, i.e. spastic diplegia (both legs) or left hemi-paresis (the left side of the body). The names given to these types combine a Latin description of affected limbs with the term plegia or paresis, meaning paralyzed or weak. In some cases, spastic cerebral palsy follows a period of poor muscle tone (hypotonia) in the young infant.
- ii. Athetoid or dyskinetic CP. Uncontrolled, slow, writhing movements characterize this form of cerebral palsy. These abnormal movements usually affect the hands, feet, arms or legs and, in some cases, the muscles of the face and tongue, causing grimacing or drooling. The movements often increase during periods of emotional stress and disappear during sleep. Patients may also have problems coordinating the muscle movements needed for speech, a condition known as dysarthria. Athetoid cerebral palsy affects about 10 to 20 per cent of patients.
- iii. Ataxic CP. This rare form affects the sense of balance and depth perception. Affected persons often have poor coordination; walk unsteadily with a wide-based gait, placing their feet unusually far apart; and experience difficulty when attempting quick or precise movements,

such as writing or buttoning a shirt. They may also have intention tremor. In this form of tremor, beginning a voluntary movement, such as reaching for a book, causes a trembling that affects the body part being used and that worsens as the individual gets nearer to the desired object. The ataxic form affects an estimated 5 to 10 percent of cerebral palsy patients.

- iv. Mixed forms. It is not unusual for patients to have symptoms of more than one of the previous three forms. The most common mixed form includes spasticity and athetoid movements but other combinations are also possible. (MediZine, 2010).

The most prevalent forms of CP among Joy town learners are the Ataxic and Athetoid CP (joy town school biodata 2015).

In other parts of the world like US and UK, learners with CP, have benefitted from Music Education. Music therapy, songs and techniques are effective in addressing academic skills. Some of these skills may include number identification, counting, and mathematical problem-solving. Music therapy is motivating and can allow an individual to attend to a task for a longer period of time. Because music is processed in both hemispheres of the brain, music can stimulate cognitive functioning and may be used for remediation of some speech.

Music can enable those without language to communicate, participate and express themselves non-verbally. Often music can assist in the development of verbal communication, speech and language skills. Singing is an effective technique used to increase sentence length, fluency, rate, and appropriate pitch and volume of the speaking voice. Rhythmic cueing can improve the rate of speech. Conversational skills can also be enhanced through “musical conversations” with instruments where the child turns “talking” with a peer. Music provides concrete, multi-sensory stimulation (auditory, visual, and tactile). The rhythmic component of music is very important in organizing sensory systems of individuals with special needs. As a result, auditory processing and other sensory-motor, perceptual/motor, gross and fine motor skills can be enhanced through music therapy. Music therapy strategies can be devised to address poor coordination and balance issues. For instance, tapping rhythm sticks together with a partner requires refined coordination and is a fun, motivating way to work on a motor skill.

Social song stories can be created specifically for the child to target specific social skills or behaviors such as turn-taking, shared play, joint attention, listening and responding to others and appropriate interaction with peers. In the music therapy setting, the individual has the opportunity to role-play differently. (American Music Association 2005). This study hoped to fill the gap in music education for CP learners in Kenya.

2.5 Challenges for Learners with CP

These learners have various challenges for instance, underdeveloped motor skills, delays in reaching developmental milestones (rolling over, sitting, crawling, smiling, walking), abnormal or vacillating muscle tone, decreased muscle tone (Hypotonia), increased muscle tone (Hypertonia- (stiff and rigid). They favour one side of the body or one movement pattern and have unusual and often awkward posture. They walk on tiptoes or may carry arms high in “high guard position” for balance. They focus locally on surroundings and not viewing the larger play area, and may demonstrate poor visual acuity. They have seizures and tremors. ((American Music Association, 2005). These challenges disadvantage them in learning because they may not execute their task easily like the regular students. Their handwriting is illegible, the drooling soils their books, and they tear their books easily as they try to grab them. Their speech is barred and may not be eloquent, with these challenges. In other parts of the world CP learners have been able to learn music and benefit from music activities.

According to Jellison (1984), music can allow individuals the opportunity to develop identification and appropriate expression of their emotions. For instance, individuals may listen to a “sad” (in a minor key) piece of music while singing about feeling sad and practice a sad face in a mirror. Music is predictable, structured and success-oriented. This brings a sense of security, encouraging the individual to take risks and be more spontaneous in interactions with others. Music Education can provide additional opportunities for positive interaction and building relationships among family members and the person with special needs. Participation in music often allows family members to see their loved ones in a “different light,” to witness their relative’s areas of strength and aptitude, may be for the first time. Music highlights what an individual can do, enhancing self-esteem and positive self-image.

This study hoped to fill the big gap there is in music Education and Learners with CP.

2.6 Merits of Music Learning for Learners with CP

Skills such as dance, music, painting, sculpture and crafts can preserve cultural heritage, give structure and express emotions and thoughts. Music integrates feelings and thoughts; unites rhythm, sound and form; creates tension and relaxation: space, time, force and flow; integrate body and soul; unite play and ritual; truth and fairytales; fact and fantasy or dream; and unite what is of individual and what is of common interest (Gerrd.1989).

According to Special Education by UNESCO (1989), it is important to remember that, children with CP especially the severely handicapped, lack movement experience and therefore, their mobility and communication will be poor. Nevertheless, these children, like all children, have a basic enjoyment of movement that is also for them an elementary tool for communication. Therefore, one must also note that, children with CP have a basic enjoyment of touch, but may have over-sensitive skin, resulting in discomfort when touched. There are many things the teacher should know before starting to plan activities. Some of the information one must have to include is the general knowledge about the child, some of which will concern dance and music activities specifically. (UNESCO 1989).

It is also important to remember that handicapped children are first of all children. They have the same needs as all other children do. They must, among others, get the opportunity to establish closeness, interaction and communication with others. It is also important for them to establish self-confidence, and to receive encouragement and guidance for development and learning. Many handicapped children will need special attention, help in order to have these needs fulfilled.

Children with CP are no exception. They may experience a number of problems concerning function and learning which are organically conditioned. It is essential that the child's teacher possesses certain knowledge about this, in order to adjust his/her teaching in the best way possible for the child. (Ministry of Education 2003). The idea of education for all children is to base the teaching on the individual pupil. Optimal learning may be achieved if every pupil has his/her own arrangement based on individual program. This may be impossible to achieve in real life. Large

classes are the norm when children with cerebral palsy are integrated in ordinary schools and the teacher must prepare for a high degree of co-education.

Severely disabled children are in need of different situations for learning. In many instances, they are very dependent on individual assistance. In addition to coeducation in large classes, they demand teaching in smaller and specialized groups. (Ministry of Education 2003).

Assistance may be in practical terms; meaning help to get his/her books out of the shelf or bag, get out of the classroom during breaks and in again afterward, visit the toilet, etc. Pedagogically, the disabled pupil might need a slower rate of progression than others, special material, extra explanations, etc. How all this is organized at the individual school depends on available resources and the flexibility of the education system. (MoE, 2003). This study thus, examined the challenges learners with CP faced and how interest can be cultivated in these learners so that they are able to pursue music.

2.7 Motivation for Learners with CP

Learners with CP need to be motivated to learn so that they can develop a greater interest in their studies.

Educational Psychology specifically focuses on motivation for learning rather than for behaviour. The major types of motivation for learning are intrinsic and extrinsic. Intrinsic motivation comes from within the student or from factors inherent in the task being performed. For example, students who love to read are intrinsically motivated to read, there is something about reading that they enjoy and that makes them want to do it even if there is no "reward" for it. Extrinsic motivation comes from sources external to the student and the task. It can come through praise, recognition, or a system of rewards. For example, for students who do not enjoy reading, a token economy involving stickers or a class store may prompt them to read more often. (Abeles, 1995).

Teachers should promote intrinsic motivation in the students as it encourages life-long learning. It is difficult to encourage intrinsic motivation all the time. This is because of the number of hours spent in a classroom. However, some strategies for promoting intrinsic motivation include arousing interest in the subject matter, maintaining curiosity, using a variety of interesting presentation modes, and helping students set their own goals.

A number of other strategies such as student choice, demonstrating the relevance or usefulness of content, and collaboration can also help encourage intrinsic motivation. At times, there is need to use extrinsic motivators as well. It should be used only when the task is uninteresting to students, and make sure that the motivators are contingent on performance and recognize competence. Extrinsic motivators can also help to develop intrinsic motivation. Music can be used to motivate, reinforce and reward the learning process. (Abeles, 1995).

This study investigated challenges which could lead to the disinterest of learners with CP in music subject, who seemed motivated at the beginning and with time the interest waned off. Motivation as a basic proponent in learning study hopes to fill this gap by identifying the challenges that could be a source of disinterest in music for students with CP.

2.8 Theoretical Framework.

The study was guided by Krapp, and Prenzel's Education Theory of interest (1983, 1992) and Alderfer –ERG's theory of learning (1969). These theories are significant in this study as they deal with the interest and motivation of learners in learning process respectively.

2.8.1 Krapp, and Prenzel, Educational Theory of Interest, (1992, 1983)

The substance of this theory, postulate that interest is mostly understood as a phenomenon that emerges from an individual's interaction with his or her environment (Hidi and Renninger, 2006; Silvia, 2006) This construct is also the starting point of an educational theory of interest also called "person-object theory of interest" (Krapp, 2002a, b). According to this theory interests evolve out of manifold relationships between persons and objects in social and institutional settings. An interest represents a specific and distinguished relationship between a person and an object. An object can refer to concrete things, a topic, a subject-matter or an abstract idea, i.e. a certain part of the cognitively represented environment. A person will develop an interest for some of these objects for a shorter or longer period of time. The interest relation to an object is characterized by certain cognitive and affective components (Hidi et al., 2004). The

most important characteristics refer to an individual's values and feelings (Schiefele, 2009). Any interest has the quality of personal significance, and it is associated with positive experiential states. Thus, interest-based interactions with the environment provide optimal experiential modes that combine positive cognitive qualities (e.g. thoughts on meaningful goals) and positive affective qualities. Given optimal conditions, flow may be experienced during interest-based activities (Csikszentmihalyi, 1975, 1990).

The introduction of music to learners with CP in any class (Including form one, the subject under the current study) provides learners with experiential learning of the subject, in this case music discipline.

