

TITLE PAGE

**MUSIC PEDAGOGY FOR PUPILS AND STUDENTS WITH SPECIAL
NEEDS: A CASE STUDY OF CHRISTIE TOBY INCLUSIVE
EDUCATION CENTRE, PORT HARCOURT, RIVERS STATE**

BY

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A

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AWARD OF DOCTOR OF PHILOSOPHY (Ph.D.) IN MUSIC
PEDAGOGY**

JUNE, 2018

CERTIFICATION PAGE

This is to certify that I am responsible for the work submitted in this dissertation, that the original work is mine, except as specified in the acknowledgments and references, and that neither the dissertation nor the original work contained therein has been submitted to this University or any other Institution for the award of a degree.

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APPROVAL PAGE

This Dissertation has been approved for the award of Doctor of Philosophy (Ph.D.) in Music Pedagogy for the Department of Music, NnamdiAzikiwe University, Awka.

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DEDICATION PAGE

This study is dedicated
to my husband Mazi Fidelis OkechukwuOfili, my daughter, Miss Peculiar ChideraOfili
and my son, Master Chiemelie Destiny Ofili.

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ABSTRACT

Music pedagogy deals with the various methods and techniques of teaching and learning music. One of the major discoveries and observations of the researcher was that the teaching and learning of music in an inclusive school such as Christie Toby Inclusive Education Centre, Port Harcourt, has not been encouraging as a result of poor teaching methods employed and lack of special trained teachers who can adequately handle the regular (normal) and students with different disabilities in the same classroom. The study therefore seeks to (i) ascertain the various effective methods employed by the music teachers in order to ensure that the vision of Christie Toby Inclusive Education Centre is achieved (ii) find out the qualifications of the music teachers in the school and (iii) x-ray the response of the learning disabled towards music education. The research questions comprised thirty-six (36) items which include (i) what is the pedagogical application of music amongst the learning disabled in Christie Toby Inclusive Education Centre? (ii) what is the general response of the learning disabled towards music education in Christie Toby Inclusive Education Centre? The research design used in this study was a case study design. The population of the study comprised all the thirty-two (32) teachers in the primary and secondary sections of the school. The sample of the study comprised ten teachers from Christie Toby Inclusive Education Centre, four (4) from the primary sections and six (6) from the secondary section. The instrument for data collection included questionnaire, observation, interviews and review of related literature. The questionnaire was administered by the researcher and collected the same day. The result gathered from the questionnaires as well as interviews and observations proved that the teaching methods applied by the music teachers in Christie Toby Inclusive Education Centre is very poor and as such does not really address the learning needs of the learning disabled pupils and students. The study therefore recommends that for the benefit of the learning disabled, the picture method, individualized method (remedial classes),

project, Fernald approach, behavioural modification, Edward Thorndike theory of trial and error should be used. Furthermore, music teachers who are willing to teach in an inclusive classrooms should have a general education and as well as special education. Giving from the findings, the study concludes that inclusive programme is highly viable and commendable. However, there is need for remedial classes for the benefit of the learning disabled. Furthermore, teachers, most especially, music teachers should engage in training programmes that will enable them acquire the necessary skills good enough to handle inclusive classrooms.

CHAPTER ONE

INTRODUCTION

1.0

1.1 Background of the Study

The researcher having taught a course titled “Music in special education” for four (4) consecutive years realized that there are thirteen (13) categories of people with special needs but to the contrary, there are three (3) that more emphasis and concentration are given to. These include the visually impaired, hearing impaired, and the orthopedics (crippled). These are the set of people in the society that even the supposedly “special schools” pay more attention to, whereas there are people or learners with more demanding and difficult conditions but appears very ‘normal’ thus, the emotionally bound, the gifted and talented learners, learners with learning disabilities, and so on. It became very imperative to realize also the different educational programmes advocated by the government for children and adults with special needs which include segregation, mainstreaming and inclusive.

The researcher was triaged by the most recent programme called ‘inclusive education.’ This is a programme that advocates the inclusion of children with different abilities and disabilities in the same environment as well as the same classroom. In other words, it is a programme that provides an enabling environment for the education of all children and adults irrespective of their disabilities. Garuba (2003) explains that “full inclusion is a belief that all children with disabilities should be exclusively educated (with appropriate support) in general education classrooms at neighbourhood schools” (p. 69). He opines that children with special needs should be placed in the appropriate regular classroom where they should be attended to as if they are not disabled.

Having realized the aims and objectives of inclusive education programme, the researcher became worried and thought deeply on the possibility of actualizing the set objectives of inclusive educational programme. Educating the normal average learner

could be very challenging especially when the right methods and techniques are not employed, how much more having the normal, gifted and talented and learners with different disabilities learning hand in hand in the same classroom, hence, the reason for this study. What are the various methods and strategies to be employed in an inclusive classroom such as Christie Toby Inclusive Education Centre, Port Harcourt in order to ensure that learning needs of all the learners, most especially those with learning disabilities on which this research is focused, are met?

