

**LEARNING OF MUSICAL INSTRUMENT- PLAYING AMONG LEARNERS
WITH VISUAL IMPAIRMENT IN SELECTED PRIMARY SCHOOLS IN
KWANIA DISTRICT, NORTHERN UGANDA**

BY

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DECLARATION

I, ACIRO EVELINE GLORIA, hereby declare that this research report entitled “Learning of musical instruments-playing among learners with visual impairment in selected primary schools in Kwanja district in northern Uganda” is my original work and has never been submitted to any University or Institution of Higher learning for the award of a degree.

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APPROVAL

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DEDICATION

This work is dedicated to my husband Ogwal James, my children Lima Emmanuel, Alyek Lydia and Acio Claire.

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LIST OF ACRONYMS

ACPET	Austria Council for Private Education and Training
ADL	Activities of Daily Living
CCTV	Close Circuit Television
CWD	Children with disabilities
DEO	District education Office
FGD	Focused Group Discussion
KM	Kilometers
KMS	Kampala Music School
LVI	Learners with Visual Impairment
MDD	Music Dance Drama
MOE&S	Ministry of Education and Sports
NLS	National Library Services
O& M	Operation and Maintenance
PEDP	Primary Education Development Plan
TC	Town Council
TR	Teacher
UNDP	United Nation Development Programme
UNEB	Uganda National Examinations Board

UNESCO	United Nations Education Scientific and Cultural organization
UNICEF	United Nation Children's Fund
UNIFPA	United National Population Fund
UPE	Universal Primary Education
UBOS	Uganda Bureau of Statistics

ABSTRACT

This study was about how Teaching facilitates learning of musical instrument- playing among learners with visual impairment in Kwania district, Northern Uganda. The study objectives were; to find out the methods that teachers use when teaching playing of musical instruments among LVIs in selected primary schools in Kwania district, to establish the challenges that teachers and learners face during the teaching of musical instrument-playing among LVIs in selected primary schools in Kwania district and suggest solutions to the challenges that teachers and learners face during the teaching of musical instrument-playing among LVIs in selected primary schools in Kwania district. A phenomenological research design was used to find out answers to the major problems. Interviews, focus group, and documentary review were used. Thematic content analysis was used to analyze data. The study found out that when LVIs are taught to play music instruments, they are empowered to express themselves, to interact with other people and to recognize that they are not totally incapacitated. However, the situation in Kwania, is not yet sufficiently supportive of the LVIs learning of music instrument playing, let alone the general education. The level of teacher skills in engaging LVIs in music instrument playing is still developing, and the facilities were inadequate, UPE schools and established integrated schools lacked most of the required adaptations to enable LVIs access the learning facilities and the general school environment. The study revealed that there is need to train more teachers in special needs education so that at least each regular school has one. Ministry of education and sports should increase on the release sent to Special and UPE schools specifically to cater for LVIs, and Teachers from regular UPE schools has to always tour the established integrated schools in order to learn some lessons concerning teaching methodology of LVIs.

CHAPTER ONE

INTRODUCTION

1.0 Overview

The study focused on how teaching supports learning of musical instruments- playing among Learners with Visual Impairments (LVIs) in Universal Primary Education (UPE) and special schools in Kwanja district, North Western part of Uganda. This inquiry was motivated by the fact that, in the declaration of human rights by United Nations stated that all human beings are equal, therefore, having special needs should not be a reason for one to be sidelined from studying music education, or any other opportunity to work, and to become successful in their life.

The researcher presents in this chapter, the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope and definition of operational terms and key words.

1.1 Background of the study

The background includes: the historical perspective, theoretical perspective, conceptual and contextual perspective.

1.1.1 Historical perspective

The 20th Century witnessed increased advocacy for inclusive education. This was launched at a global discussion which includes many organizations such as United National Development Program (UNDP), United Nations Children's Fund (UNICEF) and World Bank. The main aim for this conference was to discuss Education for all in the world (UNICEF, 2014). This was regarded as advocacy for inclusive education. The global

education for all agenda is an educational paradigm and reform whose goal is to make our societies inclusive. Since then, inclusive education has been widely discussed and debated in the field of education in many countries including Uganda.

Children with special needs require extra attention in term of supportive teaching methods, teaching and learning materials, assistive technology, resources to enable them adapt to the curriculum, and suitable assessment systems. Therefore, children with special needs require additional funding, and assistance in terms of extra skills of teachers to support them in adapting to the school environment. There have been challenges in guiding learners with special education needs in Uganda. Despite the Primary Education Development Plan (PEDP) that aims to promote good quality learning for all learners, the overall standard of education among children with disabilities is generally poor. Majority of public schools in Uganda face challenges of enough teachers in schools that have special needs education (UNICEF, 2016). Teachers in most inclusive schools lack training in teaching LVIs and can hardly support learning among LVIs. Limited trained teachers in special needs education and few infrastructures, have contributed to the poor standard of education of LVIs. This is worsened by a fact that in some schools, classes are overcrowded, which make it for the teacher to deliver content appropriately.

This study focuses on the teaching of musical instrument playing among Learners with Visual impairment (LVIs). LVIs are those who have difficulties in seeing; they can either have low vision or total blindness. LVIs can be categorized in following conditions: visual acuity, a level of vision that is less than the sharpness that learners need to have generally; turbidity, when there is a liquid in the eye lens; when brain cannot fully communicate with the eyes; complication to the brain's system connected to the sight (Palat, 2008).

Music is an art which is very important in the community, irrespective of level, status and standard, as well as people with disabilities. Music enables people with visual impairment to interact with their environment through the power of hearing. Although they have obstruction of sight, people with visual impairment tend to rely on a strong sense of hearing. Therefore, a person with visual impairment can become a musician and play musical instruments. An example of a musician with visual impairment is Steve Wonder. He cannot see but can perfectly play an electronic piano and singing. However, learning musical instrument playing can be challenging for children with visual impairments since they only rely on their senses of hearing and touch (Atlantis Press, 2018). As Chandra and Gilbert suggest, learning of musical instruments playing majorly involves senses of vision, hearing and touching (Chandra and Gilbert, 2010).

The United States education department put in place residential and specialized schools for individual with blindness (Ferrell, 2007) to give chance to LVIs to engage in learning experiences without feeling isolated, which helped them to learn better. Schools that act as centers of knowledge with specific expertise in teaching methodology for LVIs were set up and educators were trained. In some European countries LVIs learn how to play musical instrument. This helps them to cope with their emotional challenges and the stress that comes with disability, and is means of earning a living (Brandly, 2009).

In Africa the problem of visual impairment among schooling children is big. For example, a study in Ethiopia showed that there is a high number of learners with visual impairment. From a population of 75 million people about 1.2 million people are blind and 2.8 million people have low vision. This statistic is among children who are nine years (Denier, 2010). There are many cases of LVIs who are not assessed and diagnosed to choose the devices that can help them learn musical instruments. As Denier suggests, in classroom situations

children with low vision wear glasses and corrective lenses in order to be able to play musical instruments.

In Uganda the teaching and learning of musical instruments by all learners started from the time Uganda attained her independence in 1962. At that time the ministry of education and sports designed a curriculum for music in all primary schools across the country. All learners in schools were to benefit from standardized curriculum taught by trained music educators (Kigozi, 2008). The Ministry of Education and Sports (MOE&S) in Uganda has come up with various plans to promote the learning of music in primary schools such as reviewing the curriculum. For example, in 2010 government came up with a syllabus for music education. This new curriculum was intended to combine performing arts including music and physical education (PAPE). The PAPE curriculum aimed at preserving Ugandan culture and traditions although it did not effectively take off. One of changes that this curriculum nearly introduced was that music was going to be an examinable subject. To date music is a non-examinable subject in the primary school curriculum, which limits opportunities for LVIs to engage in musical arts at school since they are done as co-curricular activities. The MOE&S designed a curriculum for teaching Music, Dance, and Drama in all Primary Schools in Uganda, (MOE&S, 2010). Teachers were trained to roll out this program in schools. However, this initiative yielded very little positive impact particularly in enabling LVIs to learn music.

A notable initiative to promote music education by the private sector is the setting up of the Kampala Music School (KMS). The school specializes in teaching western musical instruments like the piano, violins, guitars, and western vocal styles. In 2006 another private music teaching institution called ESOM School was established in Kampala to teach western instruments like piano, guitar, violin, wood wind instruments, brass and drums. However,

all these initiatives appear to focus on learners who have normal sight. They do not demonstrate concern for learning of music among LVIs.

In Northern Uganda and indeed the whole country, teaching materials that could be used to teach LVIs are limited. In addition to that teacher lack appropriate pedagogical practices, educational materials and teaching aids for LVIs, who find it hard to engage meaningfully during music learning activities. Although Apac district instituted a strategic development plan for the implementation of inclusive education as well as providing materials for teaching all disciplines including music. This plan does not include materials for learners with visual impairment, for example, Ikwera Primary School in Apac District implements the teaching and learning of music intended for all learners but it is doubtful that the special needs of LVIs are taken into account. Teaching of music also seems to focus on theoretical knowledge and hardly includes playing of musical instruments, and this act as a disadvantaged to LVIs' as they end up getting limited opportunities of learning music instrument playing, which makes the general music education programs to not adequately cater for the needs of LVIs.

1.1.2 Theoretical perspective

The study's theoretical frame work is on the theory of Suzuki that dates back in the mid-20th century. The theory was promoted by a Japanese instrumentalist and pedagogue Shinichi Suzuki (2022). Suzuki believed that, young children could play musical instruments if the teaching methods and the instrument is made appropriate enough to fit their abilities. The method promotes conducive music learning environment for all children to learn to play musical instrument if well taught. The aim of such music education was to

develop children with "noble hearts" (as opposed to creating famous and proud musical experts).

Suzuki believed that everybody can (and will) learn through practicing their experiences because of the desire to create conducive environment" for learning music. Regular practice in conducive musical environment would include components such as: participation in the musical community, which includes watching local music concerts, creating friendships with other music pupils, and listening to music played by experts in music every day.

The fundamental argument of this theory, which proves the importance of Suzuki's thinking of music education among LVIs is his belief that, all children should be able to play music. This favors LVIs because it supports learning for all Learners to listen to music and they learn it. Suzuki also explained that teachers who examined learners' musical skills before teaching, they only look for learners that have initial capacity, and confine themselves to people who already know music. Just as all children is expected to learn their mother tongue, Suzuki expected every child to be able to play music instrument. He emphasized playing from a very young age, taught by qualified teachers who allow listening to music more often than reading written scores. The Suzuki theory emphasized methods that include regular playing in groups (including unison playing). Suzuki also systematically insisted on frequent listening at home, from before birth if possible, and he focused on using recordings of beginners as well as skillful musicians, which can be used to train LVIs. LVIs can enjoy the social practice with peers, listening to music recordings and working with experts.

1.1.3 Conceptual perspective

This study set out to investigate acquisition of instrumental- playing skills among LVIs in selected primary schools in Kwania District. Learning can be defined as understanding, conceptualizing and providing meaning of things. "Learning " is interactive process, like practically engaging in doing things as opposed to just reading about it. Learning is also permanent change in one's behavior that is the result of knowledge. It is the acquisition of information knowledge and skills.

A musical instrument is an object made and polished to produce an organized sound. so, object which produces melody is a musical instrument, it is through its function that the object becomes a musical instrument.

Learning of musical instrument- playing means guiding someone to acquire a skill of playing instruments. Learning of musical instruments -playing involves the skills of handling the instrument, playing techniques, tuning and proficiency. Learning music instruments involves aspects of rhythm, playing skills, speed, accuracy (Playing technique) good level of tone control, technical demands fulfilled, good level of stylistic understanding with attention to detail, dynamics, Overall Assured, accurate and expressive performance. This study found out how visual impairment influences one's ability to learn instrument playing.

Teaching of music instruments to LVIs involves scheming, lesson planning, availability of instructional materials, lesson presentation, lesson execution and post lesson evaluation. It involves engagement with learners to promotes their comprehension and application of knowledge, values. Attitudes and skills. It includes design, contents selection, delivery,

assessment and reflection. Preparation involves activities associating with learning outcomes

It includes researching the topic, lesson planning and selection of delivery methodology, when teaching instruments- playing for instance a drum, you should have practice pads and drum kit, sticks, brushes, mallets and metronome, instrument teaching lesson, the teacher needs to use learners centered methods so as to arouse the interest of the learners.

1.1.4 Contextual perspective

Provision of access and retention of LVIs in school has been an area of concern and generally a subject of debate among educators worldwide. It even raises more concern among educators in the area of special needs education when it comes to educating LVIs particularly in regular school settings. A number of studies globally, and in Africa have revealed that the major obstacle in educating LVIs in regular schools is limited resources (McCall, 2001; Kristensen, Omagor and Onen, 2003; Njoroge, 1991; Wamunyi, 2008).

In the USA residential schools were the sole settings for the education of LVIs in 19th century (Roberts, 1986), during that era, it was a pride for the children of the elites to join boarding schools, this encouraged the stakeholders to build more boarding schools for LVIs. What motivated parents to send their children to well-established boarding schools was conducive learning environment and well stalked equipment that was present there. Later in, 1909 Hall argued against the residential segregated settings for LVIs that, “the method of dividing the blind, making them not to mix with others that they are going to live with after studies, denying them to mix with the community, is the biggest problem that was committed. (Roberts, 1986, p.144). He therefore recommended that the best place

to educate LVIs is a public day school, mixing them with the peers with whom they would live with when they leave studies.

In Africa, LVIs have been denied the right to access quality education. According to UNICEF report 2012, very few LVIs were in school by the year 2012, and few were getting adequate inclusive education. The report further showed that 25 out of 55 African countries have not yet understood the rights of persons with disabilities, which states that, children with disabilities should not be exposed to all forms of discrimination, and that they have right to quality education among others. Many African countries have put in place specific legislations, policies and ways to respond to the needs of children with disabilities. However, implementation of inclusive education programs, and allocation of adequate resources, many countries still remained behind (UNICEF Report, 2012).

In Uganda education for LVIs was introduced in 1952 by Christian missionaries, and it was largely in special residential schools. However as noted by Lynch et al., (2011) special residential schools can only cater for a small proportion of LVIs who need educational support. In the absence of specialized learning centers in Uganda, regular schools can offer setting where LVIs can receive education. According to the UPE report 2012, UPE provision attracted many learners with disabilities including those with visual impairments into regular UPE schools. Unfortunately, their learning needs were not prepared for in those schools according to the MOE&S Sector fact sheet 2000 –2012 and the UPE report of 2012. Therefore, although the introduction of UPE in 1997 led to a sudden increase in learner enrolments in schools, teachers remained a very small number. The big numbers of learners included LVIs who require more specialized handling and attention. The big numbers became a challenge for teachers. Worse still, teacher training colleges do not offer adequate training for trainees to handle learners with disabilities (MOE&S report, 2014). The fact

sheet also reveals that many LVIs who join public schools drop out due to lack of attention. Those who stay are not catered for when it comes to co-curricular activities like Music, Dance and Drama (MDD) by the schools.