A further essential feature of interest is its intrinsic character. Interest-based activities meet the criterion of "self-intentionality", which means that an interest-related goal is compatible with one's preferred values and ideals. In general, an interest is associated with a pronounced readiness to acquire new domain-specific knowledge (a cognitive-epistemic component). As a result highly interested students are characterized by a comparably differentiated knowledge structure in the corresponding object area. And the same is true of meta-cognitive knowledge. Those who are highly interested are well aware of what else there is to know and to explore in 'the zone of proximal development' (Prenzel, 1988, 1992; Vygotsky, 1978).

Similarly, Schiefele (1991, 1996a) and Krapp (1992, 1999) have argued that this cognitive aspect might be appropriate for the identification of interest with small children whose knowledge acquisition is mainly interest determined but not for a definition of interests in general. Nevertheless, cognitive aspects are still important for a comprehensive characterization of an interest. Two aspects seem to be especially important. First, an interest develops and the structural components change with respect to both cognitive and emotional representations. Thus, a developed interest differs from an interest at its earlier stages. This holds especially true for the amount of stored knowledge. As mentioned above, there is ample theoretical and empirical evidence for the assumption that a person's cognitive structure related to the knowledge domain of an established individual interest is highly differentiated and shows many connections to other cognitive domains. The implication to this study is that learners

with CP displayed interest in learning of music in form one and enjoyed learning the subject because they learn and understood the content at this level.

Second, interest has a tendency to grow because an interested person is not content with his or her current level of knowledge or abilities in the domain of an interest. Rather, there is a high readiness to test and to acquire new information, to learn and assume new knowledge, and to enlarge the competencies related to this domain. This means that the person needs meta-cognitive knowledge about things he or she does not know and is not yet able to perform. Prenzel (1988, p. 159ff.) refers to this as knowledge about "inherent object engagements" that goes beyond the domain of already executed interest-related actions. It is assumed that the knowledge structure concerning the object domain of an individual interest distinguishes itself by comparatively differentiated knowledge about opportunities for learning and development, which play an important role in the planning and execution of future interest-related actions. This trend to further develop and improve the pattern of interest related competencies is an essential indicator for the current dynamics and liveliness of a current interest. If this trend disappears completely, one would no longer speak of interest; rather it would be an indicator of the fact that the person has given up this interest (Schiefele et al., 1983). For the purpose of current study, learners with CP, as they proceeded from form one to two had their interest decreased as a result of encountering more advance subject matter and faced various challenges; ultimately dropping studying of music subject.

The emotional characterization of an interest was limited to relatively global categories. However, Prenzel (1988, p. 156ff) expanded this by considering three components: tension, in the sense of an optimal level of arousal Berlyne, (1960); empathic content-specific emotional experiences; and feelings of competence. He, along with U. Schiefele (1992) and U. Schiefele & Krapp (1996), suggested that feelings of enjoyment, involvement, and stimulation are the most typical emotional aspects of an interest-based activity, and argued that it would be theoretically fruitful to consider the concept of basic needs, which means that the emotional characteristics of an interest-based action would be experienced positively because the action satisfies basic needs. Thus: an optimum level of activation and arousal is experienced as a pleasant tension; feelings of competence result from an optimal fit between a person's perceived level of

competence and the requirements of the object-specific task, an aspect that is closely related to self-efficacy Bandura, (1977); Schunk,(1991); feelings of autonomy or self-determination result from the individual's experiencing freedom from external and internal pressures and being able to do what he or she wants; and interest-oriented actions involving social interactions will result in positive socially-oriented emotions if the intentions of the action are compatible with the conceptions and expectations of relevant significant others. On the whole, many aspects of an interest-triggered action are connected with positive emotional experiences. Under extremely congenial conditions, flow, or optimal experience, may be experienced (Csikszentmihalyi, 1990). This was very relevant in analyzing the various areas in music subject, learners with CP enjoyed most and despite their condition and in finding out the challenges which caused their interest in music to decline.

2.8.2 Alderfer-ERG Theory (1969): Existence Needs, Relatedness Needs and Growth

Alderfer theory appeared in 1969. Alderfer (Furnham, 2008) distinguished three steps or classes of needs: existence, relatedness and growth. Maslow's physiological and safety needs belong together to existence needs. Relatedness can be harmonized to belongingness and esteem of others, a rather natural outcome among human beings. Growth is the same as Maslow's self-esteem plus self-actualization. Both Maslow and Alderfer tried to describe how these needs, these stages of needs become more or less important to individuals.

Humanistic theory of Abraham Maslow's hierarchy of needs (1943) and Carl Rogers' self-actualization theory (1959), both focus on personality aspects of the learner and his/her interaction with the learning problem. The two theories have also been used to show significant but Alderfer ER Theory supersedes them

Maslow's conception of motivation involves a hierarchy of needs: for physiological wellbeing, for safety, for "belongingness" and love, for esteem and for self-actualization. He suggests that once the needs have been gratified, the individual then becomes concerned with the needs at the next higher level. Naturally (according to

Maslow's theory) When need is gratified, it disappears. Thus, once students are recognized in front of their peers for their skills in accomplishing a difficult task, their need for esteem disappears and they are therefore not interested in going on with the subject. Maslow's theory suggests that healthy individuals-those whose lower-level needs have been gratified continue to be motivated by self-actualization. He describes self-actualization as fulfillment of one's potential or mission or trend towards unity within the individual.

Empirical and theoretical criticism of Maslow's hierarchy feature discussions of cultural relativity and universalism, the directionality implied by the model of gratification and deprivation, the validity of the original categories of needs, and the lack of operationalization throughout the model. Allison, (2008) refuted the existence of the original need categories and questions the directional hierarchy that Maslow proposed, but supported the concept of self-actualization, the existence of lower and higher needs, and gratification-deprivation as motivators of human behavior.

Carl Rogers (1959) position was developed from a counseling environment and focuses on the importance of a learner being self-aware, that is being in touch with himself or herself. His concern was that learners should function in an accepting environment, one in which they are able to become more self-aware, to grow and to develop. An accepting learning environment is student-centered and it is sensitive to students' feelings. It is created by actions of teachers that convey to students an acceptance of each of them as a person and provide for an environment in which each student can grow into a fully functioning person. (Abeles, 1975).

Alderfer agreed with Maslow on a number of tenets including: that unsatisfied needs motivate individuals; that individuals generally move up the hierarchy in satisfying their needs; that is, they satisfy lower-order first before higher-order needs. As lower-order needs are satisfied, they become less important. However he held that as higher-order needs are satisfied they become more important. It is also said that under some circumstances individuals might return to a lower need. Alderfer thought that individuals multiply the efforts invested in a lower category need when higher categorized needs are not consequent.

With reference to human 'needs' three of the Alderfer categories were found to be relevant to this study are discussed and related to the study. For example, the researcher noted that, learners with CP who had excellent grades in music and showed high interest in learning music subject, gradually discover that as they proceeded to higher classes (In this case form two) lost their interest in the subject. They find that as the content becomes more advanced; they get frustrated in attempts to get more knowledge in music education, with a possibility of pursuing music at a higher level, and generally encourage individuals' growth. Frustration in satisfying a higher (growth) need resulted in a regression to a lower level of (relatedness) needs translating in activities leading to discontinuation of learning the subject and ultimately opting to drop the subject opting to drop out subject. Such a progression is known or termed as 'frustration-regression process'. This is a more realistic approach as it recognizes that, because when a need is met, it does not mean it will always remain met. ERG theory of motivation is very flexible: it explains needs as a range rather than as a hierarchy. Implications of this theory are such that: Teachers must understand that a learner has various needs that must be satisfied at the same time. ERG theory holds that, if the teacher concentrates only on one need at a time, he or she won't be able to motivate the learners effectively and efficiently. Prioritization and sequence of these three categories, classes can be different for each individual.

The study was also anchored on basic principles of Human Rights Model that builds upon the spirit of the Universal Declaration of Human Rights (1948) according to which all human beings are born free with individual rights and dignity, part of a 1948, United Nations General Assembly adopted and proclaimed a resolution dubbed the Universal Declaration of Human Rights. Education was considered a human right and was clearly stipulated in Article 26 that emphasized that everyone has a right to education. This model emphasizes on the principles of viewing persons with disabilities as subjects not objects thus locating the problem outside the disabled persons. It addresses the manner in which the economic and social processes accommodate the differences of disability or not as the case may be. The Human Rights model includes disability within a paradigm of rights that have been emerging since the United Nations Universal declaration of human Rights of 1948. This declaration recognized that all people have certain civil, political, economic, social, cultural and

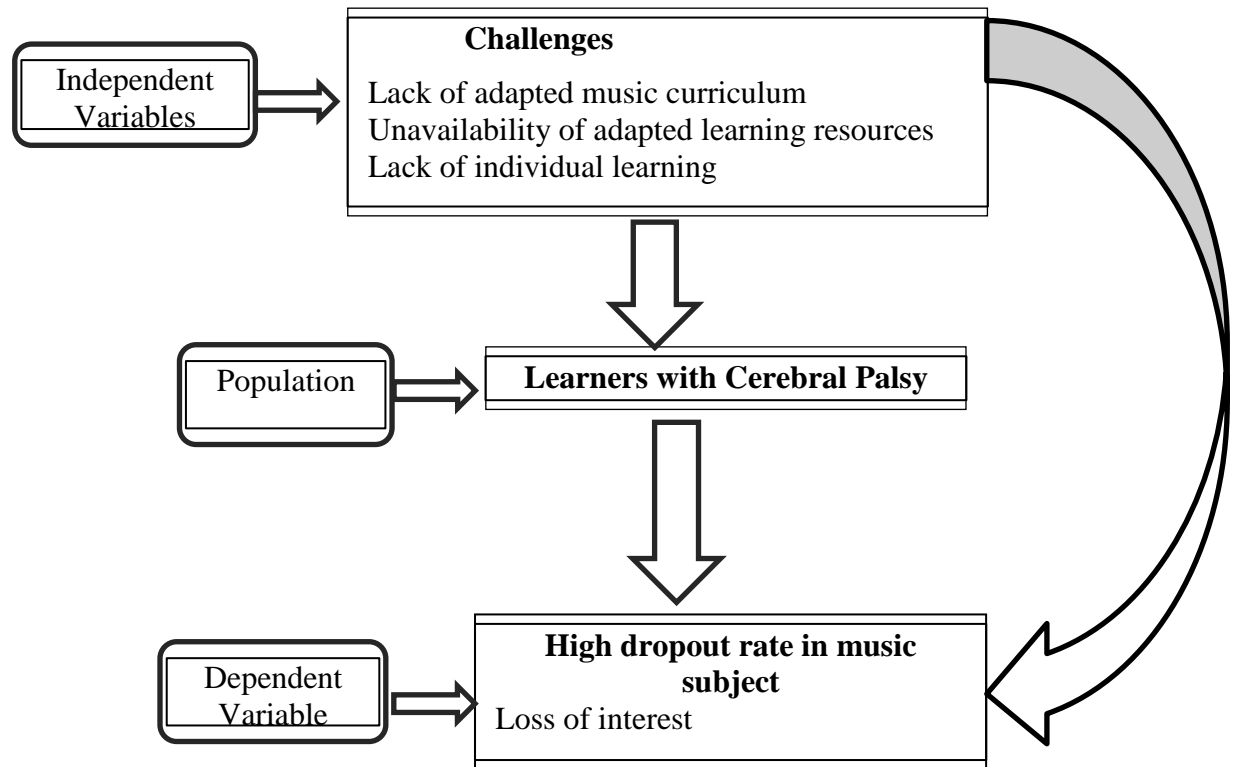
development rights, despite differences between individuals. From this perspective, a Human Rights model of disability perceives variation in human characteristics associated with disability whether in cognitive, sensory or motor ability, as inherent to human conditions.

Such variations do not limit potential contributions to society; rather they diversify the range of mechanisms to ensure individual potential is realized. Thus, a Human rights approach presumes that society is obliged to provide whatever mechanisms are necessary for individuals to realize their rights. In case of people with disabilities, this may involve the provision of support services and aids to enable social and economic integration, self-enjoyment of legal and social rights (Wang'ang'a, 2010).

Wang'ang'a, (2010) argues that Human Rights model of disability perceives variation in human characteristics associated with disability whether in cognitive, sensory or motor ability, as inherent to human conditions. The implication of this model to this study was that by providing special education among learners with disability, the government was striving to ensure that all school-aged learners received education that is a basic human right according to Article 26 of the Universal Declaration of Human Rights (1948). It also implies that failing to give adequate attention to the quality of education, by not availing the necessary equipment, an accessible curriculum, accessible environment and human resources, many learners with special needs may fail to obtain meaningful schooling. They will, therefore, reap minimum benefits from education in terms of cognitive development and independence.

2.9 Conceptual Framework

Figure 1.1: A diagrammatic representation of the population, independent and dependent variables



Source: created by Elizabeth Wangui Kiburu (2015)

In this study, independent variables were the challenges such as non-adapted curriculum, unavailability of adapted learning resources, lack of individualized program, and non-conducive learning environment. While the dependent variable was high dropout rate in music subject. If the curriculum used for these learners is not adapted, it will not cater for their diverse musical needs. The modifications required on the teaching methods, musical instruments, and modified ways of testing; musical skills and knowledge of the environment and on time management were not done. This led to the learners' dropout in music subject.

In cases where the teaching methods were unsuitable to the diverse needs of these learners; for example, inability to use IEP, learners not being able to learn at their own pace and were given a task that does not suit him or her. If the time given for the completion of tasks was not enough to allow the learners with CP to complete their learning tasks; they would not complete learning it. They would not manage to handle harmony questions or an aural test on time and would therefore, lag behind in academic performance, thus get demotivated and drop the subject. In addition if the learning environment was inaccessible, these learners would not access the curriculum instructions with ease. This study sought to establish the challenges facing learners with CP in learning music.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the procedures and strategies that were used in the field study. The chapter is set out in sections under sub-headings containing research design; scope of the study; target population; accessible population; sampling techniques; sample size; research instruments; piloting; quality control; data analysis; logistical and ethical consideration.

3.2 Research Design

The study employed a descriptive research design. Descriptive research studies are designed to obtain precise information about the status of phenomena and whenever possible, draw valid general conclusion from the facts discovered Lockesh (1994). Descriptive survey design is also effective in obtaining both quantitative and qualitative data. Surveys provide information about variables, for instance data on students' opinion on variety of issues are sought Verma and Beard (1981). Qualitative information complemented the quantitative data and results from quantitative data were summarized. The design was relevant for this study as it involved collecting data from the study population through questionnaires, observation and interviews in order to answer the research questions.

3.3 Target Population

The target population was 197 students with physical challenges in Joy Town Secondary School Thika plus the 17 teachers. However, not all the 197 students who suffer from CP, only 66 students are CP.

Table 3.1: Target Population

Class Level	Total class population	Students with CP	CP Students studying music	Teachers
Form 1	57	14	14	
Form 2	54	16	2	
Form 3	43	18	0	
Form 4	43	18	0	
Total	197	66	16	17

3.4 Sampling Techniques

The study employed the non –probability sampling technique. According to Kombo and Tromp (2006) this technique is relevant for selecting respondents representing the study population by exploiting the range of variations of the study. Specifically purposive sampling was utilized. Purposive sampling involves selecting a sample that is believed to be a representative of a given population (Gay, 1992). In Joy town secondary school for the physically challenged, there are four classes in the school representing the levels of the study from form one to four.

The total population of the students with CP is 66 representing 34% of the total population of 197 students. This study only considered the 66 students in form one, two, three and four who have CP and their interest in music decreases as they complete form one, and 17 teachers which was a 100% of the teaching staff.

Therefore, they all qualified for this study, and hence the sampling was purposive.

According to King’uru (2010), purposive sampling is one that allows a researcher to use cases that have the required information with respect to the objectives of his or her study. Cases of subjects are thus hand-picked because they are informative or they possess the required characteristics (Mugenda and Mugenda, 1999).

3.5 Sampling Size

As mentioned, in 3.4 sampling size was selected using a purposive technique. It is a technique where the study decides on who to include in the sample (Oso and Onen, 2005). Since the school population is small the study considered all the 66 students with CP and 17 teachers. The 131 students without CP were not considered; hence the total sample size was 83.

Table 3:2 Sampling Size

Class	Students with CP	Teachers
Form 1	14	17
Form 2	16	
Form 3	18	
Form4	18	
Total	66	17
Grand total	3	

3.6 Research Instruments

To facilitate collection of basic or primary data, the study utilized questionnaires and interview schedule as research instruments. Secondary methods such as life histories and narrative inquiry, historical analysis, and photographs were also used. Additional data were also sourced from the internet and libraries like the postmodern library of Kenyatta University.

3.6.1 Questionnaire

This is a data collection instrument mostly used in normative survey. It is also a systematically prepared form or document with a set of questions deliberately designed to elicit responses from respondents for the purpose of collecting data. The instrument

was used because it avoids bias and only the views of the respondents are recorded. A questionnaire for teachers and students was prepared in reference to the research objectives (see Appendices I&II) the questionnaires were administered to the respondents during onsite after classroom sessions.

The questionnaires were divided into four sections, A B C and D. The items in the questionnaires were both open- ended and close- ended. To generate appropriate information, open- ended type gave respondents the freedom to respond while close ended type was to facilitate consistency of certain data across respondents (Bell, 1993).The questions were to find out the student's music experiences, attitudes, challenges and their interest in music. For the teachers the questions were to find out their teaching experiences, attitudes and challenges they faced during teaching and learning sessions with CP learners. The informants expressed their views through writing. The questionnaires enabled the study to gather a lot of information from the two groups in a short time.

3.6.2 Interviews

This study conducted interviews to five students with CP following an interview guide to direct the discussion. The interviewer elicited oral response from the interviewee in the interaction possessing oral questions. The researcher identified a potential source of information from the respondents. The interviewees had the liberty to respond to the questions, as they did not have to follow the exact order in the interview guide.

The questions were similar for all the interviewees. The research tool contained questions regarding the respondents' musical interest, the challenges and their achievements in music education.

3.7 Piloting

A pilot study is a standard scientific tool for 'soft' research, allowing scientists to conduct a primary analysis before committing to a full-blown study (Martyn, 2010). It enables the reliability of the instruments to be established .As result in this study the questionnaire and the interview guide were tested on a small group of participants before they were administered to the main study. The sample for the study comprised

13 students with CP six (6) girls, and seven (7) boys, these were from one stream of the four classes, and five (5) teachers .The pilot group did not participate in the main study.

3.8 Reliability of the Research Instrument

This is the extent to which results are consistent over time and an accurate representation of the total population under study. If the results of a study can be reproduced under a similar methodology then, the research instrument is considered to be reliable (Orodho, 2004). To ensure reliability, the researcher performed a split – half analysis of the data collected. Parts A and B formed the first half while C and D formed the second half. The results from the two parts were compared by use Cronbach’s Alpha, which is based on internal consistency, was calculated using SPSS Statistics 17.0 software to establish the reliability of the research instruments. This methodology measures the average of measurable items and its correlation .A threshold of 0.75 was used to establish the reliability of the data collection instrument.

Cronbach’s Alpha value that is at least 0.70 suffices for a reliable research instrument. (Field, 2009)

3.9 Validity of the Research Instruments

Validity determines whether the research truly measures what it was intended to be measured or how truthful the research results are. The researcher generally determines validity by asking a series of questions, and to often look for the answers in the research of others (Joppe, 2000). It estimates how accurately the data in the study represents a given variable or construct in the study (Mugenda, 2008). This study subjected the instruments to the pilot study and content validity was enhanced, ambiguity or unclear items were identified and modified. This was given to the teaching staff of Joy town for scrutiny. Validity is established by expert judgment (Gay 1987).

3.10 Data Collection Technique

This study used questionnaires and interview guides to collect data from the respondents. The questionnaires and the interview were administered to the individual learners with CP, while the teachers were subjected to the questionnaires only.