This study was inspired by my own experience as a teacher and a school administrator for over a decade. I have been a teacher for 20 years and have observed that LVIs are left out of various school activities such as music, football, net ball, sports. LVIs are generally denied opportunities to participate in music festivals, church choir and school choirs. These cultural engagements would contribute to their growth and development and enhance their emotional stability. This certainly influences their learning both at school, and in the community. In the communities, children with disabilities are neglected and segregated and sometimes abandoned. The few who access school face challenges, and some are forced to drop out because the teaching rarely caters for their needs. Although the education policies cater for all-inclusive education, and setting up of infrastructure to support LVIs to learn, schools do not have sufficient provisions for special needs learners (Palat, 2008; Cowan, 2012; Shelby, 2013). Although the country embraced education for all, effective realization of education for LVIs and indeed learners with disabilities is still doubtful, despite the existence of policies and legal frameworks that advocate for education for all. So, I wanted to find out what causes this unfortunate situation in schools, what could be its effects on the LVIs, and how could it be solved? Therefore, this study investigated learning of musical instruments- playing to LVIs in selected primary schools in Kwanja district, northern Uganda.

1.2 Statement of the Problem

Musical instrument playing is key in the development of diverse music skills, and as a mean of self-expression. However, it is hardly taught to learners with visual impairment in

Kwania. School administrators argue that inclusion of learners with special needs particularly LVIs in music programs, particularly instrument playing is not a priority in most of the primary schools. Exclusion of LVIs from learning instrument playing leads them to miss the social and interactive experiences where they engage with others (Robert, 1986) which impacts on their self-esteem, learning, and general being as humans. There is barely any literature on the teaching and learning of instrument- playing among LVIs that could guide educators and policy makers. This literature gap prompted the researcher to carry out a study, and find out the state of learning musical instrument -playing among LVIs, and what could be done to create school contexts for training musicianship among LVIs in primary schools in Kwania district.

1.3 General Objective of the Study

The general objectives of the study were to investigate how teaching supports the learning of musical instrument -playing among learners with visual impairment in selected primary schools in Kwania district, northern Uganda

1.4 Objectives of the Study

The objectives of the study included:

1. To find out the methods that teachers use when teaching playing of musical instruments- playing among LVIs in selected primary schools in Kwania district.
2. To establish the challenges that teachers and learners face during the teaching of musical instrument- playing among LVIs in selected primary schools in Kwania.
3. To suggest solutions to the challenges that teachers and learners face during the teaching of musical instrument-playing among LVIs in selected primary schools in Kwania district.

1.5 Research Questions

The study was guided by the following research questions:

1. What methods do teachers use to teach musical instrument- playing to LVIs in selected primary schools in Kwanja district?
2. What challenges do teachers and learners face during the teaching and learning of musical instrument-playing among LVIs in selected primary schools in Kwanja district?
3. What could be the solutions to the challenges that teachers and learners face during teaching and learning of musical instrument-playing among LVIs in selected primary schools in Kwanja district?

1.6 Significance of the Study

The researcher results of the study might be used by the teachers, head teachers and education stake holders within the district to improve on their techniques in sustaining LVIs within public UPE schools.

The research results of this study might be used by policy makers to develop policies that support people with visual impairment; whereby LVIs would access quality education, and release their parents from the burden of taking their children to private special need education schools which are expensive and in far distances.

Also, t this study might be useful to parents, other education agencies and government officials especially in the MOE&S in by providing them literature on how to support LVIs. The study will also provide literature and attract attention of school managers in the country about the challenges of LVIs.

The study might generate knowledge for researchers and scholars that would act as literature for related studies. The study also adds to the existing volume of knowledge and stimulate further research about the subject of LVIs and general person with disabilities.

MOE&S might generate possible solutions for the challenges investigated and will offer innovative and localized strategies for effective, efficient and responsive approaches to special needs education. The findings and recommendations would offer new insights to inform legislative reforms and amendments to national laws as well as ordinances and by-laws at local government levels pertaining to special needs.

1.7 Scope of the Study

The scope of the study would be presented under the following subheadings: geographical scope, time scope, and content scope.

1.7.1 Geographical Scope

The study was carried out in Kwanja districts because there are very many cases of learners with visual impairment who are dropping out of school (UNICEF, 2020). This district is found in Northern Uganda. Kwanja district is a newly created district that was carved out of Apac in 2017. Kwanja district is one of the remote districts of Uganda in terms of social service development, as evidence by lack of any hospital, teacher training facility as well as any school facility specifically for children with disability. It has one of the highest teacher attrition rates in the country at more than 30% annually (District Education report, 2017/8). Kwanja is located in the north western region. The district has high level of poverty and a majority of the people cannot read or write. Kwanja district headquarters is thirty kilometers from Lira along Apac highway and is 284 kilometers direct from Kampala Uganda's capital. It lies between longitudes 32.7, E340 43'27.708 E and latitudes 1.99763 N to 59'51.474. It

is boarded by districts of Kole in the north, Dokolo in the east, Apac in the west and Amolatar district in the south through Lake Kwania. The district covers a total area of 1,108 km² of which 11% is under open water while 15% is under forests leaving 76% for human settlement (UBOS, 2016).

The district headquarters is located in Aduku TC, 22 kilometers to the east of Apac district, along Apac- Lira road. The population of the district is not very high, although majority of the people within the town are business men and women, and a majority of the people in the villages are subsistence farmers and fishermen. Exposure to lake water is a major cause of visual impairment.

1.7.2 Content Scope

The study focused on learning of musical instrument- playing to learners with visual impairment. Musical instruments availed and taught, knowledge and skills of learners with visual impairment in playing musical instruments, challenges that learners face in learning to play music instruments -playing and suggest solutions to the challenges faced by learners with visual impairment in learning to play music instruments in selected Primary Schools in Kwania district.

1.7.3 Time Scope

The study focused on the period between 2010-2021. This is because affirmative action for people with disabilities is a current issue that has been gaining currency in Uganda, but has not received scholarly attention particularly in the field of music education. Also, the last ten years have witnessed increasing government measures to strengthen education for all as well as music education in primary schools.

1.8 Definition of operational terms

Music instruction: How music teachers present subject content to the learners.

Visual impairments: A concept which includes blindness and all other degrees of visual impairment: mild, severe and total loss

Pedagogical Challenges: Educational constraints or difficulties that teachers encounter when teaching learners.

Supplementary measures: Mechanisms or plans teachers or the schools have invented to help reduce the pedagogical challenges.

Low vision: A condition where a person has some amount of vision, but which is limited such that it is not sufficient enough to read ordinary print, and may also have difficulties with performing other daily tasks.

Music instrument: Any object that produces reliable sound can be considered as a music instrument.

Musical instrument-playing: This a concept used to evaluate an act of playing an instrument.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter presents a review of existing literature done according to objectives of the study under the following themes: Methods that teachers use to teach musical instrument-playing to LVIs, challenges faced during teaching and learning of musical instrument-playing among LVIs, and solutions to challenges teachers and learners face during learning of musical instrument-playing among LVIs.

2.1 Methods teachers use to teach musical instrument-playing to LVIs

Learning music and particularly instrument-playing is essential for LVIs because it enables them to acquire skills so that they can socialize and mingle easily in society. Music among people with visual impairment has an influence on their hearing power. Even though having the obstruction of sight, their sense of hearing is much sharper and more sensitive to sound. Being LVIs does not make any one to lose hope in life and potential to do productive things that can make life easy (Wonder, 1997).

Most of the time, LVIs are unable to point out their needs due to stigma. However, as Marsh (2015) implies teachers should use pedagogies that favors and encourages respect of LVIs during classroom learning. These methodologies motivate LVIs to feel that they are part of the school and so they can perform with their counter parts. LVIs will feel that they are accepted in the school. Spruce (2015) explains that when LVIs do not feel stigmatized, they can be able to speak out their ideas in the lesson. The teacher has to use methods and techniques that encourages LVIs to participate feely in the learning process. Therefore, the

researcher sought to find out whether teachers' methods can motivate LVIs to participate freely in instrument-playing in selected primary schools of Kwanja district.

According to Schellenberg (2004; 2011) during instrument-playing lessons, learners with low vision should be provided with instruments considering their vision range: low vision on the right side, low vision of the lower visual field among others. It is important to present the instrument in the optimum visual field for the pupil in order to stop the learners using odd body posture to optimize their vision. Also placing instrument far from the learners' visual field can be disturbing for LVIs as they may fail to know that the instrument is there until it is brought nearer to them. Also, according to (Schumacher, 2009) suggests that LVIs need to be given chance to touch the instrument with their fingers so that they have a good spatial awareness of the layout, shape, different parts of the instrument. A good clear contrast of color is also very helpful. Colored stickers are used to highlight each note in order to assist the pupils explore the instrument, if LVIs is playing two handed percussion, it is better to use two beaters of contrasting bright colors. Therefore, the researcher investigated what music teachers in selected schools of Kwanja district do to support LVIs to familiarize and explore music instruments.

According to Guild and Graham (1992) there are restrictions that affect normal development of LVIs; they experience developmental delays and as a result slow concept development on top of other milestones. LVIs are restricted in the ability to move, which is regarded by majority as the most severe single effect of blindness. The blind person is indeed greatly handicapped in her mobility and at best must calculate himself to a consider declaration of the movements. Even very low vision, skillfully used, makes difference in the person's ability to help him through familiar and unfamiliar places. Therefore, LVIs experience limitations in the control of the environment in relation to self. LVIs experience difficulties

in acquisition of the object permanence concept; ability to use and respond to non-verbal communication acts. Gilford and Graham (1992) suggests alongside un independence and sometimes rewards and over caring by parents and caregivers, learning is also affected. They also needed good classroom management, lighting, seating arrangement, printing materials, writing, materials, class safety, teaching and learning aids and modified curriculum area such as using Braille, independent living skills, orientation and mobility and socialization among others are real problems. Therefore, the researcher found out the specific problems faced by LVIs when learning music instrument-playing in selected primary schools of Kwanja district.

Wright (2015) explained that LVIs activities should be organized successively, logically, from known to unknown, using attractive and various methods, the teacher having the task to prepare and apply them with care and tact, making them an ongoing form of lively game, motivated positively. They further stipulated that any method can lead to either passivity or arousing of children's interest. Also, the teacher needs to provide varieties of musical instruments of different categories like guitars, saxophone, singing bowls, xylophones, pan pipes, lyres, drums to learners and allow them to pick according to their needs. During the lesson, the teacher needs to allow children to explore the preferred musical instrument and increase motivation for learning it (Lareau, 2011). Also, in cases where real musical instruments teachers can encourage learners to bring their own local materials that they can use as instruments initially.

According to Todd (1986) teachers need to make music instruments using local materials and resources to support LVIs to play music in class. participation of learners in getting learning materials that can be used as musical instruments such as old jerricans, tins, bottles and other loud sounding materials is one way of mitigating the few instruments in the initial

stages. Teacher needs to identify methods meaningfully and mobilize procedures which will promote learners' active participation in musical practice. Therefore, the researcher sought to find out music teachers in selected primary schools in Kwania district use methods that increase active participation of LVIs in learning processes of musical instrument-playing among LVIs.

2.2 Challenges faced during teaching and learning of musical instrument-playing among LVIs

The challenges to teaching LVIs that Wanyama (2010) refers to include: lack of quality education and few teachers and equipment to meet the high population in classrooms. However, primary and tertiary institutions might increase access to enrollment of LVIs in education for all, but education standards might not improve, something acknowledged in 2010 Overseas Development Institute report. The UPE program came with a problem of few infrastructure-like classrooms, laboratories, libraries, musical instruments and spaces for playing them. The government has contracted with about 640 private schools but the system has many challenges. limited teaching space and instructional materials, a few of teachers, and late disbursement of little government funds. As a result, academic performance standards are declining, and the education being universal, learners are just moved to the next class (Wanyama, 2013). Nsubuga (2008) argues that any loss in quality is an inevitable, but temporary, consequence of expanding access. He adds that universal education faces the problems of poor education quality, teacher pupil's ratio is very high.

According to Barraga (1993) learners with visual loss face problems of reading suitable textbooks and writing in Braille which is their media of reading and writing. These make the curriculum look overcrowded. Subjects that involve a lot of movement for example

games and physical education present special problems to individual learners, who have difficulty in free movement. A shy learner who is blind easily misses a great deal of incidental benefits that come from ordinary school life. Most special teachers available are few in regular school and already overburdened with the regular curriculum hence concentrating on learners with visual loss becomes a problem. In the classroom situation these makes learners with visual loss lag behind (Scholl, 1986) conducted a study on interaction of learners with low vision in regular classes in some region within the country. The aim of the study was to investigate the factors that influence the interaction of LVIs in social activities in classes with in established integrated settings. The study found out that communication among LVIs and other learners was largely motivated by the need to get help from their sighted counter parts. The study also sought to find out that some sighted peers and teachers dictated notes for LVIs, brailled and transcribed examinations and located materials for them, but others did not provide such help.

According to Ostad (2011) teaching of those learners should be well planned and organized. Learners who lack a major sense such as vision may construe the world in different ways than those with full sensory equipment Therefore, LVIs need to be provided with opportunities, concrete experiences and activities in order to acquire what sighted learners acquire naturally. Also, Cheadle (2005) explains that learning musical art is challenging especially for LVIs due to obstacles in vision and rely more on their sense of hearing and touch. Some people assume that a person with visual impairment only has the skill and the potential to be masseuse; so many people look one eye on the potential possessed by them and think that they will not be able to play music because of their limitations. Also, teachers and learners face a challenge of lack of braille skills. Knowlton and Berger (1999) conducted a survey of 51 teachers licensed to teach LVIs in Minnesota USA. The researcher sought to

find out the teachers' braille skill levels that enhance their capacity to teach musical instrument-playing to LVIs in selected primary schools of Kwanja district.