3.11 Data Analysis

Data were analyzed using qualitative approach. Descriptive statistics were mainly used in data analysis. Descriptive statistics involved tabulating in describing the data (Orodho, 2005). After the actual fieldwork, data collected from interviews were assembled according to emerging themes and classified by different categories. The items that sought information on the same objective were grouped. The responses to the items were coded, and analyzed both quantitatively and qualitatively using SPSS Statistics 17.0 software. This was done by assigning symbols numerals to each answer that followed in a pre-determined class. Descriptive statistics such as frequencies and percentages were employed to analyze data.

3.12 Logistical and Ethical Considerations

An authorization letter from Kenyatta University and a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) were obtained. The researcher sought consent of the Sub County Director of Education in Kiambu County before embarking on the research. A letter requesting for permission to conduct the study was sent to the school principal, with whose permission this research was conducted. The rights of all learners with CP and the teachers participating were put into consideration. Right measures were put in place to overcome the challenges of getting the learners to reveal some information due the nature of their disability; the researcher assured the respondents of confidentiality in the Information they gave. Sensitization on the benefits of the study to the learners was done to the respondents.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents data collected from the field to answer the three research questions of the study. The research questions captured themes such as;

- a. The challenges faced by learners with CP in learning music.
- b. Factors which contributed students' discontinuation of music learning.
- c. How these learners with CP can be assisted to actively participate in Music Education.

The purpose of the study was to identify the challenges faced by the learners with CP condition and suggest ways of sustaining musical interest for identified learners in this school. Primary data for the study were collected from selected respondents through questionnaires and interview sessions. Interviews were conducted to the identified learners in the school who were able to speak out so as to get more information on the challenges these learners experience in their learning. The teachers handling these learners were also involved to enhance the findings of the study. After all the questionnaires and the interviews were completed, the study presented the findings of the study based on primary data in two main sections based on response from; the students and the teachers.

4.1 Response from the Students.

The study involved 66 students with CP from the original target of 197. Only 48 learners with CP condition responded to the questionnaire, five others were interviewed. The remaining 13 of them participated in the pilot study and therefore, they were excluded in the main study. The analysis below shows the data collected from the 48 CP learners who all answered to the questionnaire.

4.1.1. Learners Gender

From the findings, there were more boys (58.3%) with CP condition than girls 41.7%) as shown in the table 4.1 below.

Table 4:1 Learner's gender

Gender	No of respondents	% N=48
Male	28	58.3
Female	20	41.7

4.1.2. Previous music Experiences.

From the statistics below, it was revealed that a very good number of the learners with CP had not undertaken any music lessons before joining form one; 72.9 % had not had any music lessons, only 27.1% had music lessons before.

Table 4:2 previous music lessons learnt

Previous music lessons learnt	Number of respondents	% N=48
Yes	13	27.1
No	35	72.9

4.1.3 Areas Learnt Previously.

It was important for the study to find out areas learnt in the previous music lessons. It was revealed that 20.8 % had learnt singing, while only 2.1% had lessons on dancing. Majority of the respondents 77.1% indicated they had no lessons before.

Table 4:3 Areas of study

The areas that they studied	Number .of respondents	% n=48
Singing	10	20.8
Dancing	1	2.1
None	37	77.1

4.1.4 The Rating of Interest in Music

In response to the interest in music, 56.2% of the respondents indicated that they like music, while 43.7% indicated that they did not like music as a subject.

Table 4:4 The Rating of Interest in Music

Interest music	Number of participants	% n=48
Yes	27	56.2
No	21	43.7

4.1.5 Preferred Areas in Music

In response to the areas in music that they liked most 41.6% indicated they liked singing, followed by 27.1% who like dancing, 6.3% like composing music, 14.5 % liked playing music instruments, and 6.3% liked History of African music, 2.1% liked history of Western Music and Aural respectively. The finding from this question led to a conclusion that most of the students with CP liked singing as indicated in table 4.5.

Table 4:5 Preferred Music Areas

Areas liked	Number of	%n=48
Singing	20	41.6
Dancing	13	27.1
Composing	3	6.3
Playing of instruments	7	14.5
History of Africa Music	3	6.3
History western Music	1	2.1
Aural	1	2.1

4.1.6 Engagement in Out of Class Music Activities

With regard to the engagement of other music activities, The study revealed that 41.6% learners were involved in singing folk songs followed by 33.3% who sang in the school choir (S,A,T,B) 10.4% acknowledged that they dance during school entertainment sessions while 8.3% composed songs. Lastly 6.3% stated they did poetry.

Table 4:6 Out of class Music activity

Engagement in out of class activities	Number of Response	%n=48
School choir	16	33.3
Folk songs	20	41.6
Entertainment	5	10.4
Composing songs	4	8.3
Poetry	3	6.3

4.1.7 The Reason of Discontinuing Music as a Subject

This question was administered to find out the challenges faced by the identified learners which made them stop learning music. The finding provided in table 4.7 and consequent figures indicates that 56.3% of learners with CP discontinued with music

because the content taught was difficult for them to understand, 12.5% couldn't play the descant recorder, 25% acknowledged that they could not coordinate well in the music activities, while 6.3% expressed that they could not access the music room easily.

Table 4:7 Reasons for dropping music

Why discontinue learning music	Number of respondents	%n=48
Content was difficult to understand	27	56.3
Could not play the recorder	6	12.5
Could not coordinate well while singing	12	25
Could not access the music room easily	3	6.3

4.1.8 Challenges Encountered in Class When Learning Music

From the table below it is clear that learners with CP experienced several challenges while learning music as 33.3% indicated that they could not write on the staff and drawing the music notes and other figure; 20.8 % indicated that the music room facilities were a problem to them, 33.3% also said they could not coordinate well like their fellow classmates in clapping or tapping various rhythmic patterns, 8.3% indicated they could not sing well like others did, while 4.1% expressed that the music teacher was fast in teaching them. The table 4.8 illustrates this clearly.

Table 4:8 Challenges

Challenges encountered when learning music	Number of respondents	%n=48
Writing of music notes and the drawings.	16	33.3
Using the music room tables were too high	10	20.8
Could not coordinate	16	33.3
Could not sing well	4	8.3
The teacher was too fast	2	4.1

4.1.9 Intervention Measures

This question was administered to find out the interventions can be put in place to help the learner with CP learn music. The outcome was as follows, 50 % expressed that the music curriculum should be adapted so as to accommodate them. 25% said that learners with CP should be tested differently in practical; 14.6% expressed that the music writing materials like the music manuscript books should be adapted so that they are able to use them well. 6.3% indicated that music room should be easy to access, while 4.1% still said that areas tested in music should be separated and made optional.

Table 4:9 Intervention measures

Intervention measures	Number of respondents	%n=48
To adapt the music curriculum	24	50
Test practical differently	12	25
Adapt the writing materials	7	14.6
Make music room more accessible	3	6.3
Separate the areas tested and make them optional	2	4.1

4.1.10 Determining if the dropping of music affected the choice of career choices.

From the results 60.4% indicated that not continuing learning music affected their choice of career .While 39.6 stated that it did not affect.

Table 4:10 Dropping of Music Affected Choice of Careers

Did the dropping of music as a subject affect your career choices	Number of Respondents	%n=48
Yes	29	60.4
No	19	39.6

4.1.11 Continuation of Music Study

From the findings, 60.4% stated that given a chance and having the changes suggested put in place, they would study music while 39.6% would not continue learning music.

Table 4:11 Continuation of Music Study

Given an opportunity would they still learn music	Number of respondents	%n=48
Yes	29	60.4
No	19	39.6

4.1.12. Determining Whether Other Learners with CP Would Study Music if the Changes and Adjustments were Made.

This question was administered to find out whether they would still do music or advise others to study if all the adjustments and changes suggested were implemented. As the table illustrates, 72.9% indicated that they would, while 27.1% stated they would not.

Table 4:12 Studying Music While the Changes and Adjustments are in place

With appropriate changes would other CP learners Continue to study music?	Number of respondents	%=48
Yes	35	72.9
No	13	27.1

4.2 Response from the Teachers in the School

In this section, the study targeted the teachers teaching at Joy Town Secondary School. The questions were geared towards finding out the challenges faced by learners with CP in their learning and also find out possible intervention measures.

4.2.1. Level of Education

On the question of level of education, 46.2% of the teachers have bachelor in education, 33.3 % are postgraduates, while 16.7 % have a diploma in education. This was considered important to establish if the teachers handling special education learners have any special training.

Table 4:13 Level of education.

Level of education	No. of Respondents	%N=12
Post graduate	4	33.3
Bachelor in Education	6	46.2
Diploma in Education	2	16.7

4.2.2 Special Education Courses

On the question of special education courses, majority of the teachers have had special education training in different areas of special education; 41.75 indicted they had taken a course in physical handicapped education, 25% had training in learners with cerebral palsy,16.7% had done a course in inclusive education, and 16.7% had not taken any course in special education. The table below indicates the results.

Table 4:14 Areas of specialization

Areas of specialization	No. of Respondents	%N=12
Physically challenged (PH)	5	41.7
Learners with cerebral palsy	3	25
Inclusive education	2	16.7
No	2	16.7

4.2.3 Academic Difficulties

In response to the academic difficulties, 33.3% in the department of languages teachers expressed that they experienced academic difficulties from learners with CP, which included; poor handwriting, poor pronunciation of word and poor audibility. Another 33.3% % in the department of technical indicated there is poor manipulation of equipment, poor coordination and inability to draw diagrams. Others (16.7 %) in the department of the science shared the same sentiments. Humanities department, 16.7%

of the teachers indicated that learners had poor handwriting, poor audibility, poor pronunciation and mishandling of books. The table below indicates clearly.

Table 4:15 Indicators of Academic difficulties

Academic difficulties	No. of respondents	%n=12
Languages-poor handwriting, poor pronunciation and audibility	4	33.3
Technical-poor manipulation of equipment, poor coordination, unable to draw diagrams.	4	33.3
Science-manipulation of equipment, unable to draw, poor coordination poor hand writing and not audible.	2	16.7
Humanities-poor handwriting, audibility, poor pronunciation and mishandling of books.	2	16.7

4.2.4 If the Challenges Affect Teaching

It was important for the study to find out whether the challenges encountered by the teacher affected their teaching 25% of the teachers said that teaching learners with CP was time consuming; 16.7 % said they were unable to complete the syllabus, 41.7% stated that they produced poor results while 16.7% indicated that students lacked motivation as the table below indicates;

Table 4:16 Effects in teaching

Challenges while teaching	No. of respondents	%n=12
Time consuming	3	25
Incomplete the syllabus	2	16.7
Poor results	5	41.7
Lack of motivation	2	16.7

4.2.5 How Learners with CP Fared in Various Subjects.

It was important for the study to find out how learners with CP fared in various subjects comparatively. This portrayed different sentiments as 33% said the performance was good while the same percentage indicated that their performance was poor. 25% stated that they performed fairly while 8.3% stated that the performance was very good.

Table 4:17 Performances of CP learners in other subjects

Rating of individual subjects	No. of respondents	%n=12
Very good	1	8.3
Good	4	33.3
Fairly	3	25
Poorly	4	33.3

4.2.6 Task Completion

On the question on whether learner with CP completes the respondents stated as follows, 25% said they did complete their work while 75 % said they never complete given task with the lesson.

Table 4:18 Task completions

If learners with CP complete task given with a lesson	No. of respondents	%n=12
Yes	3	25
No	9	75

4.2.7 Rating the Learners' interest in Subject.

The study further sought information on the interest of learners with CP in other subjects and the teachers indicated as follows, 41.6 % said that their interest toward their subject was good and the same number said it was fair. Only 16.6% indicated that their interest was low.

Table 4:19 learner's interest

Rate of interest in subject	No. of respondents	%n=12
High	5	41.6
Fair	5	41.6
Low	2	16.6

4.2.8 Strategies that can Assist Learners with CP to Do Well in Each Subject.

The study sought to know the teacher's opinion on what should be done in order to assist learners with CP in their learning and the results were as follows; 50% indicated they should have adapted curriculum- other ways of handling practical was followed by 33.3% who acknowledged that they should use electronic gadget to write, for example computers, while 16.6% indicates that they should be given extra time.

Table 4:20 Strategies that can assist learners with CP to do well subjects

Ways of helping learners with CP to do well in each subject	No. of respondents	%n=12
Have adapted curriculum- other ways of handling practical, explanations	6	50
Use of electronic gadget to write for example computers	4	33.3
Give extra time	2	16.6

4.2.9 Possible Intervention

This section was particularly set to find out what should be done to enhance the learning of learners with CP in general 50% indicated that the curriculum should be

changed to accommodate learners with CP; 16.6 % stated that they should use computer in writing their notes and doing their exams while 33.3% stated that there should be additional time in a lesson when teaching learners with CP.

Table 4:21 Intervention Measures

Possible Intervention	No. respondents	%n=12
Change curriculum	6	50
Use computers to type their work	2	16.6
Extra teaching time	4	33.3

4.3 Reponses from the Interview

In this section, the interviewer conducted oral questions to five interviewees. These were learners with CP whose handwriting would have been illegible due to their spastic nature .Therefore, oral interview was suitable. The research tool contained questions regarding the respondent’s music interest, the challenges and their achievements in music education.

4.3.1 Music background.

In this question, the study sought to find out the music background of the learners before they joined high school. Out of the five, only one expressed that he had private lessons in music subject whereby he learnt music notes. The other four stated that they had only participated in singing and dancing in school but no formal learning of music as a subject.

4.3.2 Appropriate Age to Begin Studying Music.

In this question, the interviewee had varied responses but most of them said that music should start at primary school level, whereby all the learners should learn music as a subject as from class 4, and be examined in class eight. They expressed that they would

have enjoyed music more if they were taught in primary school. Most of them also thought that, music is just singing and dancing.

4.3.3 Most Liked Areas in Music

The study considered it important to ask this question so as to establish the specific music areas the learners liked most. The findings posted various responses as all of them stated that they liked singing. Four of them also indicated that they liked playing instruments such drums and guitars.

4.3.4 Challenges Encountered in Learning Music

This question was asked to assist this study to get the various challenges experienced by learners with CP when studying music. They said that they had problems in voice production for they felt that their voice was a bit shaky compared to others learners without CP. In addition, they said that they had problems writing music on the manuscript and drawing of the music notes. Most of them expressed that they experience problems in inserting clefs and other signs on the staff. They said that the music lines were very small and they were not able to fit the notes on the line and space of the staff. All of them expressed that they lacked co-ordination when dancing due to their challenges. Two of them indicated that they were not able to access the music room easily and even use the music room tables. They reported that they get late for class due to the distance from class to the music room.

4.3.5 Intervention Measures

The study found that learners wished that the music curriculum be adapted to suit their needs. There were similar sentiments from all the interviewees regarding the issue of changing the areas taught and examined in music. They expressed that aural should be made optional and history of music questions to cover a more than what is normally tested in the KCSE. They also expressed that the music manuscript books should have enlarged line and spaces to accommodate their large hand writing and also for those others who use their mouth or foot to write .All of them said that the music room should be made more accessible; it was far from their classes and they waste a lot of time to get there. The music room tables and the chairs should be adapted to suit them. They

also expressed that the lesson should be made longer with 10 minutes to compensate for the time lost during movement from class to the music room.

4.3.6. If the Intervention Measures were Put in Place would They still study Music.

In regard to the above question, the respondents indicated that they would study music up to the higher levels if all the recommendation discussed in 4.3.5 above were implemented.

4.3.7 Music Career.

The study sought to know if the learners' career choices were based in music education. Two of them stated that they would wish to be music educators while one said he wanted to be a dancer while the other two stated they would want to train as a Dj (Disc Jockey).

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction.

The chapter covers the interrelations and discussion of the findings of the study, which investigated the challenges encountered by learners with CP condition. The discussion is on the data presented in chapter four guided by the three objectives of the study as indicated below:

- (i) Identify challenges faced by learners with CP in studying music.
- (ii) Establish factors that lead to students dropping in music as a subject.
- (iii) Propose strategies that can be put in place to facilitate participation in music and sustain the interest of the learners with CP.

These objectives formed the basis of information provided by the students and the teachers in the school.

5.1 Challenges Faced by Learners with CP in Studying Music

This study concentrated on challenges facing music learners with CP at Joy Town Secondary School in Kenya. The study sought to find out the reason why their interest in music reduced as they proceeded to form two.

5.1.1 Previous Music Experienced

The study found that majority of the learners with CP had not had any formal instruction in music before joining high school. A majority of the respondents (72.9%) indicated that they had not taken music lessons in the primary school. 27.1% stated that they had learnt some music and were involved in singing during the school activities. A small number of 2.1% stated that they had taken part in dancing at the school level. These findings indicate that the lack of foundation in music in the primary school had contributed to their challenge in sustaining interest in music. Abeles (1995) points out that whatever is learned in the early years of a child's life helps form a foundation for subsequent educational development. Furthermore, similarly, Gordon (1987) stated

that unless a child has favourable early informal and formal environmental experiences with music, that level of music aptitude will never be realized in achievement. The findings agree with the observations made by both Abeles and Gordon that late introduction to Music Education in Kenya poses a challenge to interest in music in later years. Akuno (2012) urged that music in public schools is a paradox; she contends that Music Education in early childhood is merely singing during school activities at some interval of learning. This can be attributed to the many education reforms that have taken place since the introduction of the 8-4-4 systems. For instance, the Koech Commission (1990) affected music education greatly when they rendered music as a non-examinable subject in primary school and optional in secondary school. The reason was that these students did not have any music instruction before they got to secondary school.

5.1.2 Music Interest

The findings indicated that learners with CP faced various challenges and these challenges interfered with their interest in music. About 56.3% indicated that they were interested in learning music despite the challenges they faced, while 43.7% indicated that they did not have interest in music. Students population involved in this study provided a clear picture of the interest they had in music.

5.1.3 Preferred Areas in Music.

In regard to the question on the various areas that they preferred to learn in music, 41.6% indicated that they preferred singing, 15% had a liking in dancing, 6.3% liked composing music, 14.5% chose playing instruments, 63% selected history of music and lastly 2.1% liked aural and history of western music respectively. This finding is in line with King'uru (2010) observation that students with physical disability favoured activities that were less demanding on them physical. However the current secondary school music curriculum entails much more than singing.

Abeles (1995) points out that;

“The fact that people enjoy performances by schools music groups is both a boon and bane for music education”.

He argued that performances have a number of significant benefits, they give students an opportunity to perform before the audience, and they build awareness of and support for certain portions of the music program. Unfortunately, there is a downside to performances as they are currently misused in some schools. He contends that the basic problem is that entertainment begins to dominate the curriculum and the educational reason for including music in the school seems to become lost. For the applied musicians, performing is both the end and the means. However, for school students performance should be the means, with the learning of music as the ultimate goal. Unfortunately, because of the visibility and prestige that can be realized through performance, educators frequently confuse ends with the means in such a case. This is the situation these learners with CP seem to view performance as the end rather than the means, thus shifting learning of music to gratification of the audience and performers. This poses a challenge to them because Music Education in secondary school is more than mere performance.

5.2. Factors which Lead to Students Drop out in Music.

This study sought to find out the factors that lead to learners with CP to drop out from music. The study found that most of the learners with CP face several challenges which led to drop out from music.

5.2.1 Reasons for Discontinuing with Music as a Subject.

The study found that learners dropped out from learning music due to several reasons. In reference to table 4.7 the results revealed that the content taught at high school was difficult for majority of the learners. This is indicated by 56.3% of them who stated that they discontinued learning music because the content taught was difficult for them to understand. The music curriculum in high school provides that a learner should perform in voice or any of the preferred instruments from the choices given in the practical exam by KNEC. From the results obtained, (12.5%) could not play the descant recorder, the preferred instrument in the school thus discourage them. The practical examination requires a student to perform a dance or a folk song and from the responses given by the students, (25 %) acknowledged that they could not coordinate well in the music activities such as rhythmic movements. Another (33.3%) could not write on the

staff or draw the music notes and other signs which meant that they could not do the exam.

From the results obtained 33.3% of the respondents said they could not coordinate well like their fellow classmates in clapping or tapping various rhythmic patterns while 8.3% indicated they could not sing well like others did. From the results it was clear that the music curriculum needs to be adapted to suit the needs of learners with CP in the Kenya.

Person with disability act 14 of 2003 section 18 on Education no. 2 states that;

“learning institutions shall take into account the special needs of persons with disability with respect to the entry requirement pass marks, curriculum examination, auxiliary service, use of school facilities, class schedules, physical education requirements and other similar considerations”.