Instrumental -playing demands a great deal of attentiveness, reasoning ability, skills in problem solving and ability in drawing conclusions. According to Clamp (2003) LVIs are often slower to acquire knowledge than their sighted peers. This is due to lack of natural visual stimulation, limiting effects of LVIs' cognitive development of specific music concepts that facilitate acquisition of instrument playing skills. Also, according to (Clamp, 2003) LVIs at times face challenges in acquiring skills of using tactile materials yet it is their working medium. As Wiliam and Thompson (2017), points out those teachers teaching LVIs conceptions of instruction and assessment seems to have a significant influence on what happens in the classroom. This underpinning of teachers in enhancing learning cannot be underscore and hence the need to constantly retrain teachers in the changing knowledge in the world. Also, Eric (2003) has noted that teachers in inclusive classrooms regularly face the difficult task of having to modify the curriculum to reach all of their students, many of whom have special needs. According to him, students with disabilities respond to the curriculum differently from other students. Therefore, the researcher sought to find out how learners adopt to tactile learning materials and what teachers do to support LVIs to learn musical instrument-playing in selected primary schools of Kwanja district.

According to Schellenberg (2004) music lessons enhance general intelligence of children, but do not affect their social skills. He argues that learning a musical instrument during childhood and adolescence increases cognitive skills by one fourth and school grades by one sixth of a standard deviation. The effects of music are much larger than those of alternative activities such as sports, theater and dance. For example, the effect of music on cognitive skills is more than twice as large as the effect of sports, an activity which has been

found an important input for skill development Bray, Brown & Green (2004) Teachers in schools do not seem to be aware that there are numerous studies that suggest that playing a musical instrument affects a variety of outcomes related to educational achievement (Rickard et al., 2012). While most of these studies do not detect causal effects, they describe the mechanisms by which music could affect these outcomes. The positive effect of music training on cognitive skills is the only effect which can be supported by previous causal evidence. In his experimental study, Schellenberg (2004) randomly assigned 132 children to three treatment groups. Each of them received piano, voice, or theater lessons for a year. Compared to both the theater and the control group, children or voice lessons increased their IQ considerably. While Schulenburg's study participants are not a representative sample of all children, random allocation to treatments justifies a causal interpretation of his findings. Still, the question of what mechanism drives this effect remains open.

According to Schumacher (2009) playing a musical instrument improves the ability to judge one understands and progress. Musical performance in front of an audience allows the musician to verify whether or not she was able to interpret the piece correctly. Moreover, music lessons can teach children to judge their ability to learn as well as their progress in learning. Heckman and Kautz (2012) discuss the stability of personality traits and argue that conscientiousness tends to rise over the life cycle, citing examples of early childhood interventions in which personality was modified successfully, such as the Perry preschool project. Moreover, when music classes are taught in a group or an orchestra, students closely and directly interact with their peers.

Typically, learners' interactions considerably differ from usual classroom interactions. On the other hand, in particular in projects proposing access to music education for all, children

playing in a group learn to interact with fellow students coming from various social backgrounds (Covay & Carbonaro, 2010). The knowledge gap about the role that music, and instrument- playing in particular is a problem in schools. Therefore, the researcher sought to find out the perceptions of teachers and school administrators about the role of instrument -playing in development of LVIs in selected primary schools of Kwanja district.

2.3 Solutions to challenges face during LVIs learning of musical instrument-playing

In order to enable LVIs access education classrooms and curricular Erin (2003) recommends modifications to cater for specialized instruction that is not part of the general curriculum, and should include varied time requirements, and specialized subject areas like Operation and maintenance training, ADL and instruction in Braille. According to Johnson (1996) Braille is essential for LVIs to achieve satisfactory educational progress. He argues that learning to read and write are necessary in order to become self-sufficient in adulthood. This implies that teachers of LVIs should be well skilled in Braille before beginning to teach the students. According to Frieman (2004) school administrators face the challenge of finding competent teachers who have the expertise in Braille to teach LVIs. This proficiency is determined by the type of training a teacher gets. Hung (2008) conducted a study to examine teachers' Braille training experiences in Taiwan. The purpose of the study was to find out the educational backgrounds of teachers and teachers "proficiency in Braille depended on the length of the training term and the intensity of the training content.

In the United States of America, Frieman (2004) conducted a National survey on Braille standards for teachers of LVIs. State departments were asked to send a copy of their certification standards for the teachers, and data was collected from all the fifty states. Also, Amato and Sheila (2002) conducted a study on Braille literacy standards for teachers in the

United States of America. The purpose of the study was to examine the standards for competency in Braille literacy skills in teacher preparation programs. A survey was conducted with 45 instructors from teacher training programs for teaching LVIs. Results of the study indicated that respondents evidenced a strong commitment to Braille literacy and teacher preparation. However, there was lack of consistency in Braille courses with respect to poor standards and criteria for competence in Braille literacy. Due to the documented importance and gaps in teacher training in braille skills. Therefore, the researcher wanted to find out how teachers might solve the problem of inadequate braille skills and facilitate learning of musical instrument-playing among LVIs in selected primary schools of Kwanja district.

One step towards changing teachers' perception towards involvement of LVIs in musical activities is to provide experience and quality training in how to address their needs. This training offers teachers opportunities to reflect on and rethink their perceptions of LVIs Schoenfeld (1985) gives suggestions for teachers to train and practice Braille reading and writing. They include reviewing instructional manuals, revising rules and contractions, attending Braille re fresher courses, enrolling in the Braille transcribers "course, writing notes and letters in Braille using contractions and practicing reading Braille books. With the above skills of teachers, LVIs will be able to reach their full potential in society (Frieman, 2004). Also, the Australian Council for Private Education and Training (ACPET) Fact sheet (2012) has urged teachers to consider the amount of assumed visual content when designing tasks for such LVIs.

Brown (2013) suggests that the environment outside the classroom should be adapted in such a way that a child has the opportunity to travel to different areas within the school. Dangerous objects like broken glasses, thorns, holes, scattered stones and sticks should be

removed from the school environment. Clear and permanent object symbols (landmarks) and clear lines of travel (shorelines) should be constructed in routes and the general school compound to enable the child understands where he is going. The path ways should be free from obstacles. The labels for locations in the school should be consistent. Handrails should also be set up alongside stairs and in classes to reduce hazards. Doors and door frames should be painted using contrasting colors to reduce the risk of physical injury. Therefore, the researcher found out what teachers and school administrators to facilitate conducive learning environment for LVIs to learn music instrument-playing in selected schools of Kwania district.

In order to meet the goal of access to the curriculum for everyone, and to enable the student to engage with his or her lessons in a meaningful way, Wamunyi (2008) suggests that teachers must be prepared to provide useful alternatives in terms of both curricular materials and instructional delivery. To facilitate learning, all children need materials and tools to help them to understand what is being taught. According to Njuki (1995) educational materials are objects that can be used to make the process of acquiring knowledge and skills more effective. They are developed to meet a wider range of informal (Narita and Green, 2015) and formal educational needs, and the materials need to be adapted to enable LVIs access regular classrooms and curricular (Linden & Stone, 2001). Bray et al., (2004) have written about inclusive education for learners with hearing disabilities in lessons for musical instruments advocates for the teacher to ensure that learners hear all the teacher's instructions during the lesson. Bray suggests that teachers should take into account teaching practices that favor learners with special needs. While some scholars may argue that the curriculum is a major determinant for what the learners gain from an experience, Bray does not consider the curriculum to be a determinant factor on what happens to learners with special needs. He gives special attention to such learners and does not put into account what

happens to the “Ordinary” learners when special attention is being given to this one learner with disability. Therefore, the researcher established how teachers address curriculum demands while taking into account needs of LVIs in learning musical instrument-playing in selected primary schools in Kwanja district

Therefore, the study investigates how music teachers use the methodology and techniques in teaching instrument-playing to LVIs, taking into account their range of vision.

Also, the study further investigates how school compound is modernized in a way that can favor LVIs to move freely and how the landmarks are built all over the compound for LVIs to walk without obstacles. According to Bray et al., (2004) including LVIs in learning instrument-playing needs simplified teaching methods which emphasize more on listening.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter presents research design, target population, sample size, and sampling techniques, data collection instruments, data quality control, and procedure for data collection.

3.1 Research Design

The researcher used a phenomenological study design, where the researcher used stories of lived experiences of respondents to gain deeper understanding of the study objectives. It relates to several approaches that applied to single case or to the deliberate sample that are carefully chosen for instance individual studies, it is easier to identify issues that show discrepancies, failures, favorable and attention to distinct situations. This design helps to gain deeper understanding of the problem (Amin, 2005) qualitative data was collected, the researcher's emphasis was on the knowledge, perception and attitudes of people. The researcher investigated people's views on the problem, how they interpreted it, how it affected their behaviors, and how their behaviors affected it (Amin 2005; Kothari 2004; Mugenda & Mugenda, 2012). This research design investigates the experiences of people's lives and requires the researchers to set aside prejudices and imagination but deals with lived experiences of the respondents. This begins by first explaining lived experiences objectively and reflect on the descriptions while referring to the theories about the phenomenon. The design deals with focusing on the research problems and guard against influencing the respondents, more so, the researcher brings empathy and creates useful relationship with the

participants in order to gain deeper understanding of their experience (Stewart & Shamdasani 1990).

3.2 Target Population

The target population included all primary school head teachers, teachers, and pupils in Kwanja district. However, since it is not possible for the whole population to participate in the study, the researcher used a representative sample. Therefore, the study participants included: LVIs, other learners, teachers, head teachers and community leaders.

3.3 Sample Size

A sample is a part of the targeted population that is systematically selected to represent the whole population. This is the number of respondents from which data has been collected (Kumar, 2011). The data was collected from 24 respondents after the researcher realized that she had reached saturation. This was after recognizing that no new information was being realized from the field.

3.4 Sampling

Collins, Onwuegbuzie, and Jiao (2007) explain that sampling as selecting a group of individuals that you will collect information and data from for example, people, settings, and events that are to be studied. The researcher employed purposive and snowball sampling techniques.

3.4.1 Purposive Sampling

This type of sampling is used to identify research sites and respondents basing on their ability to provide information that is relevant to study problem (Creswell, 2007). Purposive sampling techniques was used to select Some respondents for interviews and focus group

discussions. The number of respondents who were interviewed was determined by the point of saturation (Amin, 2005) states that when that researcher confirms that all the study objectives were covered. In this technique, the researcher identifies a sample basing on personal knowledge and experience of the group that is sampled. This is based on the assumption that the respondents have the information one need for the study (Amin, 2005). The researcher selects more knowledgeable individuals basing on their experience with idea of LVIs learning on musical instrument playing. After collecting data from those respondents, the researcher used snowball sampling to select more respondents in order to get more data, and also corroborate the data that she had already collected.

3.4.2 Snowball Sampling

Kumar (2011) stipulated clearly that snowball sampling “is defined as the process of identifying a sample using individual coordination where a few people of a group or organization are selected and the information needed is collected from them. They are then told to get some individuals in the group and the members selected become the part of the sample”. Kumar states that “this procedure continued until the researcher get the required number or a saturation point”, which is the point when the researcher has got all the needed information for the objectives of the study. Thus, the researcher used snowball sampling in order to get information from members recommended by the respondents that were already identified. This makes the researcher to select more respondents, and get additional information from individuals that were recommended to her by the already identified respondents. In doing so, the researcher was mindful of the limitations associated with snowball sampling such as bias of the informants who may tend to recommend their friends only.

3.5 Research instruments

The researcher used interviews, focus group discussion and Documentary review. These tools are considered appropriate because they will enable the researcher to get comprehensive data about the phenomenon that was being researched (Oso & Onen, 2000). The researcher used interviews, focus group discussions and documentary analyses to collect data for this study.

3.5.1 Interview

Data from the LVIs, head teachers, and teachers in primary schools within Kwanja district was collected using interviews. Open ended interviews were utilized because they offer the benefit of ensuring that questions are probed for clarification, further information, and interviewee facial expression (Creswell, 2011). The researcher conducted interviews to learners' school administrators and teachers. According to qualitative research, the interviewer makes an effort to comprehend the world from the perspective of the subjects. In order to better comprehend the daily lives and activities of my subjects.

3.5.2 Observation

Is the systematic viewing of people's actions and recording, analyzing and recording their behaviors selectively (Kothari, 2008). It is one of the methods of collecting research data which involves watching a participant and recording relevant behavior for later analysis. It involves perception and recognition of this subject importance and also helps an individual to avoid conflicts from taking place and improve overall efficiency. Productivity and positive out-put. This is because the more I observe, the more I understand where gaps exist and how these gaps need to be filled.

3.5.3 Focus group discussion

Focus Group Discussion (FGD) is a rapid assessment, semi-structured data gathering method in which the selected set of participants gather to discuss issues and concerns based on a list of key themes drawn up by the researchers who also facilitates the discussion (Amin, 2005). A focus group discussion was organized for LVIs and teachers to collaborate the information collected through interviews and observation. This did not only help give more data for the study but also enabled the researcher to cross check the information of respondents.

3.5.3 Documentary Analysis

Additional data was obtained using documentary analysis. The researcher extracted descriptive, historical, and narrative information from documents in the schools (Kumar, 2011). There were attendance registers used by music teachers, school albums, teachers, and pupils' music manuscripts.

3.6 Research procedure

The researcher obtained a letter of introduction from the Head of Performing Arts department, to introduce the researcher to the respondents. The researchers then traveled to the research sites and conducted interviews as well as observe different phenomena that were related to the research objectives and took notes. These notes formed important field journals that the researcher used as complementary data sources.

3.7 Trustworthiness

Butler-Kisber (2010) suggests that instead of validity and reliability of research instruments, qualitative researchers ensure "trustworthiness" (p. 13) of their studies. She adds that a researcher might ensure credibility by ensuring credible 'length of time in the field, multiple

sources of field text and participant check [and] consent process of the participants' that is not done once but "as an ongoing negotiation rather than a single moment" (p. 13). The researcher ensured trustworthiness by engaging in the study triangulating the data collection instruments, engaging in member checks with the respondents, and engaging in in-depth interviews with respondents

3.8 Data Analysis

Data was coded and analysed using textual discursive and thematic methods of data analysis. The discursive method was focused on the detail of the text (Madill & Gough, 2008) and interpreting the analysed text attributing meaning (Devatek, Glazar and Vogrine, 2010). Thematic analysis is a method for systematically identifying, and offering insight into, patterns of meaning (themes) across a data set. Through focusing on meaning across a data set, thematic analysis allows the researcher to see and make sense of collective and shared meaning of experiences. Content analysis was used for data collection in the study, it entailed collecting data, sorting it into manageable themes for analysis and interpretation (Amin, 2005). Content analysis is a research tool used to determine the presence of certain words, themes or concepts within some qualitative data. The researcher quantified and analysed the presence, meaning and relationship of certain words, themes or concepts.