Despite the policy stating this, this had not been practically implemented. 20.8% of the respondents indicated that they could not access the music room easily. In addition to poor access to facilities, the some student (4.1%) indicated that the music teacher was fast in teaching them, and this contributed to their dropping the subject. this is an important factor to consider since a teacher in the education systems plays a very fundamental role in the learning of the students. More so, teachers handling learners with special needs are expected to be more careful while teaching them.

The study also found that learners with CP wished they learnt music in the primary school since it would have laid a better foundation. From the findings, it was clear that majority of them were just involved in mere singing in their school but no formal learning of music.

The above mentioned reasons given by the learner with CP were a clear indication that most of the learners with CP were hindered by one or more factors from studying music, thus dropping the subject.

5.2.2 Challenges Which Lead to Discontinuation in Music learning.

This study sought to discover the challenges that made the learners to discontinue music and found that their physical and mental condition contributed greatly to their dropping music. Music subject requires a lot of co-ordination of the body like in rhythm, drawings

music notes and the staff. However their impairment made this very difficult. For instance, 33.3% of them indicated that their speech problems also made them to discontinue music. This is clearly indicated in chapter 2 of this study (2.4 persons with disability); ataxic cerebral palsy and athetoid have problems in coordination and speech. Also 8.3% indicated that they could not sing like their fellow students who did not suffer from the same condition. The teacher handling the learners with special needs also need to be well-trained in order to assist them in their learning. 2% stated that the music teacher was too fast when teaching and as such could not cope with the subject. The study also found that due to the challenges encountered by these learners did not just affect their choice of subject but it also affected the choice of their careers.60.4% attested to this while 39.6% stated that it did not affect them. This means that majority cannot choose any career that is related to music.

5.2.3 Intervention Measures

From the responses obtained from the respondents, there was a clear indication that learners with CP can be assisted to overcome the various challenges they face while learning music. Half of the respondents indicated that the music curriculum should be adapted to fit the needs of learners with CP. this is in line with the disability act 14 of 2003 which states and supports the reforms of exams for learners with disability, the response from 25% of learners with CP suggested that the practical set exam for KCSE should be tested differently for them and 14.6% also stated that the music writing materials such as the manuscript book should be adapted to suit their different needs by enlarging the spaces in the lines. The disability act states that every institution should be fitted with facilities or infrastructures that are friendly and accessible to persons with disability. However from the response, 6.3% indicated that the music room should be made accessible and friendlier. Still on the disability act on education in examination matters, any education institution should consider the needs of the learners although the institutions may provide the various subjects to be taught, the curriculum still hinders students from accessing the preferred subjects due to the shortcoming encountered as it is evident with music and learners with CP.

The examinations set for learners with special needs should be adapted to fit their needs. From the results obtained, 4.1% stated that areas tested should be separated and made

optional. This can be in areas like theory of music testing harmony using sol-fa notation rather than staff notation in the exams. The respondents stated that if the named challenges are mended, they would continue to study music up to higher levels. Majority of the respondents (60.4 %) indicated that they would still study music, if the amendment were made as compare to 39.6% who indicated that they will still not study music. From these responses, it can be observed that these learners drop the subject because they are faced by a lot of challenges and if the intervention measures discussed and illustrated in figure 4.9 in chapter 4 of this study are put in place, they would continue to study music.

5.3 Responses from the Teachers

In this section, the study targeted the teachers from Joy Town Secondary School, the questions were geared towards finding out the challenges the students encountered when learning their subject and also the challenges the teachers experienced when teaching learners with CP.

5.3.1. Special Training

The study found that all the teachers who teach the learners with CP are trained just like any other teacher in other schools in Kenya. This means that there is no teacher who is posted to this school having trained before in special education. However, after posting, they are trained through in- service special education training, in KISE. This is shown in table 4.14 in chapter 4 of this study where 42% of the respondents indicated that they had specialized in physical handicapped area, and learnt all types of physical disability in general. Another 25% have specialized in teaching learners with cerebral palsy; while 17% have training in inclusive special education. It is also evident that not all of them have gone through the in-service special training as (17 %) have no training in special education. From the results obtained, it is evident that many teachers learn how to handle learners with disabilities while on the job.

However the Ministry of Education in Kenya has provided the training of teachers in special education in most universities like Kenyatta University, Maseno and Nairobi Universities under the School of Education and Special Education Needs.

5.3.2 Challenges in Teaching Learners with CP

The study sought to establish the challenges that teachers encountered when teaching learners with CP in music and other subjects. As indicated earlier in 5.3.1 the teachers posted in Joy town do not have prior special training to handle learners with disability. This posed a challenge for the teacher at the beginning as most of them indicated that they learned on the job and they had to try to understand them. From the results obtained 33.3% of the respondents indicated, verbal communication was a challenge to them, since the learners do not express themselves eloquently, as stated in chapter 2, subtitle 2.4, Persons with CP, the Ataxic cerebral palsy and athetoid cerebral palsy have problems in speech and coordination. Also 33.3% stated that written communication was also a challenge to them since whatever they write is most of the time illegible. Due the spastic nature of learner with CP, 16.7% indicated that there was a lot of time wastage before and during the lesson due to their poor coordination, walking unsteadily, not able to walk quickly or have precise movement like in writing. Another 16.7 % indicated that the learners soil themselves, their writing materials, and even working materials due to their drooling nature. All these are challenges the teachers encounter while teaching learners with CP in general.

5.3.3 Academic Difficulties

The study considered this question important to find out the academic difficulties experienced by the teachers when handling learners with CP in specific subjects. The responses in the department of languages, that is English and Kiswahili were evident as 33.3% of the teachers indicated that the learners with CP had challenges such as, poor handwriting, and poor pronunciation of words and poor audibility. This was due to their spastic and fidgety nature. The same sentiments were shared by 33.3% in the department of technical subjects who indicated that, there was poor manipulation of equipment, poor coordination and inability to draw diagrams. The respondents (16.7 %) in the department of science shared the same sentiments. 16.7% in the humanities indicated that learners had poor handwriting, audibility, poor pronunciation, and poor handling of books. This is a clear indication that CP learners had challenges which really need intervention.

It was very evident in languages and sciences; which are compulsory subjects and have to be taught despite the challenges and the learners cannot drop them. They also stated that their performance is also very poor in their subjects. This situation leads to a concern on the way forward to review the secondary curriculum for learners with physical challenges. From the information acquired, the study noted that the challenges encountered by these learners were of great magnitude and they affected their performance, yet nothing has been done to salvage their situation. The more reason the researcher had to undertake this study to offer possible means to address the observed challenges.

5.3.4 Effects of Challenges in Teaching

The study sought to find out whether the challenges encountered by the teachers affected their teaching. As the united cerebral palsy researcher fact sheet (1999) states:

What is necessary and valuable, more than in-depth knowledge of the disability is to be a good teacher. The methods used to include a student with cerebral palsy (CP) will most likely benefit other disabled and non-disabled students. Teachers of students with CP must realize that every child in the class is their responsibility, not a "problem" to be dealt with. As such the teacher must be flexible, be willing to make accommodations/ adaptations to the curriculum & materials, their instruction, and to re-write objectives for a student's needs, be able to work in a team, be a problem solver and believe in the student's ability to learn. Although a CP student may not be able to speak or move fluently, they may be gifted (e.g. Christy Brown), realize that although a CP student may never become fully able to conventionally perform a skill, it is still valuable for them to learn it (e.g. basketball for students in a wheelchair). Also recognize that CP students may have high levels of frustration (not able to communicate, frequently misunderstood, etc). Then remember that the student's attitude to learning is very important must try to encourage a receptiveness to learning (class can be enjoyable and it should be challenging) they must differentiate between a student's misbehavior and what is disability-related expression by the child. Use the resources available; get informed: watch videos, read books, etc.; communicate with others who have taught CP students will most likely benefit even non-challenged students".

These recommendations are however difficult to implement in the current curriculum situation since teachers have to deal with a number of learner with different types of impairments, while also having to cover a congested curriculum. The researcher found that 25% of the teachers indicated that, teaching learners with CP consumed a lot of time thus forty minute lesson is not enough to accomplish a given task. About 16.7%

stated that they were unable to complete the syllabus, 41.7% stated that, they produced poor results while 16.7% indicated that students lacked motivation in their learning. This clearly shows that learners with CP encounter various challenges in their learning.

5.3.5 Performance of CP learners in Other Subjects

The responses provided showed that learners with CP had potential in learning despite their challenges. According to the results, 8% stated that they performed very well, 33.3% stated their performance was good, 25% said their performance was fair, while 33.3% stated that they performed poorly. The study identified two contrasting situations. One group of CP seemed to do quite well while a similar number also performed poorly.

5.3.6 Completion of learning Task within a Lesson.

This question was administered to the teachers to help this study find out whether the set time in a lesson was enough and if it was a challenge to both the teachers and the learners. 75% of the respondents indicated that CP learners did not complete given tasks within a lesson, while 25% indicated that they completed. This also led to further research on time allocation for lesson in special schools.

5.3.7 Learners Interest in Other Subjects.

This study sought this information to rate their interest in other subjects. From the research, the learners have great interest when they report in form one and as they continue in most of the subjects. The response was as follows; 41.6% indicated that their interest was high, 41.6% indicated it was fair and only 16.6% indicated that their interest was low. This response supports this study question on why the interest of learners with CP in music declines at form two. From their response, it is clear that there are challenges that cause their dropping in music, since in other subjects only 16.6% are disinterested.

5.3.8 Intervention Measures by the Teachers

The study sought to know the teacher's opinion on what should be done in order to assist learners with CP in their learning. 50% said that they should have adapted

curriculum and other ways of handling practical music lesson. 33.3% acknowledged that the learners with CP should use electronic gadget to write, such as computers, while 16.6% indicated that they should be given extra time. These intervention measures matched very well with those of the learners suggested by the learners with CP. This study therefore found that with the possible interventions, learners with CP can be assisted in learning in general. These suggestions also agree with UCP (1999) which states that:

“Try to incorporate multi-sensory learning materials {students with CP have limited development in Piaget's "object concept"/sensory-motor period (0-2 years of age)}: Audio-visual, tactile, Proprioceptive, "learning requires the active participation of the learner”, encourage discussion and active participation (statistics show that CP students are given few opportunities to participate) if possible, lab work, hands-on experience, creating something themselves don't do everything for them if they can do some things by themselves students can use any method, from speech to augmentative technology to eye-pointing, to communicate in the classroom writing, if not possible by the student (or if speech-to-text software is not available) is usually done through an aide. Allow time for responses (at least 5 seconds) doing this will encourage participation and multi-word answers, ask open ended as opposed to yes/no questions, encourage the student to use their augmentative device if available (overhead nodding) -some students will not be proficient with the technology don't fill silence gaps between your question and the student's response “learning is a social and individual process”: peer and teacher interaction with the student should be a priority: cooperative learning, peer tutoring, discussion ,students need to succeed socially; include them in group activities, encourage peer interaction. Teach social and communication skills, the teacher will serve as a model for the student. Choose learning activities, not simply to keep CP students busy or for evaluation purposes, but because it helps them learn and has educational value. Also be cautious of how much time is being spent on instruction, and how much is being lost to transitions, technology concerns/ repairs, therapies, toileting, etc. Use better management & preparation to prevent interruptions or delays if interruptions do occur, give the student an independent activity to engage in while the teacher is busy with management activities”.

The researcher found that it was possible to have remedies that can be put in place so as to assist the CP learners in learning.

5.3.9 Response from the interviews

The interviews were conducted to learners with CP orally to cater for those who were very slow in writing and had illegible handwriting. From the results, they gave similar sentiment on the challenges they encountered. This question was asked to assist this study in getting the challenge experienced by learners with CP while studying music. They stated that they had problems in voice production for they felt that their voices were shaky compared to other learners without CP. In addition, they said that they had problems writing music on the manuscript and drawing of the music notes. Most of them reported that they experienced problems in writing of music notes. They said that, the music lines were very small and they were not able to fit the notes on the lines and spaces of the staff. All of them indicated that, they lacked co-ordination when dancing due to their challenges. They also stated that they were not able to access the music room easily and even use the music room tables as they were very high. Some indicated that they got late for class due to the distance from their respective classes to the music room. The sentiment for all the respondents through questionnaires and interviews on challenges revealed clearly that there were indeed challenges affecting learners with CP in learning music.

5.3.10 Intervention Measures by the Interviewee

All the respondents suggested that the music curriculum be adapted to suit their needs, both in the areas taught and examined in music. They expressed that aural tests should be made optional and history of music questions tested to cover a wider area than it does currently in the KCSE. They also stated that the music manuscript books should have enlarged lines and spaces to accommodate their large hand writing and for those others who use their mouth or foot to write. All of them said that the music room should be made more accessible as it was far from their class and they took a lot of time to get there. The music room tables and the chairs should be adapted to suit them. They also indicated that the lesson should be made longer by ten minutes to compensate for the time lost during movement from class to the music room.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter provides a summary of the research findings in relation to the objectives of the study. Conclusions were drawn from the study findings and several recommendations were made. Further areas of research were also suggested in this chapter.

6.0 Summary and Conclusion

The objectives of the study as reflected on page 9 were addressed and the findings are discussed as follows:

6.1. Challenges Faced by Learners with CP in Studying Music

This study revealed that learners with CP faced a lot of challenges when learning music as a subject. These challenges included: lack of previous music experience- the study found that most of the learners with CP had no music experience prior to the introduction of music in secondary school. This posed a challenge to learners with CP since they started studying music as a subject for the first time. More so, the learners with CP found that it was compulsory for all form ones and they had to study it for a whole year and it was examinable. This challenged them since they had no background; they found that the content changed from just what they thought was mere singing during music lessons. This study therefore found it important for music education to be introduced as early as possible in a Childs' education life. Music Education should be introduced as an examinable subject in primary school as it were in 1985 at the launching of the 8-4-4 system. Though from 1999 with the recommendations of the Koech report in regard to Music Education, the teachers in the primary school did not find it necessary to teach music as subject since it was not examinable.

This study revealed that most learners with CP (56.2%) had a very high interest in music in form one but as they proceeded to form two, their interest started to decline. this decline was linked to the increasing content difficulty especially the practicals, composition and melody writing. This is also supported by Mochere (2014) who states that "there is some irrelevant music in the curriculum that does not address the interest

of students.” She continues to state that this aspect requires urgent attention to policy makers. This study, therefore, revealed that there should be a review of the music curriculum in order to accommodate the students’ tastes in order for them to enjoy learning the subject. More so, the curriculum ought to be adapted to accommodate learners with CP.

The learner also found the scope of the music subject challenging. Majority of them stated that they liked singing; they thought music was just singing in class, in the music festival and any other school occasions like prize giving days. In contrast, they found that music contained various units such as aural, history of western music and African music, harmony and melody writing. A great number of the students reported that the scope of some units was too wide and boring. There is therefore, need to review the syllabus content to make it manageable for the learners.

The report from the learners with CP shows that manipulating the tools of work while learning music was a challenge to them because of their physical impairment. It was revealed when they indicated that writing music on the manuscript books and papers gave them a lot of problems since the lines and spaces of the manuscript books/ papers were very small and thin for them to insert the notes on the staff. Due to majority of the CP learners lacking balance and coordination, it was a challenge for them to align notes well on the staff or even grouping of notes. They were also disadvantaged as they could not coordinate well in singing, dancing and clapping of rhythmic motifs given by the teacher in class.

The study also revealed other challenges were due to the teachers /students’ attitude. From the learners’ response they indicated that teachers of music were too fast while teaching them and the teacher’s paid little attention to the learners with CP. A number of teachers indicated that most of the learners with CP are very slow and they consume a lot of time in completing a given task. This posed a challenge to the learners.

6.2 Factors that Lead to Students’ Dropout in Music

From the responses given by the learners with CP this study found various factors which led them to discontinue music. To start with, the issue of content taught and tested in music at high school was very difficult for them. From the finding, the

respondents indicated that aural, harmony and history of music were factors that discouraged them from studying music. They also indicated that they could not play the instruments nor could they sing coherently like their colleagues without CP with whom they studied music. These being requirements by KNEC at the end of form four course, they stated that they could not continue learning music despite the high interest they have towards music. This revealed that the music syllabus needs to be reviewed and adapted to accommodate music educational needs for learners with CP.

Another factor which led to drop the subject was their speech problems, balance and coordination. Most of them expressed that music was not adapted to fit their needs considering their conditions; the learners stated that they should be tested differently without being compared to the other learners without CP. Most of them indicated that they liked music but the way music is taught and examined did not accommodate their needs. This discouraged them because when they failed to coordinate well like the others, they were laughed at and they got discouraged.

In addition the respondents stated that they got discouraged by their parents, peers and some teachers. They stated that they were told that music has no career prospects and that they should avoid it. This is supported by Mochere (2014) who states that “parents should be made aware of the importance of music so that they stop discouraging students from pursuing music”.

The study further noted that the curriculum in our education system needs to be adapted to fit the needs of learners with special needs. This was evident in how the teachers who answered the questionnaires responded. The curriculum does not really address the need of learners with CP. Teacher who taught subjects with practical lessons that requires manipulation of equipment stated that learners with CP had major difficulties however they were expected to gain competency and still sit for the same exams with their non-challenged peers. They also added that the time given in teaching was limiting too for both the teachers and the learners. This was also a factor which led to the learners with CP to discontinue with music (unfriendly curriculum).

6.3 Strategies for facilitating Participation in Music Studies and Interest of learners with CP

The last objective of the study was to suggest various strategies that can be put in place to assist learners with CP to sustain their interest in music and pursue the subject. From the responses given by the teachers and the learners the study revealed that all found the importance of reviewing the curriculum and adapting it to fit the needs of the learners with CP. This would call upon education policy makers, Kenya Institute of Curriculum Development (KICD), Kenya National Examination Council (KNEC), the Quality Education and Standard Officers (QUASO) and Kenya Institute of Special Education. (KISE). They should strive to review the curriculum and the music syllabus to accommodate educational needs of all learners with CP.

Another strategy that should be put in place is to reintroduce music in the primary school for both regular schools and special schools as an examinable subject. This will lay a strong foundation for music education and will help create awareness of the subject in their early stages of education. Through the Ministry of Education in Kenya (MoE) special education has been integrated in the regular schools by creating special units. However, very little has been done on the learners with CP. There should be advocacy for learners with CP just like many schools have opened various special units for other disabilities and accommodated them, the MoE should stress on learners with CP. More teachers should be trained in special education courses concerning CP. Music education for learners with special needs in Kenya has not been given a priority yet these learners are many and they are also supposed to be taken care of. There should be units in all the universities and colleges training teachers in music dealing with music and learners with special needs. This study found that even literature on instructional methods in Music Education for learners with special needs in Kenya is very scanty. Most of the literature found was basically on music as therapy for learners with special needs. This will form a very strong base for music education and learners with CP.

Another suggested strategy that could increase interest in music is adapting all the music writing materials for the learners with CP. These are the music manuscript book enlarging the line and the spaces. Their exercise books should have large lines to

accommodate their large unaligned hand writing. The music room should also be made accessible and the tables and the chair adapted to fit them.

Lastly the study found that; if the teachers, parents, learners and other stake holders in the education system are sensitized, shown the importance of music education to all learners with special needs, it would really assist the learners in pursuing music. This can be done by establishing music institutions at the county level to cater for the music needs from the lower levels. The institutions should consider equipping music rooms with computers in order to expose the learners to internet, give the learners access to the radio and aural cassettes from the onset so that they can develop their music ear. This would encourage the learners and enhance their music interest. In addition the learners can be exposed to music environment such as music symposiums, music conservatoires, to attend music concerts and general learning from successful musicians both music educators and music artists.

6.4 Recommendations

- i. Based on the research findings, it is recommended that MoE in Kenya should call upon all the policy makers and all the institutions concerned with education matters to review the curriculum, and reintroduce music in the primary school as an examinable subject. This should also be followed by the review of the syllabus in order to adapt it to accommodate the needs of learners with CP and in general the needs of music students in high school.
- ii. The schools in Kenya both regular and special schools should introduce music in their schools and those that are offering it should really campaign for Music Education to cater for the learners who have the interest in music but have no chance to study the subject. Also, colleges and universities offering music should also train teachers in music education for learners with special needs thus catering for CP. From the findings of this study, it was clear that in Kenya, there are only four special secondary schools which deal with physical disability where learners with CP are accommodated. However, only two schools offer music. This is a clear indication that learners with CP have not been exposed to

music and that their needs are not met thus discouraging them from pursuing the subject; hence the need to have it in the curriculum.