3.9 Ethical Considerations

In course of carrying out this study, the researcher ensured that respondents were informed fully about the purpose, methods and intended possible uses of the research and what their participation involves. This was done to ensure respondents' informed consent to participate in the study. The researcher also handled respondents with respect and their information was treated with confidentiality and their participation was voluntary, not forced to participate

and the researcher ensured that respondent's safety was not put at risk because of their participation in the study. The researcher embedded sense of morals conduct to ensure information given was based on sound decision making (Barrett & Stauffer, 2009; Gaspar, 2018). The respondents were protected because some of them were minors.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Overview

This chapter presents the data of the study, its analysis and interpretation. This will be discussed under the following headings: methods that teachers use to teach playing of musical instruments among LVIs, challenges faced during the teaching and learning of musical instrument-playing among LVIs, and solutions to the challenges faced during the teaching and learning of musical instrument-playing among LVIs. This is because LVIs in Kwanja district are hardly seen participating in instrument-playing during music festivals, church choir and inter class competition, so, this prompted me to find out whether LVIs are not interested in learning instrument-playing, or teachers' negligence to train LVIs during music lessons.

4.1 Methods teachers use to teach playing of musical instruments to LVIs

The first objective of the researcher was to find out the methods that teachers use to inspire LVIs to learn musical instrument playing. These will be discussed under the following sub-headings: methods that motivate participation of LVIs in instrument playing, and how music teachers support LVIs to familiarize and explore music instruments. The researcher sought to investigate teachers' methods, techniques, skills and knowledge in handling LVIs during instrument-playing lessons. Also, how LVIs are guided to explore and be familiar with the instrument they are learning to play. More so, the researcher wanted to find out if the teachers are creative and innovative enough to teach LVIs instrument-playing.

4.1.1 Methods that motivate participation of LVIs in instrument- playing

This emerged as a literature gap that this study intended to fill. The researcher set out to establish the methods that teachers use to teach playing of musical instruments to LVIs in selected Primary Schools in Kwanja District. The data was collected through interviews and focus group discussions among teachers and learners. The leading question was what methods do teachers use to motivate LVIs to play music instruments? The data was obtained from two special schools and two UPE/general schools. Most teachers said that in special schools' teachers made the classes had few learners and this enabled them to cater for, and looked after the learners one by one. This motivated LVIs to engage during learning of musical instruments. Wamunyi (2008) pointed out that learning of instrument- playing improves the ability to increase one understanding and progress.

The study revealed that in inclusive schools, there is high enrollment in classes which make it difficult for the teachers to guide learners effectively. Teachers find it very hard to move from Infront to behind so as to help learners, the only way to reach all learners is to group learners into small groups and mixing LVIs with other learners for guidance during instrument-playing lessons. Teachers use methods such as putting LVIs in small working groups, encouraging them to work with others and support them deeply. When LVIs work in groups with other learners, they gain confidence and get support from their peers.

One teacher said: All learners, if well guided, can perform music well, however when one handles the learners in a large group especially where LVIs are included, it becomes a beat hard for them to concentrate. Therefore, group them in small numbers, so as to capture their attention (Tr GL interview, on January 10, 2021).

Teachers need to help LVIs to engage in meaningful musical experiences in a welcoming environment for learning music as Spruce (2015) suggests when LVIs do not feel marginalized, they can be able to discuss their views in conducive learning environment. However, this was not the case mainly in public government UPE schools even with other learners.

The study showed that special schools' learners are supported in learning instrument-playing more than UPE public schools. Also, in UPE regular schools, teachers mainly concentrate on normal learners, especially those with knowledge of music that they learned from home. Also, teachers tend to segregate LVIs because they think that these learners take more time to learn performance music skills. This makes them miss their social opportunities, gaining less than others, and more so learning instrument-playing motivate LVIs and make them feel that they are not totally rejected. When LVIs are excluded in music instrument -playing lessons and other activities, they lose interest in learning and others drop out of school because of stress of being segregated.

One music teacher explained: Music teachers often neglect LVIs saying they delay them, and train the normal students only during preparation for festivals. We believe that through festivals students learnt a lot from the music engagements guided by music teachers. Although, we always organize music festivals where most of these learners present during music concerts, and develop friendship with other learners LVIs do benefit in equal measure with the rest of the pupils (Tr MH, July 4, 2020).

Head teachers repeatedly said that totally blind learners can be guided by well-trained teachers, and these can motivate LVIs by telling them to learn music by listening, since they are unable to read written music. Also, music teachers suggested that LVIs need to engage

in frequent playing of musical instruments in groups. Regular practice methodologies were specifically used to enable LVIs to concentrate together with others. Teachers explained that LVIs can be guided to learn by ear so that they listen to recordings of the music, using radios, and in cases where learners have some degree of vision, videos can also be used. The videos are a challenge particularly for the blind learners. Total blind pupils might only pick the sound without seeing anything. This can lower their capacity to learn instrument playing during such lessons. (Schellenberg, 2004) argues that LVIs need to be given music instruments that fit their nature, so that they can explore using their hands and learn by listening.

The teachers explained LVIs can be task to listen to music at home before they are given opportunity to handle the instruments. In such cases, teachers use simple recorded music first before complicated recordings that was applicable to LVIs in different stages of learning music instrument-playing. For learners who are totally blind, I provide them with recordings of the music we will learn to listen to it from home before we learn it in class. I realized that this works very well, and in some cases, those learners pick faster than the normal one (Tr. FO interview on August 14, 2020).

One music teacher said, headteachers encouraged their teachers to create instrument-playing contexts where LVIs developed the courage to express themselves and participate freely during music lessons. As Wonder (1997) explains disability is not complete inability.

In UPE schools during instrument- playing lessons, pupils who had partial vision were not given musical instruments. Teachers often took into account their low vision, arguing that it was important to give instruments to learners who could see what they were playing. They

did this to avoid a situation where the learners had to use odd body postures to optimize their vision of the instruments. Also, some teachers used to put musical instruments beyond or outside the learners' visual field, and they failed to realize that the instrument was available, until it was brought very near to them. Therefore, although teachers in UPE schools generally struggle to give chance to LVIs learn instrument playing (**Figure 4.1**), there were many difficulties. William and Thompson (2017) point out that teachers 'conception of guiding and evaluating learners is most likely has relationship with what takes place in learning process of LVIs.

Teachers explained that methods that lead to either passivity or inactive involvement of the learners ruin the children's interest, mostly LVIs. Also, teachers said that it is best to present varieties of musical instruments of many categories such as piano, lamellaphone, recorder, pan pipes, lyres, drums to learners and give them opportunity to select according to their interests. During the lesson, the teacher can allow children to pick instrument of their choices which can arouse their interests for learning music. While this was observed in albums presented to the researcher in special schools, in UPE school, it was not possible. The finding showed that UPE schools has limited numbers of musical instruments.



Figure 4. 1: LVI's playing local instruments in class (Photo by researcher)

In some cases where real musical instruments could be found, they were few. In those schools, teachers encouraged learners to bring their own local materials that they could use as instruments initially. Therefore, teachers used methods that encouraged the learners to use locally made, own materials and resources to assist LVI's to learn music in class. In such scenario learners made music instruments from their local materials before the lesson.

However, most head teachers pointed out that although this initiative could increase the chances of LVI's learning instrument playing, music teachers did not include learners in getting learning materials that could be used to substitute musical instruments in most of the schools. Therefore, although teachers suggested the use of other materials such as Jerricans,

tins, bottles and other loud sounding objects could be used as a way of mitigating the limited number of instruments in the initial stages, they did not practice them.

They were arguing that government was not releasing money to purchase the musical instruments. The little funds that are sent to schools have guidelines for budget, co-curricular activities only take twenty five percent which include. music, scouting, ball games and athletics. The money becomes too little for the finance to budget music instruments, they keep on postponing to wait for the next release, music is not a priority in our school because it is not examinable by UNEB.

One music teacher said: Our school does not receive enough fund from the government, and the budget becomes too squeezed that it is impossible to include musical instruments. We are waiting for government to increase funding so that we can purchase musical instruments. The grants released to schools according to the enrollment sent to the ministry, the more the pupils the more money received, more especially special needs learners attract more money to schools than normal learners (Tr. MO interview, August 12, 2020).

The creativity of providing sound producing objects to replace musical instruments greatly motivated all pupils including LVIs. They saw it as a great advantage to make choices and to play instrument without anyone of them missing out.

One LVIs explained during FDG: The teacher told us to carry anything that can be sounded so that we play in music lessons. We brought things such as old saucepans, nails, old small jerricans, mineral water bottles, sticks, tins of all types in fact everybody participated and carried interesting things which encouraged them to

learn. We enjoyed the lesson and requested the teacher to always let us bring those materials (LVIs during FDG, August 13, 2020).

The study also established that in the special schools, learners are put in small groups of few pupils. This allow LVIs to pick instruments and learn together with other pupils. However, in the UPE schools, it was mainly normal pupils who acquired instruments during teaching though they could be integrated with LVIs.

In addition to that, the study revealed that in the special schools, teachers offered LVIs experiences where they did tasks in small units. The researcher observed some general lessons, and noted that teachers entered class and greeted by speaking. Also, the teachers allowed learners to make physical prompts, and at times they held hands of LVIs to engage them more particularly. This helped LVIs to participate in various instrument learning classes in school.

Furthermore, the researcher wanted to find out whether teachers had adapted instructional materials to motivate LVIs to learn instrument playing. LVIs often use assistive devices that include: braille embosser, radios or tape recorders, television, Close Circuit Television (CCTV), and speech readers. Teachers explained that for those with low vision, there are no devices that can enhance musical instrument learning for LVIs apart from radios and TVs. The study wanted to investigate if there was lack of radios and hoovers in inclusive schools for LVIs to use in music education. Therefore, while tape recorders can enhance musical instrument learning among LVIs as they are able to record the music and even lessons, so that they can practice, but the gargets are very few. This puts most of the LVIs at a disadvantage. As in Laraeu and Weininger (2003) they

pointed out that exercise for LVIs must be modified systematically from known to unknown.

Furthermore, the study is interested to investigate whether many blind pupils have access to Braille, it can support LVIs to write faster than when using other gargets like frame and slates. Also, there is concern about whether the integrated schools had assistive devices such as electrified machines that can be used with scanners and computers to print written text on Braille papers. This simplified the work faster than manually as it converts text to computer to be printed. No school had the gargets, this was a limitation to learning written instrumental music, particularly western music. Also, absence of these facilities generally affects the esteem of the LVIs, which affects their ability to learn music instrument- playing. This would enhance learning of western musical instruments among LVIs in Kwanja primary schools. Therefore, although there are indigenous music instruments such as Adungu (bowharp), lukeme (lamellaphone), and arigirigi (tube fiddle) that do not require printed music that LVIs can learn, if their self-esteem is lowered by other inadequacies, then their ability to learn instrument playing is affected. Respondent also generally explained that CCTV would support LVIs to easily read the text by bolding and increasing the font size. However, these were not available in the schools. Therefore, absence of such equipment greatly affects learning of musical instruments that require reading of music scores for example, Western music for the piano among LVIs in Kwanja district. Clamp (2003) explains that LVIs face challenges in acquiring skills of using tactical materials such as using Perkins which can train an individual to learn piano because it trains flexibility in fingering.

In UPE schools' teachers used same teaching methods for learners in general, and LVIs had difficulty coping with them. However, teachers observed that a few LVIs who were skilled at playing musical instruments were taught, besides, other pupils and they really

liked music. In some cases, pupils with low vision were helped to learn musical instruments by scoring the music. Teachers repeatedly said that LVIs have sharp hears and strong sense of touch which are very important in playing musical instruments. Also, teachers in special schools observed that LVIs have no obstruction in music learning unless they have many disabilities. Such learners can learn music without difficulties, and it can be seen that pupils have the potential to play musical instruments, and most of them make it their own hobbies and interests (UNESCO, 2007).

I intended to find out what methods do teachers use to teach LVIs instrument-playing music lessons, which can support LVIs to participate in the lesson delivery actively.

Teachers generally suggested that for LVIs exercises needed to be modernized well from known to unknown, using varied and attractive methodology. Also, teacher preparation and application of those exercises carefully, making it a process in a playful manner. form of lively games, can motivate LVIs to engage with positive attitude and learn instrument-playing. The researcher conducted survey to find out what methods teachers use to teach LVIs to learn music instrument -playing, classroom management, seating arrangement of learners, availability of printing and writing materials, safety, teaching and learning aids as well as independent living skills, orientation and mobility and socialization encourage LVIs to engage effectively in any learning of musical instrument -playing.

4.1.2 Music teachers support LVIs to familiarize music instruments

The study revealed that interactions during instrument playing differ considerably from usual classroom experiences. Music teachers explained that when children play in groups, they socialize freely with their peers and different levels of instrument playing skills due to differing social backgrounds. Teaching was done in general classroom where LVIs would

engage with other normal learners Covay and Carbonaro (2011) explain that the knowledge gap in instrumental playing is a challenge in schools.

LVI's needed to touch the instruments using their fingers so as they are aware of the appearance of the instrument. Some music teachers used colored stickers to aid LVI's playing of instruments such as xylophones, drums, lamellaphone, guitar, and tube fiddles. This is possible because LVI's depend on tactile in order to learn.

One teacher explained: We use colored stickers to show some notes to guide LVI's learn instrument-playing, when playing instrument using two hands for instance learning to play xylophone and drums, LVI's need to use two colored sticks with bright colors. Learning other instruments like guitar, lamellaphone, lyres keyboards and tube fiddles, the key notes should be highlighted with colored stickers. A contrast of colors is too sensitive for LVI's to learn instrument -playing (Teacher DK, Interview on February 5, 2021).

However, data obtained from LVI's during FGDs showed that LVI's in some schools did not learn musical instrument playing in special class but from the integrated class with their peers. LVI's in those schools were complaining about studying together, insisting that they enjoy learning in their unit so that they could study well without interference, LVI's reported that sighted learners always try to support them. During general classes, they dictate notes for them to translate into Braille. Braille supports LVI's to read using hands so as to bridge the gaps in learning. When LVI's have potential to enforce instrument-playing with the help of the Braille, chances are there for them to study up to higher level, therefore, they might survive on their own in future Uyirwoth (2008) explains that LVI's in Nebbi generally receive support during studies. Indeed, even when they played musical instruments together,

the sighted counterparts offered them support that enabled LVIs to engage together with them. The researcher observed that LVIs had problems that music teachers were not aware of. Therefore, while the teacher and regular pupils suggested that LVIs engaged in the lessons with others very well, it was apparent that special arrangements needed to be put in place to support LVIs' learning of musical instrument.

Some teachers used long white canes as devices that could help LVIs, even other learners with some special needs. LVIs can use white cane for easy movement and identification. If LVIs access white cane, then the teachers should guide them on orientation and mobility to improve on their social skills. Their white cane is used as the main instrument for daily survival, in order to determine effective utilization, LVIs must start using white cane at an early stage. Furthermore, some teachers use trailing, a technique that is applied so as to reach a desired destination as you move slowly. This type of movement enforces orientation by mastering the position of land marks that are created in the compound pathways (Shalby, 2013) stipulates, trailing method is explained that, one should place his hands at forty-five degree away from the body, and the hand is placed upside down. therefore, skills of protecting themselves without assistance, are the techniques that help LVIs from hurting themselves.

4.2 Challenges faced during and learning of musical instrument-playing among LVIs

In the second objective the researcher wanted to find out the challenges that teachers and learners face during the and learning of musical instrument-playing among LVIs in Kwanja. These challenges will be discussed under the following sub-headings: factors that limit the interaction of learners with low vision in social activities, teachers' braille skill levels and teaching of musical instrument-playing to LVIs, how learners adopt to tactile learning materials and what teachers do to supports LVIs to learn musical instrument-playing, and

perceptions of teachers and school administrators regarding the role of instrument playing in development of LVIs.

4.2.1 Limitation to interactions of LVIs in social activities

The study also sought to find out factors that limit interaction of LVIs during the learning of music instrument-playing. Teachers generally explained that LVIs are supported by majority of learners and staff, so, they were able to engage freely in a learning context. LVIs must be given much attention and all the improvised materials for learning put in place specially for them (Schellenberg, 2004) suggests, that majority of learners with special needs develop skills through music. Teachers and pupils generally explained that inadequate infrastructures like classrooms, music libraries, musical instruments and spaces for playing them are a major problem. Teachers explained that when the space is small, teachers find it hard to move and reach LVIs. However, the researcher observed that the teacher was highlighting a major problem that teachers in schools did not think further, but only viewed it as a hindrance to which they had completely no solution (Lynch et al., 2011) stipulates that the solution would be for teachers to invite LVIs in front, where they can easily support them to engage in the learning contexts. Therefore, the problem of limited space was challenging the participation of LVIs in instrument- playing with the other learners and general education of those special need pupils.

The main limiting factors to learning of instrument- playing among LVIs in all schools was shortage of good quality musical instruments, the few instruments present were purchased long time and has lost its key. It is a challenge for a teacher to tune and use the instrument in class. The main problem of most LVIs was inability to use and respond to sign language. Some of them could not interpret simple body language used by a teacher because of their

low vision, this limits their learning, LVIs could not interact freely due to lack of means to communicate. When a teacher could enter the class with music instruments in his hands without talking, LVIs might not realize that there were instruments available to learn.

One LVI explained that: Although many pupils support me when I have a need, during music lessons, those other learners hurry to pick instruments and no pupil gives me opportunity to learn. At times after the lesson, other pupils' practice and I admire them but they never give me chance to try (LVI H interview on August 10, 2020).

Generally, schools had few musical instruments for the learners. This increased competition among learner, which put learners with special needs at a greater disadvantage. One teacher reported that the challenge of limited number of instruments in schools is due to general shortage of funds in schools. Government aided schools receive capitation grants, and at times donor funds from Non-Government Organizations (NGOs). However, these funds are often limited and at times disbursed very late. Shortage of funds does only lead provision of few musical instruments as explained above, but also inability of schools to cater for LVIs.

One head teacher explained that: We do not have source of income and skills to make music instruments on our own, but LVIs need different learning materials in order pick the lesson well and also participate actively in the lessons. These resources include listening aids and braille to support their instrument- playing.

The insufficient funds and late disbursement of money by government is a major limitation. Parents offer support towards the children's education but in the case of provision of musical instruments, they do not support that subject (Guild & Graham, 1992). As a result, music and instrument playing among LVIs have remained very low in the schools. This

deteriorating music education affects the general learning, yet pupils are always expected to the next class even when their competences are not well developed (Wanyama, 2013) discovered that inadequate funds were a big hindrance to music festivals in public schools. The investigation found out that teachers were rarely provided with skilled personnel to train them on the new techniques of teaching LVIs. This affected their modes of delivery especially on music instrumental playing. Some of the teachers could hardly play any music instrument for the special learners. In the UPE schools it was established from the respondents that the teachers tried to capitalize on the experiences of their learners who taught their fellow learners. Findings further showed that there is shortage of teachers, in the two special schools, teachers who had trained in special needs were recruited while in the other UPE schools most of the teachers did not train in Special needs teaching; they therefore end up teaching using general methods.

Furthermore, teacher lack books that they would refer to and gain skills of supporting LVIs. For example, even Brailled textbooks and not available, and this was considered one major barrier to inclusive education for LVIs.

One head teacher said: Teachers do not get access to text books that are current, and that offer information about teaching pupils with visual impairment in a regular classroom. It is therefore hard for them to give individualized attention particularly for blind pupils because it requires special skills (Head teacher BL interview, July 3, 2020).

Teachers' inability to provide individualized attention to pupils with visual impairment in regular classrooms also led to poor performance of pupils with visual impairment in

regular classroom. Teachers generally suggested that if individualized attention is not given to LVIs, they do not learn well like the other normal pupils (Wiggins, 2015).

Teachers generally suggested that learning musical art was challenging especially for LVIs due to obstacles in vision and rely more on their sense of hearing and touch. Most teachers said that a person with visual impairment only has the skill and the potential to be masseuse; so many people think that LVIs cannot be able to play music because of their limitations. Instrumental playing demands a great deal of attentiveness, reasoning ability, skills in problem solving and ability in drawing conclusions. This is due to lack of natural visual stimulation, limiting effects of LVIs' cognitive development of specific music concepts that facilitate acquisition of instrument playing skills. Also, teachers in inclusive classrooms regularly face the difficult task of having to modify the curriculum to benefit all their learners, many of whom have special needs. It seems that most teachers in schools are not aware that there are numerous studies that suggest that learning a musical instrument affects a variety of outcomes related to educational achievement

The study also revealed that there is a knowledge gap about the role that music, and instrument playing in particular can contribute to the general well-being of pupils. This was found to be a problem in almost all schools and society in general. This is compounded by lack of skilled music teachers, which makes it hard for school administrators to find competent teachers who have the expertise in music performance in general. Teachers do not have adequate skills of demonstrating playing of instruments. They tried to sing songs but majority could not play instruments which is affecting learners' general participation in instrumental playing (Lareau & Weininger 2003). This affects participation of LVIs in instrument- playing. Moreover, music lessons can teach children to judge their ability to learn as well as their progress in learning. when music classes are taught in a group or an

orchestra, learners closely and directly interact with their peers. Poor quality of education and insufficient teachers and equipment to meet the growing classroom population was a general concern (Cowan, 2012).

The researcher also observed that, the school compound in many general schools is so wild that delays mobility and missing lessons for LVIs. This was due to raised objects that LVIs were bound to bump into, which are barriers to free movement of LVIs in integrated schools. Physical environment that has obstacles in movement of LVIs puts them at risk of injury when moving, and challenges their self-esteem. Worse still it makes them fail to compete for the limited number of instruments since they get to the classroom last. Some teachers use labels to identify LVIs in class. The study revealed that labelling LVIs to show identity in the level of their impairment, give them hard time during general teaching with their peers. LVIs feel that they are rejected by teachers and fellow peers, therefore life becomes challenging at school. This was happening in Kwanja schools especially UPE schools and led other learners to drop out of school. LVIs from all UPE schools were teased by normal pupils, they intentionally tie some dirty pieces of cloth on their uniforms for people to laugh at them. Therefore, this showed, there were certain levels of mistreating LVIs by sighted pupils (Brown, 2013).

Lack of teaching materials such as assistive devices, music equipment, Braille, parkins slates, and other learning materials to guide the special needs in class, affect the learning of LVIs. There is scarcity of trained special needs teachers in inclusive schools, the few teachers in the field are overloaded with many periods to be taught, they end up putting emphasis on normal learners only, leaving LVIs un attended to. It was further revealed by most of the respondents that the teachers were faced with old out fashioned technologies in discursive classes: Desktops, smartphones, computers and projectors in teaching is very

important in twenty first century teaching methods, this helps a teacher to examine pupils reasoning while in class, this was not the case in Kwania district. This was reported in all the sampled schools. From the researcher's observation, although school are supplied with scholastic materials by the MOE&S, even the general requirements had not been distributed. It would be possible and educative to include LVIs in general schools, if there were enough infrastructures and trained teachers at hand. Furthermore, majority of respondents agreed that, support supervision was done by education officers in charge special needs and other inspectors.

Although the main aim of UPE is education for all, including special needs learners, the classrooms are very few as compared to the high enrollment of learners in schools. Findings indicated that in general classes, the learners are too many and squeezed to the extent that one can hardly access the behind seats (Lareau, 2011). Most LVIs always take notes being dictated by their counterparts and sometimes the work can contain many mistakes written by their friends, since the pupils are overcrowded, it is very difficult for them to verify the notes from the chalkboard after the lesson. Furthermore, inclusive schools had no ramps created in buildings that could support LVIs to access structures including latrines easily. During FGDs the pupils stated that latrines in all the general schools were not managed well, this make it unhealthy for LVIs who are totally blind and handicap. In one school, there was some local construction built round the hole to direct LVIs when using latrines, which was specifically meant for them. In another school, the researcher observed that LVIs had flash toilets built specially for them, since they were sleeping in the school, normal learners who were operating from home always, were denied access to LVIs toilets. The flash toilet was somehow clean and had water flowing regularly, but the toilets had no sitting pans that made it hard for LVIs to target the hole. So, they had challenge in stepping on feaces whenever

they visited the latrines. These are some of the unpleasant experiences that LVIs go through in order to get education (Ozgur, et al., 2007).

LVIs often develop mannerisms to cope with their challenges. Those mannerisms often interfere with social interactions of LVIs with the teachers and peers. For example, one teacher explained that he told one LVIs to look at the screen; LVIs donned a mannerism of repeatedly rubbing the eyes. The teacher was rather offended and he thought the LVIs was just misbehaving. This can make teachers to be offended by, and at times cause resentment of LVIs as undisciplined learners.

There is lack of trained teachers in special needs education to teach LVIs in general classroom, more so, there is high enrollment in schools: Integrating LVIs in normal classroom with over population of over eighty learners in the class, raises teacher pupil's ratio and makes it hard to select the appropriate teaching methodology. Also, extra teaching of LVIs was not possible because transport was still a burden mostly in hard-to-reach places. Teachers were not given allowances for extra responsibilities in most schools. This affected their ability to support LVIs with extra teaching. Also, LVIs lack adapted materials and equipment to make them move freely and safe on wet routes especially in wet seasons. At this time, they need some sighted learners to guide them through, but sometimes they leave them, due to fear that they might be punished for late coming and missing lessons.

The teaching approaches exhibited by the teachers were mainly teacher- centered, which are contrary to current best practices of music teaching and learning such as those applied in music education.

Teachers generally agreed that adapted learning resources which LVIs are using, stimulate the learning process and make it real. They become self-sufficient during the lesson delivery more so, this also give them chances for further studies irrespective of their status. Head teachers also argued that the problem of staff ceiling set by the government limited possibility of recruiting skilled staff to support LVIs. They expressed disappointment regarding the staff sealing which was limiting them from getting teachers even for other subjects such as mathematics to cater for remedial lessons (Knelton & Berger,1999) explain that limited knowledge and few supportive equipment.

One head teacher said: There is a teacher who is well trained in handling LVIs. He came here and we promised that when government allows us to recruit, we shall take him on. Up to now he keeps checking on us to find out whether there could be some chance for employment but in vain (Head teacher BL interview, July 3, 2021).

This information from the head teacher confirmed what was said by the inspector of schools in charge of special needs education in the district where this school was located. The inspector explained that the District Education Officer (DEO) had issued information that could not allow further recruitment until government opened up.

The inspector explained: We have gaps in very little release given to schools. The district still has few trained special needs teachers to teach in inclusive schools. Moreover, even teachers who are recruited recently by the district service have not entered payroll, due to full staff ceiling. Therefore, the district is still struggling to pay teachers already in the field, worse of all, many schools have limited teachers as

compared to their staff ceiling, this is because the district does not have enough money to even pay everyone on the pay roll (Inspector interview, August 9, 2021).

Head teachers seemed to realize the reason behind adding more teachers, this is to bridge the gap created during normal lessons, so LVIs need extra coaching after classes. This become a nightmare, because it is very taxing on the side of the headteacher to sweat talk the district education officer to send some teachers, especially for music and special needs. It is very hard to find a special needs teacher who knows music.

The study indicated that special text books and pens were not present in all the sampled schools and unit schools. The study revealed that other resources and equipment of LVIs like scanners were not considered. Also, LVIs said they often lose their way, fall down, frequently knock their toes on scattered stones, ditches, they fail to coordinate with people coming from the opposite direction, and knock of desks and tables (Eric ,2003).

Most headteachers agreed that there was need to change teachers' perception towards involvement of LVIs in musical activities, and that there was need to provide experience and quality training in how to address their needs. This training offers teachers opportunities to reflect on, and rethink their perceptions of LVIs. This was necessary so that teachers get prepared to provide useful alternatives in terms of both curricular materials and instructional delivery. To make learning meaningful, pupils need teacher support, resources and equipment to support them to participate in the lesson. This was through proper lesson planning which guided teachers towards learning (Njoroge,1991)

4.2.2 Teachers' braille skill levels and teaching of musical instrument-playing to LVIs

The literature that the researcher engaged with in course of carrying out this study showed that teachers needed to have braille skills in order to competently support LVIs.

Braille literacy should be conducted by the special needs' teacher from school and even after school if possible and some coaching be done before normal lessons. According to Frieman (2004) teachers must learn braille music basic so as to teach LVIs instrument - playing lessons, transcribing print music into braille and reading keyboard music in braille. The ability to read braille music gives room for the teacher to teach and give LVIs independent practice adequately (Knowlton & Berger, 1999).

Therefore, the researcher wanted to find out whether teachers in Kwanja district had those skills particularly teachers of western instrument playing like guitar and key board instruments. This is because teaching such instruments involves the use of written music scores. The research showed that most teachers knew that they need to learn how to use braille, this is because they use parkins to create teacher own made resources for LVIs to use in unit schools, not only to aid their teaching of music but also other subjects. Although not many of them had learnt literacy methods, the skills of using braille were very low (Roberts, 1986). Braille training courses was conducted on Braille literacy, but very few teachers had chances to attend. It was generally confirmed that many teachers teaching LVIs are not knowledgeable in Braille literacy, which has effects on their teaching.