- iii. The institution offering Special Education should really advocate for needs of the learners with CP in all the subjects. The MoE should also introduce music education for learners with CP in teacher training colleges and in the universities.
- iv. There should be adaptation of the equipment, writing material to be used by the learners with CP to fit their needs.
- v. Use IEP in handling learners with CP so as to assist them in their different needs.

6.4.1 Conclusion

The challenges that faced music learners with CP affected their interest in music and this discourages them from pursuing the subject. However, with the various strategies put in place, they can be assisted.

6.4.2 Suggestions for Further Research

The researcher observed a need for further research as the research could not exhaust all the challenges affecting learners with CP while studying music.

- Further study should be done on music therapy for learners with CP.
- Music Education for learners with special needs in other categories, such as visually impaired and hearing impaired.
- Further study should be replicated in other special schools apart from Joy Town Secondary School to establish other strategies that may enhance music education in special schools.

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APPENDICES

APPENDIX I: STUDENTS' QUESTIONNAIRE

The purpose of this questionnaire is to collect data on issues faced by students with cerebral palsy and how these problems affect their learning of music. The researcher assures you that the information gathered will be treated with confidentiality and will be used solely for the purpose of the study. You are kindly requested to provide answers to the questions as honestly and accurately as possible.

Please tick (√) where appropriate or fill in the required information.

A. Background information

1. My gender. Male () Female ()
2. Age -----. Date of birth-----.
3. Class f1() F2 () F3 () F4 ().
4. My challenge has been; acquired () present from birth ().
5. Do you use any assistive device e.g. wheelchair? Yes () No ().
6. Do any of your brothers or sisters have a cerebral palsy? Yes () No ().

B. Music background

1. Did you have any music lesson before you got to form one? Yes () No ()
2. If yes what did you learn?
Singing () Dancing () Music notes () African music ()
Western music () Sight singing () Playing an instrument ()

3. Do you like music? Yes () No ()

b) If yes which area? Singing () Dancing () Writing music ()

Playing of instruments () History of African music ()

History of western Music () Aural ()

(c) If no, state the reason why?

.....
.....

C. Challenges and their effects

1. What academic difficulties do you encounter in class when learning music?

.....

2. Do you get any assistance from your music teachers in class? (Yes) (No)

3. Do you complete the learning tasks given to you in each lesson? (Yes) (No)
If not why?

.....

.....

.....

4. Tick the appropriate answer, I am able () Not able () to perform practical activities in some subjects.

b. In what ways does this affect your learning? Please explain.

.....

.....

.....

.....

c. Do some teachers encourage those with cerebral palsy to perform practical activities Yes () NO ()

5. Do you participate in any co-curricular activities? Yes () No ().

a. If yes, name them.....

b If no explain why.....

c. Do your friends in school despise you when you perform a song or a music exercise?

Yes () No ().

6. If you had a chance to have a private conversation with an expert with a great deal of knowledge and understanding about music problems of students with cerebral palsy today, what would you ask him or her? Please write questions about anything that is in your mind.

.....

D. Possible interventions and goal achievement

1. What would you like to be done to help you succeed in music?

.....

How would you rate do your interest in music?

Very high, () high, () fair, () low, () very low ()

What is your dream career?

(b) In what ways do you hope to prepare to achieve this

dream?.....

APPENDIX II

TEACHERS' QUESTIONNAIRE

The purpose of this questionnaire is to collect data on challenges faced by students with cerebral palsy and how these problems affect their learning of music. The researcher assures you that the information gathered will be treated with confidentiality and will be used solely for the purpose of the study. You are kindly requested to provide answers to the questions as honestly and accurately as possible. Please tick (√) where appropriate or fill in the required information.

A. Background information

1. Gender. Male ().Female ().

2. Academic Qualification. Post graduate () Bachelor in education ()
Diploma in education ()

3. Have you done any course in special education if yes please indicate which area?.....
.....
.....
.....

B. Challenges encountered while teaching learners with Cerebral Palsy and their effects.

- 1 Do you encounter any challenge when teaching learners with Cerebral Palsy?
Yes () No () If yes name them
.....
.....

2. What academic difficulties do you encounter in class when teaching your subject? (Please indicate the subject.)

.....
.....
.....

3. Do these challenges affect your teaching? Yes () No () If yes
how?.....
.....
.....

4. How do the learners with cerebral palsy fair in your subject compared to the
other students? Very good () Good () fairly () poorly ()

5. Do the learners with cerebral palsy complete the learning tasks in each lesson?
Yes () No () If not why
.....

C. Possible interventions and goal achievement

1. How would you rate their interest in your subject?

Very high, () high, () fair, () low, () very low ()

.....
.....

2. What do you think should to be done to help CP learners succeed in your
subject?

.....
.....
.....

What do you think should be done in order to enhance their learning?

.....

APPENDIX III

INTERVIEW GUIDE FOR THE STUDENTS

1. Briefly tell me about your family background in music.
2. What age do you think is appropriate to begin music studies?
3. What are some of the areas that you enjoy most in music as a subject?
4. What challenges do you encounter when learning music?
5. What do you think should be done for one to overcome the challenges you face.
6. If these challenges or difficulties were solved, would you continue to study music?
7. Do you think if you studied music education, it would help you to get a career out of your choice?

APPENDIX IV

RESEARCH BUDGET

Item	Details	Total
Consolidating literature	Travelling expenses and library search	10,000
Designing and developing research instruments and	Transport piloting photocopying research instruments	5000 30,000
Piloting research instruments and refining the research instrument	Transport Editing and formatting the instrument	15,000
Data collection	Subsistence during field work Transport during field work photocopying research instruments	20,000 10,000 40,000
Data collection	Stationery services	30,000
	Transport expenses	3000
Data Analysis An Presentation	Transport expenses & Lunch ,Researcher and Two research assistants Stationery services,	5000 80,000
Finalizing the Thesis	Typesetting ,formatting and binding	20,000
Miscellaneous	Arising cost	10,000
Grand Total		323,000

APPENDIX V

Work Plan /Time frame 2016-2019

	← 2016 →				→	2017		→	2018		→	2019 →		
Month	Jan	Feb	Mar	Apr	May			Dec	Jan			Feb		
Thesis proposal writing (consolidation of literature)														
Pilot Study and Editing Research Instrument														
Data collection														
Data Analysis														
Editing and compiling Thesis for submission														
Submission of the Thesis														

APPENDIX VI: KENYA-COUNTY MAP



Adopted and modified from:

http://28feb.co.ke/wpcontent/uploads/2011/10/kfs_regions_full.jpg
http://www.miss-tourismkenya.org/sites/default/files/county_pics/Map%20of%20Kiambu%20County.png

APPENDIX VII

LETTER TO THE PRINCIPAL

KIBURU ELIZABETH WANGUI

KENYATTA UNIVERSITY

P.O BOX 43844

Nairobi

Date: 5/6/2016

THE PRINCIPAL

JOYTOWN SECONDARY SCHOOL

FOR THE PHYSICALLY CHALLENGED

P.O 1370 -01000

THIKA

Dear Madam,

REF: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL.

I hereby request you for permission to allow me carry pout research in your school on challenges facing learners with CP in music education Joy Town secondary school for the physically challenged in Kiambu County.

Leaners with CP and the teachers will be requested to respond to questionnaires.


The researcher will also conduct interview to leaners with CP. The information will be treated with confidentiality and will be used only for the purpose of the study. Yours Faithfully,

Kiburu Elizabeth Wangui

APPENDIX VIII

AUTHORIZATION LETTER

9


**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke P.O. Box 43844, 00100
Website: www.ku.ac.ke NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: M66/CE/22670/10 DATE: 17th May 2016

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,


RE: RESEARCH AUTHORIZATION KIBURU ELIZABETH WANGUI- REG. NO. M66/CE/22670/10

I write to introduce Ms. Kiburu Elizabeth Wangui who is a Postgraduate Student of this University. She is registered for M.A. Degree programme in the Department of Music and Dance.

Ms. Kiburu intends to conduct research for an M.A. Proposal entitled, "Challenges Facing Music Learners with Cerebral Palsy, A Case of Joy Town Secondary School, Kiambu County, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,


**MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL**

04/1/2016

APPENDIX IX

NACOSTI AUTHORIZATION LETTER



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471
2241240,3310071,2219420
Fax: +254-20-218235,318238
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Uhuru House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No: **NACOSTI/P/16/57739/15029** Date: **8th December, 2016**

Elizabeth Wangui Kiburu
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"An investigation of challenges facing music students with cerebral palsy: A case of Joy Town Secondary School, Kiambu County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **7th December, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Directors of Education
Kiambu County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX X

REASERCH PERMIT

<p>CONDTIONS</p> <ol style="list-style-type: none">1. You must report in the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.2. Government Officer will not be interviewed without prior appointment.3. No questionnaire will be used unless it has been approved.4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.	 <p>REPUBLIC OF KENYA</p>  <p>National Commission for Science, Technology and Innovation</p> <p>RESEACH CLEARANCE PERMIT</p> <p>Serial No.A 12248</p> <p>CONDITIONS: see back page</p>
<p>THIS IS TO CERTIFY THAT: MS. ELIZABETH WANGUI KIBURU of KENYATTA UNIVERSITY, 0-1000 THIKA, has been permitted to conduct research in Kiambu County</p> <p>on the topic: AN INVESTIGATION OF CHALLENGES FACING MUSIC STUDENTS WITH CEREBRAL PALSY. A CASE OF JOY TOWN SECONDARY SCHOOL, KIAMBU COUNTY KENYA</p> <p>for the period ending: 7th December 2017</p> <p> Applicant's Signature</p>	<p>Permit No : NACOSTI/P/16/57739/15029 Date Of Issue : 8th December, 2016 Fee Received : Ksh 1000</p>  <p> Director General National Commission for Science, Technology & Innovation</p>