Although teachers who teach LVIs are expected to be adequately prepared on Braille literacy instruction, skills that they must learn in their pre-service training, many of them lack training. Even those who had skills were not music teachers. The researcher found some older teachers who were teaching English grade 1 Braille to English grade 2 Braille while younger teachers could not.

Furthermore, since teachers lack braille skills, even LVIs in schools are not exposed to braille literacy, except those who learn on their own or from peers. The researcher found

out that even in schools for learners with visual impairment do not have a standardized assessment tool developed to help teachers determine whether children should receive literacy instruction through Braille, print or through a combination of Braille and print with. Also, even when pupils learn braille, they are not properly assessed to establish their competency.

One teacher said: We do not have a standardized assessment tool developed to help teachers determine whether children should receive literacy instruction through Braille, print or through a combination of Braille and print (Teacher RM interview August 7, 2021).

The research revealed that experienced teachers have other techniques to handle LVIs. they were firm in making up their minds on how to teach learners when it comes to Braille literacy, since they have experience on creativity in teaching, it is clear that they can modify the content to fit the learners. Some teachers find it stressful to teach LVIs because of lack of Braille skills. Many teachers explained that electrified equipment must be applied to enforce Braille, but not eliminate it, they said that computer world will give ways to open printing and use of Braille resources in education system (Wamunyi, 2008) explains, teachers also lack skills to support LVIs in music lesson.

The study investigated that teachers are interested in using supportive Braille and computerized equipment in instructing LVIs to read and write. This indicated that, the techniques of translating written materials to audio, should be taken into consideration. There are many reference books available on line in different network.

One teacher who has used online resources to gain skills in braille said: I am comfortable reading and writing up to high level, although, I always find some

hardship in comprehending some symbols, which sometimes disturb me, but due to practice, I can use it well. Since we are teaching reading by hands in schools, most teachers have two subjects and above to teach LVIs, this gives them enough time to get used to Braille. Therefore, I am interested in Braille proficiency, this makes me think that, one cannot teach well without Braille literacy (Teacher KO interview, July 21, 2021).

Teachers use the same methods of teaching normal learners to LVIs during lessons, this is so, because they are not skillful in Braille. However, more experienced teachers use parkins and stylus to teach Braille.

The study indicated that some teachers in special school did not qualify in special needs education, even those who have degrees from recognized institutions. In one school with unit facility, there were three unqualified teachers, and head teacher affirmed that, teachers need to be educated on the techniques of handling LVIs so as to bridge some gaps. Even schools that are keen in finding Braille teaching materials, like Braille, textbooks; the challenge is that the cost of Braille material is prohibitive. Since they have inadequate budgetary support from the Ministry of Education, they also manage at a basic level. Head teachers reported that, they depend on some good-hearted individuals and non-governmental organization to supply reference text books for learners. This head teachers recommended that adapted text books and some literacy materials in Braille should be supplied so that LVIs can benefit from learning. This will motivate them to continue with their studies in Braille, which can contribute to increased learning of western musical instruments (Frierman, 2004).

The study further revealed that there is computerized braille for writing, that contained loud speakers which has adjustable volume and also light to move with, helps in writing notes in class and transcribing it into voice for LVIs.

In line with that, there are computer aided devices and software that can be used by teachers to support LVIs learning of music instrument playing. This technology allows computerized Braille system to be used effectively in producing data, if used hand in hand with parkins and Braille, many instructional materials to be used by the teacher in teaching LVIs are produced, on top of the above, there is voice accessing computer which make an individual to dialogue with the computer by commanding it. They are important to learners who are not flexible with their fingering as well as low vision (Jonson, 1996).

The respondents reported that useful features of specialized cassette recorders which included play and record at variable speeds; play and record on two tracks per cassette side; tone indexing (insertion of a beep to mark a section of text); tactile markings on control keys operate on regular current and rechargeable batteries; and built-in microphone and earphone attachment. Teachers agreed that Voice access systems allowed the user to interact with the computer screen by using voice commands instead of the keyboard. They were particularly useful for learners who have difficulties with fine motor control as well as visual impairments (Scheinfeld, 1995)

4.2.3 Learners adaptation to tactile learning materials, and how teachers support LVIs to learn musical instrument-playing by touching

This will be discussed under the following sub-headings: How learners adopt to tactile learning materials, and how teachers support LVIs to learn musical instrument-playing. This

was another literature gap that emerged during the study, it was to find out how LVIs adapt to tactile materials in kwania district

4.2.3.1. Learners' adaptation to tactile learning materials

LVIs will always need to explore objects tactually to gain information and form accurate concepts. Therefore, teachers use tactile, concrete and real-life material as much as possible that provided opportunities for kinesthetic and tactile learning. One school that the researcher visited had adopted Parkins (**Figure 4.2**) that is used for braille typing to train LVIs in musical instrument-playing. The researcher observed that the fingering of the Parkins is similar to that of Piano Key board. The learners type using all the fingers, in a manner that trains them to play the Piano Key Board since they develop tactile skills and become proficient at using their senses to engage with the Key Board, without requiring them to see (Erin, 2003).

One teacher explained that: When the learners become skilled in using the Parkins, they can speed up to learn piano playing because the fingers become agile or flexible, and learners use their sense of touch which involves use of fingers and thumbs to communicate with the music mind because they read using the fingers (Teacher KO interview, September 18, 2021).



Figure 4. 2: Teachers demonstrate how LVIs use Parkins (Photo by researcher)

The teacher said learners are trained listening to the tune by demonstration as they listen and later, they play tune slowly following the melody demonstrated to them. One teacher said LVIs can play very perfectly if well guided using demonstration. The LVIs said they adapt to tactile learning materials by using beginners reading the braille like letters of alphabets, beginning to touch and feel they write using contraction that is writing in short form using braille skill. This helps them to cope up with the skills of touching and feeling the instrument since instrumental playing needs flexibility of fingers (Scheinfeld, 1995).

One teacher reported that: LVIs when they first join the school, they are trained with hand frame, this is a machine used to train LVIs to begin touching and playing music notes slowly until they are well versed with the instruments (Teacher HO, July 22, 2021).

Some pupils said: when LVIs are integrated with them in their normal, they guide them on where the instrument is facing and out for them in appropriate position for proper handling of the instrument as they begin playing slowly by slowly following their guidance.

When LVIs are included in the festivals, inter school competition and other big functions, they can be trained even by peers how to play musical instruments even outside class hours. I provide opportunity for LVIs to integrate in the school activities without segregating them, this encouraged them and make them practice confidently feeling and appreciating to be part of the performers (Teacher JPO, July,21,2021). This motivates them and makes them learn to play instruments together with their peers (Frierman, 2004)

4.2.3.2. Supporting LVIs to learn musical instrument-playing by touching

The teachers created opportunities where stimulating LVIs' residual vision should be done in order for LVIs to use it effectively. Assessment on vision functioning will give clear results on the vision level of LVIs. The teachers explained that they give extra time for the learners to react to visual stimuli, as there can be slow reaction but tried to use adapted resources which are attractive and bright as opposed to the background, this can be interpreted easily. The teaching procedures involved chances for LVIs to use new materials, items and open exposure to different situations (Brown, 2013). LVIs were helped by the teachers to explore various colors, textures, design, authenticity, model and originality, to create useful similarities and knowledge about our surrounding.

One teacher said: I provide opportunities for LVIs to explore their tactile skills normally during lessons. Practicing it several times helps LVIs to get used to the techniques. I instruct the learners to feel the Instrument as they touch to familiarize themselves particularly those who are totally blind (Music teacher JO, interview July, 14, 2020).

The teacher encouraged LVIs to make their local instruments which can be practiced by them all the time. Our teacher always tells us to come with bottles, bottle tops, sticks, strings and skin. These materials are used to make musical instruments locally as he demonstrates to us how the individual instruments are made. We can make with the help of normal learners, (LVIs). This helps us to get used to the instruments and play it very well by touching without difficulty since it is made by us. Sometimes we can use colored strings so that when we touched, we can differentiate the tunes.

Furthermore, some instruments are very difficult to purchase therefore music teacher lobby from well-wishers for instance Piano key board which can be played easily by LVIs said one of the normal learners. When learners with visual impairments listen to recordings or blue tooth from internet, they can slowly begin to learn to play bit by bit the tune or melody they have been listening to one teacher explained that he gives LVIs enough time to listen to the recordings in their units' time and again. Teachers also explained that when LVIs are integrated in playing instruments, they can use it to earn a living after school; He cited a man from the village who is blind but can stage his concert and make music for entertainments. He continued to say this people with Visual Impairment can play musical instruments perfectly. Bray et al., (2004) argues that LVIs should be enabled to listen to instruction and modernized teaching method should be used for teaching music.

Making learners to play instruments can motivate them to learn because music helps one to be stress free hence it refreshes their mind and make them settle hence healthy mind and healthy body (Heckman & Masterov, 2004).

4.2.4. Teachers and school administrators' perceptions of the role of instrument playing in lives of a LVIs

In this chapter the researcher sought to find out teachers and headteachers perception on the roles of instrument-playing on the lives of LVIs. this will be discussed under two sub headings, teachers and school administrators.

4.2.4.1 Teachers

Generally, music teachers agreed that instrument playing trains pupils in the following attributes: time concepts, pitch, timbre, problem solving and decision making, preparing resources, looking for needed learning aids and place them aside when the work is done and plan pitch, time, intensity of sound, timbre, how to use time appropriately without wasting. The teachers explain that LVIs should be guided to learn skills that will help them move freely right from childhood if they are to be self-sufficient in future. Teacher further said that although the main focus of a school experience is being educated, it also gives chances for individual growth and excelling professionally. Inclusion of music activities, such as playing of instruments is one of those powerful experiences that a school can offer.

One teacher explained: Instrument- playing enables LVIs to develop positive image which has impact in life such as, good life skills, effective communication skills, good characters, high level of being productive to the society, high level of socialization and team work/ (Teacher KO interview July 21, 2020)

The finding revealed that, although LVIs were available in the same classroom with their counterparts, their involvement in musical instrument- playing was limited, especially the idea of teachers segregating LVIs from their fellow friends, by rejecting them from participating in music programs, were misinterpreted by normal learners that LVIs cannot perform any thing. Normal learners intimidate LVIs when left out during music festivals and interclass completions, that LVIs have no capacity to learn. This make LVIs feel that they are of no use in the school and cannot do something good for their life (Brown, 2003).

During training our teacher pick only able learners to go for music practice, and left LVIs to stay in the units. This makes LVIs annoyed and others could cry in the unit painfully. They feel incapacitated, neglected, and useless (Learner MO interview, July, 23,2021).

The study revealed that even if the ministry of education is emphasizing on inclusive education, LVIs are still suffering in most of the schools. when time for competition come, the teachers only put their efforts on normal learners than LVIs, because LVIs take more time to learn than normal learners. The system of segregating LVIs from their peers during festivals, cut them off, from the people they will live with after school time. More so, LVIs will not be empowered to face the world, when denied opportunity ACPET-Fact sheet (2012).

4.2.4.2 Administrators

School administrators stated that even though teaching music trains LVIs to cope up with their emotional stress, chances are high that teachers always leave them out due to their challenge in learning. Majority of parents rarely send learners with special needs to school saying it is a waste of resources. Few LVIs that access education are those from well to do families, worse of all they are not catered for during music instrument-playing lessons.

Instrument-playing make LVIs to feel accepted in the community and feel that they are of values to the society despite of their challenges. This has positive impact of live experience which helps them to behave well in the society, interact freely and in a friendly manner (Headteacher, MK interview July 22,2020).

The finding revealed that, although LVIs are ever present in instrument-playing lessons, there are bad thoughts about LVIs saying they do not develop mentally, so they are referred to as children every time. This bad mindset thinking that LVIs cannot reason and perform instrument-playing on their own because they can never grow in age and mind, it is a dark heart to keep calling LVIs children even if they are adults.

During group work teachers integrate LVIs in different groups but they should not be more than five LVIs in a group, the class should have special needs teachers present in the lesson to give support to LVIs. This gives good atmosphere in learning music and perceive them as LVIs and make their lives easier in learning instrument-playing. The headteacher gave his views that, if LVIs work hand in hand with their peers, they can perform well on their own without serious guidance from the teachers.

The study indicated that school administrators have positive attitudes towards the inclusive of LVIs in schools, this is because LVIs are associated to high funds given to schools, the more the LVIs the more release received in the school (headteacher, O P interview July 23,2020).

When it comes to training, teachers always leave LVIs behind saying LVIs will make other schools to win them because they need extra time to be trained, but the time frame for music festival training is always limited. Little did they know that the funds that they are making other learners to enjoy belong to LVIs with high percentage as compared to normal learners.

This make LVIs to feel discouraged and lonely and some could cry when other learners are boarding vehicles to go for competition, some even forge their way to foot if the competition place is near (Avramidid & Norwich, 2002). So, it is fundamental to include LVIs in the lesson realizing the effective learning opportunities for LVIs, this allows all learners in inclusive schools to attend classes together. However, there is no clear evidence of similarities of the teachers attitudes about adopting the policy of integrating LVIs in general classrooms. This showed that the training got from college is a determinant of their attitudes towards teaching LVIs instrument-playing (Headteacher FO interview July 23,2020).

The finding showed that school administrators should have school vision and values practically in place which include motivating all staff members to apply an inclusive approach in teaching the general class. Palat (2008) studies have indicated that Headteachers value the policy of inclusive education, however the challenges are seen in their skills knowledge and administrative styles one how to design inclusive education. Therefore, in order to teach instrument-playing to LVIs, development activities, corporation and professional development should be made available.

4.3 Solutions to challenges faced while teaching/learning musical instrument-playing by LVIs

This objective sought to suggest solutions to the challenges that teachers and learners face during learning of musical instrument-playing among LVIs in selected Primary Schools in Kwanja district. The solutions will be discussed under the following sub-headings: How teachers can solve the problem of inadequate skills that facilitate learning of musical instrument-playing among LVIs, what teachers and school administrators do to facilitate conducive learning environment for LVIs to learn music instrument-playing, how teachers address curriculum demands for LVIs to learn musical instrument- playing. After carrying

out a literature review, three gaps were identified for this study to fill. These include: teachers' skills that they use to facilitate learning of musical instrument-playing among LVIs, how educators create a conducive environment for LVIs to learn music instrument-playing, and how teachers address curriculum demands for LVIs to learn musical instrument- playing.

4.3.1 Teachers' skills that facilitate learning of musical instrument-playing among LVIs

The research sought to establish the skills that teachers have, which they use to support LVIs to learn music instrument-playing in Kwanja district. Analysis of observation and interview data revealed that Braille skills are very important, as it can help teachers to train LVIs. The braille will help them to train LVIs playing of musical instruments because LVIs read with their fingers. As they develop skills of reading braille, they apply those skills when playing keyboard instruments like a piano. LVIs who develop proficiency in braille find it easy to learn keyboard playing. Therefore, teacher who have braille skills use them to support learners connect their braille skills to learning of keyboard music instrument- playing (Johnson, 1996).

One music teacher said: I have realized that when you have braille skills, it becomes easy to teach instrument- playing to LVIs, particularly the keyboard. This makes it simple for a teacher to demonstrate to LVIs how to use the braille skills in learning instrumental-playing, due to tactile skills involved in both of them (Music teacher JO, interview July, 14, 2021).

Another skill is the one of using Parkins. The study revealed that Parkins enable a teacher to train the playing of musical instruments especially Piano key board because these involve

fingering training. It is very easy for a teacher who is well trained in Parkins note making machine to train LVIs in playing the Piano key board because the Parkins almost resemble Piano key board. These devices are encouraged for use by all teachers, but are especially helpful to music teachers because they are used in a manner that is similar to the Piano keyboard.

One music teacher explained that: We use Parkins to teach LVIs. I use them a lot because they are similar to the Piano. I found these easy to learn because I know how to play the piano. LVIs read the music on their braille and use the Parkins to further their key board skills (Music teacher JO, interview July, 14, 2021).

One head teacher explained that the teachers need to be trained how to handle all learners with Special Needs. This requires technical skills can be handled properly like the skills of teaching and methods to handle LVIs. It is very taxing for a teacher who is not trained in special needs to teach LVIs because there are no skills employed. The above is in line with Frieman, (2004) that administrators find challenges of finding trained teachers in LVIs.

One teacher explained that knowledge of instrumental playing by teachers themselves is very important. Music teachers need to be trained in order to handle music lessons to LVIs. (Teacher K.O interviewed July 30, 2021).

The act of making a teacher to teach instrumental playing when he or she has no skills in instrument- playing is very challenging. A skill is very important in the field of music. Furthermore, the teacher should clearly understand the method of teaching music lesson to LVIs before entering the class (Amato, 2002).

4.3.2 Creating a conducive environment for LVIs to learn music instrument-playing

This researcher intended to find out what teachers and school administrators do to create a conducive school environment where LVIs can learn musical instrument playing in Kwanja district, this means making the school compound friendly for LVIs to tail freely.

4.3.2.1 Teachers

The researcher observed that music teachers involve LVIs together with the rest of the pupils. They combine them with other learners to increase self-esteem and to show the normal learners that LVIs are intellectually competent. After the general class experience, LVIs are taken to their special unit, where they transfer information gained from the general class lessons to braille. It is in the braille form that notes of the LVIs are kept for further revision and understanding of the music concepts. (Amato & Sheila, 2002).

One music teacher explained that: I encourage LVIs to participate in music with the rest, and they all see no problem with it. LVIs are encouraged and even after classes, the normal pupils help to read their notes from the class for the LVIs friends. Also, we have a special unit for LVIs to make their notes using braille, and we always check to see that they have understood the music. This is why even a music teacher needs braille skills. We explain the meanings of songs, origin, functions and other social information as we teach them our folk songs (Music teacher JO, interview July, 14, 2020).

LVIs has a special class called a unit (**Figure 4.3**) so that after their normal class, they move to their classes and translate what they have into braille. One LVIs said, they have their part to their classroom which is well organized that they have mastered very well. Their path is

free from dangerous objects. The good organization of path made the LVIs to feel safe and they can stay freely in the school. In the figure 4.3 learners in special units

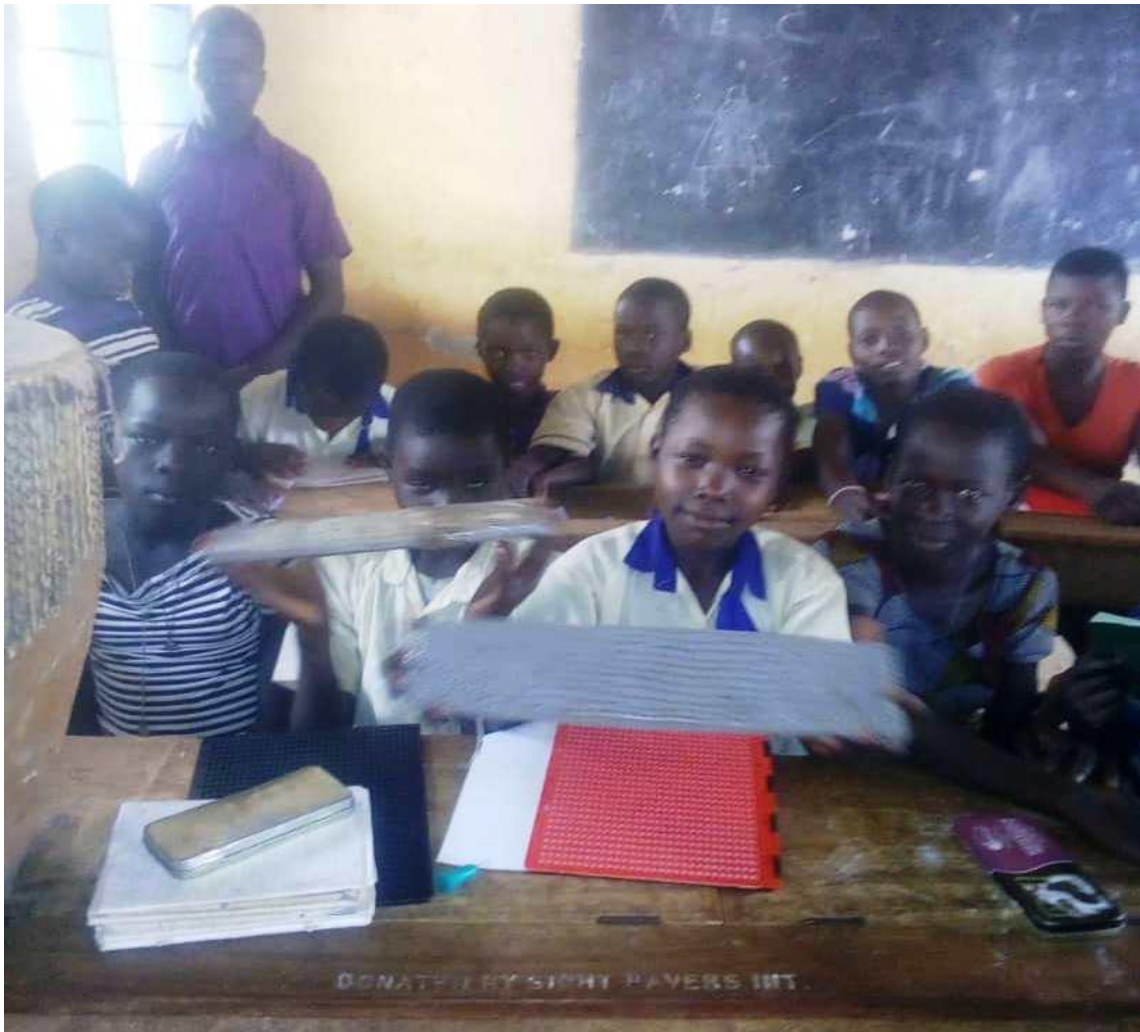


Figure 4. 3: Few LVIs in special units (Photo by researcher)

Furthermore, they also have a special way of good sitting arrangement and enough equipment to use.

4.3.2.2 School administrators

The head teacher explained the teachers are very close and friendly to the learners and motivates them effectively. This makes them happy and feel motivated to learn and enjoy

staying at school. In other words, integrating LVIs in normal lesson creates a conducive learning environment to them by making them close to normal learners who can guide them, help them and sometimes read for them the lesson notes as they translate into braille. The LVIs are considered in terms of toilets, classrooms and even time to take when answering class activities including instrument playing.

In our Primary School, the School has a teacher for music who is a Special Need Teacher, he is a blind teacher who can play all musical instruments very well and can move freely in the compound because he has mastered the compound.

There was a competition between and normal learners in 2019 in instrument, solo playing and LVIs won the competition with eleven marks, this encouraged them and makes them active in music competition. So, organizing performance of LVIs is also very important for LVIs.

According to Johnson (1996) literacy skills is very important to an individual, it enables one to become self-reliance in future. This indicates that teachers of LVIs must be well versed with Braille literacy skills before stepping in the classroom for teaching LVIs. From the head teachers they agreed that teacher training should offer teachers opportunities to reflect on and rethink of their perceptions of instruction to special needs learners. Majority of them advocated for teachers to train and learn literacy in Braille. (Brown, 2013) has written about inclusive education for learners with hearing disabilities in lessons for musical instruments advocates for the teacher to ensure that learners hear all the teacher's instructions during the lesson. Teachers should take into account teaching practices that favor learners with special needs (Bray et al., 2004).

4.3.3 Addressing curriculum demands for LVIs to learn musical instrument -playing

The study is to investigate how teachers in Kwania district address the demands of the school curriculum while at the same time address the special needs of LVIs in learning musical instrument-playing. This is premised on a fact that the curriculum demands for a lot of work, how teachers cover all the work within the allocated time table. We give extra time to LVIs especially during assessment; their time goes beyond the normal curriculum. One of the teachers in School A explained. This gives them enough time to analyze what they have been learning. After classes, teachers get extra time to be with them so that they can work on the braille writing. One LVIs said their teachers always attend to them every weekend. This makes them to summarize what they have learnt during the week. LVIs are always given extra time and extra teachers to handle them and the lessons notes are always summarizing and when writing the use, short forms. LVIs are also allocated some normal learners which help them time and again to go through their lessons and more so corrections to their activities are done immediately. Eric (2003) states that teachers should be organized to present meaningful techniques when teaching instrument playing to LVIs. The teachers also provided/ improvised by providing learners with alternative musical instruments for class performances, this was because of the inadequate music materials at the schools. The learners were also grouped so that they could be helped by their peers to learn instrumental playing, this was reported in the interviews connected. The teachers also guided learners in co-teaching; more than one teacher could attend one lesson at the same time, this helped pass on the curriculum to the learners. Bray et al., (2004) argue that inclusive education for LVIs advocate for the teacher to ensure LVIs listen to teacher instruction during instrumental music lesson. He started that teachers must use pedagogy that favors LVIs.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study is to examine teaching and learning of musical instrument- playing of learners with visual impairment in selected primary schools in Kwanja district. This final chapter presents a discussion of findings of the study based on the study objectives. It also gives conclusions and recommendations on how the study could be useful. The chapter concludes with suggestions for future research.

5.1 Findings of the study

The findings of the study were discussed under the following headings: methods that teachers use to teach playing of musical instruments to LVIs, challenges faced during the teaching and learning of musical instrument-playing among LVIs, and solutions to the challenges faced during the teaching and learning of musical instrument-playing among LVIs.

5.1.1 Methods used to teach playing of musical instruments to LVIs

The study revealed that the methods that motivated participation of LVIs in instrument-playing in special schools is that, teachers made sure that they group learners into small groups. This enabled them to cater for LVIs, and looked after LVIs one by one. This motivated LVIs to engage during learning of musical instrument-playing.

The finding showed that school administrators encouraged their teachers to use methods that created contexts where LVIs developed the courage to express themselves and participated freely in the lesson. However, in UPE schools during instrument playing

lessons, pupils who were partially sighted were not given musical instruments. In special schools, learners were guided by well-trained teachers, they emphasized learning music aurally more often than reading which could limit capacity of LVIs to learn reading written music. Some other methods included regular playing of musical instruments in groups.

Furthermore, the teachers insisted LVIs listening to music at home before they were given opportunity to handle the instruments. Therefore, teachers used music with simple melodies and upgrade to technical music later that, and was applicable to LVIs in different stages. This finding was similar to Todd (2003) who argues that teachers used to identify methodology that are meaningful and can mobilize procedures that encourage learner's actively get involved in instrument- playing. They supported one another and learnt more.

The study revealed that in special schools, LVIs had books for writing, and teachers offered experiences in which they did tasks in groups. Also, the teachers used task analysis methods, which involved allowing physical prompt, holding the hands of the LVIs and putting it in the position where necessary, and involvement of LVIs to guess what tasks will be done by the class. This helped LVIs to participate in various instrument learning classes in school. As explains by Wright (2015). who pointed out that LVIs activities need to be more interesting and this is possible only when the teacher uses modernized method, and activities prepared in playful manner that can make learning real.

The methods applied in teaching music instrument- playing were mainly, demonstration, observation, discussion, and question and answer techniques. Question and answer were used as brainstorming techniques to trigger pupils thinking abilities. Music instrumental playing was taught to encourage LVIs to participate in music festivals, the teachers believed

that through festivals, LVIs learn a lot from the music engagement guided by the music teachers. The school tried to engage LVIs in school festivals to increase their esteem.

The study found out that LVIs were supported to play recorded instrumentals and practice, use some teaching aids such as radios, and in some cases videos. The videos were a problem particularly for those with low vision. LVIs mostly hear the sound without seeing the pictures. This was not so effective in creating LVIs instrument-playing during such lessons. Gilford and Graham (1992) suggest that LVIs should be provided with targets such as speakers, hoovers and computers which can reinforce LVIs learning music by hear.

Conducive learning environments, power in the rooms, well planned windows, adapted materials, scholastic materials, slates, videos, well organized doors, that support access to classes, well organized walkways among others can help LVIs to engage effectively in any learning experience. They added that children with special needs, were prepared exercises that are from known to unknown using interesting exercises. Teachers prepared and applied exercises with care and tactics, making them an on-going form of lively game that motivate the learners positively. Also, UNICEF (2012) advocated that LVIs need to be given enough learning resources to promote learning music instrument-playing.

During the lesson, the teachers gave LVIs chances to pick instruments of their choices and increased their motivation for learning the music. UPE schools lacked adequate numbers of learning resources such as musical instruments. Although, in some cases where real musical instruments were few, LVIs were encouraged to improvised music instruments of their interest. Therefore, teachers used pedagogies, where they learners use locally made and own materials and resources to assist LVIs to learn music in class.

LVIIs brought local instruments from home to use, unfortunately, other LVIIs were not guided by peers to find improvised instrument. Teachers prepared some instrument for LVIIs who failed to provide their own especially those in the boarding. LVIIs were taught in general class on music instrument- playing by the special teacher and music teachers. In most of the schools there are teachers who knows music but they are not special needs teachers and those who are special needs teachers did not know music. In this case, teachers use team teaching during music instrument -playing lesson.

The study revealed that only one-unit school had special needs teacher who is a trained music teacher, in this unit, LVIIs participate actively in music festivals. Marsh (2015) explains that teachers need to be equipped with various methods that support LVIIs learn instrument- playing. More especially music teachers should be skillful in instruments making, playing and tuning.

During instrument making lessons, they made music instruments from class. However, in my own observation, they did not involve LVIIs in finding learning materials that were used as musical instruments such as used Jerricans, tins, bottles and other loud sounding materials as a way of addressing the scarcity of instruments in the initial stages.

The study found out that in units, LVIIs are put in small groups while in integrated schools the groups were very big of above fifteen learners each grouping. So, it explained that teaching instrument-playing to LVIIs in unit schools is very simple due to small group. These methods can lead to LVIIs to feel accepted in the school so that they can participate in various performances.

Most teachers depend only on their knowledge of, trying for some times. These teachers argue that learning such music instrument- playing does not require much time. However,

it is easier for the teacher to simplify methods which can promote good flow of the lesson and clear assessment to be done. Spruce (2015) suggests that when learners with disabilities do not feel intimidated, they can be able to participate in learning context. The teacher needs to use methods that create contexts where LVIs develop the courage to express themselves freely in the lesson. More so, the instrument should be put Infront LVIs for LVIs to realize that the instrument is available.

The study also revealed that interactions during instrument- playing differ considerably from usual classroom experiences. The communication techniques used in general classroom should be modernized to fit all learners, while in unit class LVIs need to be taught using simple methods, by first beginning to explain before reading to transcribe in Braille. According to Schellenberg (2004) during instrument playing lessons, LVIs used music instruments considering their sight level: law vision from one eye or both eyes. This is because when the law vision is on the left and the instrument is put on that side, LVIs will not be able to know that the instrument is brought. should be placed in a good position for LVIs to use good sitting posture to optimize their sight. Teachers generally agreed that adapted materials that LVIs are using can bridge some gaps in teaching learning process and support LVIs even to learn on their own. Furthermore, it strengthens LVIs cognitive development in order to continue with further studies irrespective of their condition

5.1.2 Challenges faced during teaching and learning of musical instrument-playing among LVIs

The study revealed that the main limiting factor to learning of instrument -playing among LVIs in all schools was shortage of good quality musical instruments, and challenges of inability to use and understand visual people. Generally, schools had few musical

instruments for the learners. This increased competition among learner, which put learners with special needs at a greater disadvantage. Although, LVIs are guided to improvise local resources to make their own music instrument to use in instrument- playing lesson, but sometimes becomes difficult to find instrument of their own because of the sight. The schools could not purchase music instrument specifically for LVIs because no budget for LVIs due limited fund. Wanyama (2013) suggests that, limited infrastructures, few learning aids, few teachers, and very little funds given to schools. The outcome of this is the decline in the standard of education. When LVIs are not provided with enough learning resources, it becomes hard for teachers and their peers to support them during music instrument-playing lessons. LVIs need to be given adaptive learning materials to facilitates their learning in inclusive classroom. This can be affected by limited funds to purchase enough music instruments and assistive devices, shortage of funds does only lead to provision of few musical instruments as explained above, but also inability of schools to help to solve some special problems of LVIs. The insufficient funds and late disbursement of money by government is a major limitation. Parents pay fees for learners to study examinable subjects but not for buying music instruments. As a result, music and instrument playing among LVIs have remained very low in the schools.

The study also revealed that teachers were rarely provided with skilled persons to guide them on how to use the new methodology of teaching LVIs. This affected their modes of delivery especially on music instrumental playing. Some of the teachers could hardly play any music instrument for the special learners. In UPE schools, teachers use other pupils who learnt instrument-playing from home and from peers to teach other learners in the class.

Teachers generally suggested that learning musical art was challenging especially for LVIs due to low sight and they depend only on their ears and hands. Majority of teachers said that

LVI had only techniques to survive, therefore, most people do not believe that they can play instrument because of their disability. Instrumental playing needs being alert to perform activities and quick decision making, due to obstacle in vision, slow reasoning in conceptualizing music that could promote learning of musical instrument playing. Also, teachers in integrated schools have problems in modernizing the content to benefit all learners including LVIs. It seems that most teachers in schools are not aware that learning music has a great advantage to learners, so they discourage them from participating.

The finding revealed that LVIs in general classrooms were given much activities without extra assistance and enough time. This was due to high enrollment in UPE schools, and they were not catered for most of the times by teachers.

At times parents do not support LVIs to learn and they imagine that it is not good to waste money on LVIs, and there is no need sending them to school, which is painful. As Ndurumo (1993) explains LVIs are not attended to by their parents and even teachers who under dose them imagining they have taught LVIs well.

The finding also showed that teachers made normal learners to read notes for LVIs to transcribe in Braille, even when the notes had errors, LVIs copied like that. but others did not provide such help. Majority of LVIs were enrolled in integrated schools but some of the schools lacked qualified teachers in special needs to teach music. Therefore, LVIs are not catered for by administrators in UPE schools hence LVIs drop out of school.

Teachers generally explained that learners with disabilities experienced difficulties of accessing musical instruments, and faced challenges of inability to use and respond to non-verbal communication, so it becomes taxing on the side of the teacher to guide LVIs learn instrument-playing in general class. This led to poor lesson delivery and most of the times

LVIIs failed to understand the music lesson. As Nsubuga (2008) states that when we lose good quality, it is a serious setback and it can affect the progress of learning instrument-playing.

Also, teachers were provided with inadequate teaching space and materials which hindered their effective teaching and learning. The research showed that teachers were not given continuous professional training by experts on how to teach LVIIs, this limits their methods of teaching mostly on musical instrument-playing. Most of the teachers were using trial and errors method which cannot work on LVIIs, it is very rare to get an expert who knows music and at the same time has knowledge on teaching LVIIs.

The research revealed that, teachers were faced with out dated technologies in the conducive learning environment: They could not operate computers, projectors television and hoovers that are very important in teaching nowadays. It is important for teachers to identify their learner's skills when using technology. this was not the case in Kwania district. According to Johnson (2003) LVIIs at times face challenges in learning skills of using tactile materials yet it is their tool for learning.

The teaching approaches exhibited by the teachers were more of lecturer methods contrary to Learners centered methods that encourage meaningful teaching techniques. The above mentioned are meant to facilitate learning and encourage hybrid teaching, but this was not in place. Also, Lynch et al., (2011) has noted that teachers in inclusive classrooms regularly face the difficult task of having to modify the curriculum to reach all of their students, many of whom have special needs. According to him LVIIs respond to the curriculum differently from other learners. Schumacher (2009) suggests that learning instrument playing promotes individual intelligence of a learner.

Research also showed that among integrated schools, there was limited learning aids for LVIs, such that the instructional resources present were very few and some were not seen. During FGDs, LVIs explained about some resources which they are interested in using such as, hand magnifiers and big books to help them print big and bold writings. Other gaps are falling difficulty in movement, knocking frequently and failure to identify people coming from Infront.

Headteachers also argued that the problem of staff ceiling set by the government limited possibility of recruiting skilled staff to support LVIs. They expressed disappointment regarding teacher's deployment which was limiting them from getting teachers even for other subjects to cater for remedial lesson. No skillful teachers to teach other subjects such as mathematics, social studies, science English and co-curricular activities like music scouts and sports are great challenges to LVIs who have problems in moving alone.

The study showed that, although most LVIs were present in the same learning environment as normal learners, they were not actively involved in instrumental- playing. Especially when the teachers are handling LVIs in a different way, unlike their counter parts by segregating them to be excluded from other activities. were understood by the pupils with visual impairment to mean a teachers' LVIs cannot do the activities. This made LVIs to be disappointed and felt that they are not of value in the school.

5.1.3 Solutions to the challenges faced during teaching and learning of musical instrument-playing among LVIs.

The study revealed that Parkins can help a teacher to train the playing of musical instruments especially a Piano key board because it involves finger training. It is very easy for a teacher who is well trained in Parkins notes making machine to train LVIs in music

instrument-playing, because the Parkins almost resemble key board. Johnson (1996) suggests Braille is necessary for LVIs to gain well in the learning process. He argues that literacy skill is very important for one to learn and become self-reliance in future. This indicated that teachers teaching LVIs need to be well versed in parkins before teaching learners.

The findings showed that teachers needed to get more training in teaching methods towards music instrumental instruction especially for special/ inclusive learners. These skills depend on the training got by the teacher. As Erin (2003) who recommends simplification and creativity in the lesson is important in order to improve on the activities that are not included in the syllabus, and these are time required, and special learning areas such as operation and maintenance training, music instrument- playing and instruction in parkins.

While some scholars may argue that the curriculum is a major determinant for what the learners gain from an experience, Bray et al., (2004) do not consider the curriculum to be a determinant factor on what happens to learners with special needs. He gives special attention to such learners and does not put into account what happens to the “Ordinary” learners when special attention is being given to this one learner with disability. researcher established how teachers address curriculum demands while taking into account needs of LVIs in learning musical instrument-playing in in Kwanja district. This deals with simplifying learning materials, modernizing rules, participating in continuous professional development, upgrading in special needs Education, writing using contraction and learning to use Braille.

Further findings showed that for teachers to achieve simplified learning materials for all learners, and to allow learners participate actively in teaching learning process, stipulated that teachers should organize meaningful methodology when interpreting the curriculum and

delivering lessons. This is because some teachers are too theoretical. One step towards changing teachers attitudes towards involvement of LVIs in musical activities is to provide experience and quality training on how to address their needs. This training offers teachers opportunities to reflect on and rethink their perceptions of LVIs. Schellenberg (2004) argues that teaching music promote intellectual development of the learners but has no effects on their socialization. He explains that music education improves on intelligent development right from preschool age to teenage stage by one fourth.

The head teachers explained integrating LVIs in normal lesson creates a conducive learning environment to them by making them close to normal learners who can guide them, help them and sometimes read for them the lesson notes as they translate into braille. The LVIs are considered in terms of toilets, classrooms and even time to take when answering class activities including instrument playing.

5.2 Conclusions of the Study

Basing on the findings of the study it is clear that when LVIs are taught to play music instruments, they are empowered to express themselves, to interact with other people and to recognize that they are not totally incapacitated. However, the situation in Kwania, is not yet sufficiently supportive of the LVIs' learning of music instrument playing, let alone the general education. The level of teacher skills in engaging LVIs in music instrument playing is still developing, and the facilities that can support the processes of learning among these special pupils are still limited. The study concluded that both regular UPE schools and established integrated schools lacked most of the required adaptations to enable LVIs easily access the learning facilities and the general school environment.

The study further concluded that, most teachers and headteachers had challenges in adapting to the current technology which could facilitates learning of instrument-playing of LVIs, the level of technical knowledge on how to maintain and operate is still very low. The study concluded that both general schools and unit schools lacked skillful teachers who are knowledgeable in both music and special needs education.

5.3 Recommendations of the Study

This study recommends that qualified trained teachers be posted in schools and increasing funds to schools in order to enforce their learning and improve on their living skills.

There should be provision of training more teachers in special needs education so that at least each regular school has one.

Head teachers should include in the budget the instructional materials for learners with visual impairment and special education in general.

Teachers from inclusive schools should collaborate with teachers from unit schools so as to learn some skills in teaching LVIs. This should be implemented by the school administrators.

Parents should send LVIs to school and facilitate their studies

5.4 Further Research

This study focused on how teaching facilitates learning of music instrument-playing among LVIs in Kwania. However, there are other factors that could contribute to learning of instrument-playing among LVIs in Kwania and even other places. Therefore, the researcher recommends that other studies of factors that used to support learning of instrument-playing by LVIs other than teaching should be done. These include:

Participation in community ceremonies and how this involvement can contribute to learning of music instrument-playing among LVIs. Furthermore, a study can be conducted about learning of music instrument-playing through peer groups and play. Another study can be conducted about school festivals, and how these activities contribute to learning of music instrument-playing among LVIs.

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APPENDICES

Appendix 1: Interview guide for head teachers

1. Can you please explain to me the factors that could influence the interaction of learners with low vision in social activities?
2. Can you please explain to me your views about the role of instrument playing in development of LVIs?
3. Can you please explain to me the factors that influence LVIs' interaction with other learners in social activities?

Appendix 2: Interview guide for music teachers

1. Can you please explain to me the methods you use to motivate participation of LVIs in instrument playing?
2. Can you please explain to me the how you support LVIs to familiarize and explore music instruments?
3. Can you please explain to me whether you have any braille skills that help you to teach musical instrument-playing to LVIs?
4. Can you please explain to me your views about the role of instrument playing in development of LVIs?
5. Can you please explain to me the how LVIs adopt to tactile learning materials?

Appendix 3: Interview guide for LVIs

1. Can you please explain to me the how music teachers support you to familiarize and explore music instruments?
2. Can you please explain to me how you adopt to tactile learning materials?
3. Can you please explain to me whether your music teachers have any braille skills that help you when they teach you musical instrument-playing?
4. Can you please explain to me the factors that influence your interaction with other learners in social activities?
5. Can you please explain to me the how you adopt to tactile learning materials?

Appendix 4: Interview guide for normal learners

1. Can you please explain to me the how music teachers support LVIs to familiarize and explore music instruments?
2. Can you please explain to me what teachers do to supports LVIs to learn musical instrument-playing?
3. Can you please explain to me the factors that could influence the interaction of learners with low vision in social activities?

Appendix 5: Observation Guide for LVIs

1. How do you music teachers use to support LVIs to play musical instrument?
2. What are the limitations of interaction of learners with visual impairment?
3. Do the teachers have enough learning materials?
4. What are the solutions to the challenges to problems?

Appendix 6: Letter from Graduate School



P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA
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www. Kyambogo.ac.ug

Department of Music, Dance and Drama

3rd January, 2022

The DEO/Headteacher/Community & Opinion Leaders

Dear Sir/Madam,

**RE: INTRODUCTION OF MASTERS OF ARTS IN MUSIC EDUCATION
RESEARCH STUDENT FROM KYAMBOGO UNIVERSITY**

ACIRO EVALINE GLORIA

This is to introduce the bearer Mr/Mrs/Ms/Rev/Dr/Sr
who is required to undertake a Research on the approved areas of study.

The purpose of this letter is to request you to assist him/her in collecting the necessary data for
the research report from your office, school or area of operation.

The University will be grateful for any assistance to the student.

Yours faithfully,


Dr. Bamaturaki Keneth
HEAD OF DEPARTMENT

DEPARTMENT OF PERFORMING ARTS
03 JAN 2022
KYAMBOGO UNIVERSITY
P. O. BOX 1, KYAMBOGO