It is important to note that one of the objectives of music education according to the Federal Government of Nigeria's National Policy on Education (2004) is to "inculcate in the child the spirit of enquiry and creativity through music" (p. 11). This could be achieved through formal or informal training which the disabled children gain either in the special schools or homes. On the contrary, the policy is not viable as 'music' as a subject is not inculcated in the Basic and Secondary school's curriculum. Moreso, music teachers are not specially trained in order to meet the learning needs of those with special needs. Pedagogy is the science and art of teaching and learning. Department of Education, Employment and Work place Relations (DEEWR) (2000) sees pedagogy as the "function or work of teaching; the art and science of teaching educational methods" (p. 42).

Music pedagogy therefore, can be seen as the how's of teaching and learning music. The various techniques, strategies, methods and approaches of teaching and learning music are referred to as music pedagogy. In the business of education and educational objectives, the most significant factor to be addressed or considered is teaching methods. Thus, the most important factor to be considered in achieving the educational objectives for each learner both in segregated classroom, mainstreaming or inclusive classroom is the right methods or approaches to be employed by the teachers who also are required to be trained and retrained for such task. It was also observed in the course

of this research that music education plays a lot of role in the teaching/learning activities of the learning disabled in Port Harcourt Special Schools. As such, there are some subjects that sound abstract to them in the cause of learning e.g. mathematics, social studies, etc. However, when such subjects are introduced through music, they respond better. Therefore, it is of great interest to have observed that music education facilitates the teaching/learning abilities of children with special needs in Port Harcourt Special Schools. In promoting the academic performance of children with learning disabilities, music is an essential tool and an integral part of effective teaching/learning. Music indeed facilitates the learning of other subjects.

In every society, those persons who do not seem to be able to achieve a reasonable level of adequacy in their adaptive behaviours are given some special considerations and further labeled “people with special needs.” They are also called “the disabled” since special needs arise as a result of one’s disabilities. The motives predicating such a special treatment may be economic, political, spiritual, humanitarian or a combination of different motives. Obani (2005) also sees special needs as “obstacles that certain learners face in learning and acquiring education and socialization in the usual way” (p. 48).

In the society today, there is concern for the education and well-being of people with special needs. The human society has always had ways to deal with its special needs population in one way or another. The main concern here is for such persons to be guided and carefully encouraged to discover themselves and develop their God-given potentials, their creative abilities and thus be enabled to become a complete independent personality. That is why part of the Federal Government of Nigeria Education Goals of (2008) is to;

...provide equal access to qualitative educational opportunities for all citizens at all levels of education within and outside the formal school system; and for the

development of appropriate skills, mental, physical and social abilities and competence to empower the individual to live in and contribute positively to the society. (p. 11-12)

The Federal Government of Nigeria had emphasized the need for the education of those with special needs and re-emphasized it in the *Nigeria's National Policy On Education* (2004, p. 47). Special schools are separate environment meant for the education of people with special needs in our society. In other words, these sets of people (special needs) are given special education or lessons either in a special school (formal) or rehabilitation home (informal).

As a branch of education, special education is designed for children and adults with special needs. Smith (2007) defines special education as “an individualized education and services for students with disabilities, sometimes including gifted and talented” (p. 15). She defines special education from her own educational needs perspective and emphasizes that the instruction of special education is not limited to the school setting, it can be taught in hospitals, homes and in other institutions but preferably in a general school setting where other children that are without disabilities receive their education.

Adima, Abang, Awanbor, Ladipo, Ogbue and Obanya (1988) also define Special Education “as an aspect of education that treats people as individuals and makes allowance for the use of special equipment and methods of teaching, according to individual needs” (p. 8). These children need to be managed from birth by giving special attention to their developmental stages. Ross (2009) states that child development is studied because “it provides practical guidance for parents, teachers, child-care providers and others who care for children” (p. 1). If the child is properly managed from birth, his developmental stages including his cognitive, psycho-motor and affective needs will be met and therefore he will be on the same pace with his

peers. By the special efforts of various advocacy groups, and various distinct organizations, special education has undergone three distinct eras. Special education has moved from segregation to mainstreaming to inclusion.

Segregation

This is a system of educating children with disabilities in secluded environment or special schools and excluding them from other children.

Main streaming

This is a system of educating disabled children and non-disabled children in the same school environment but still in special or secluded classes with special teachers.

Inclusion

Which is the main focus of this research work, is an educational programme for all children in the same learning environment (classroom) or in the least restrictive environment without any discrimination or segregation. It is the present and most controversial phase/era in special education which has gained currency in the world of special education. This era has gained popularity as an effective approach in educating special needs children. Inclusive education is an educational system that provides for the learning needs of both the “abled children and children with disabilities.” Ugwu (2012) notes that “it is a new approach in the education of children with disabilities that combat’s discriminatory attitudes and provides enabling environment for achieving education for all children by the year 2020” (p. 232). Before now, educational programme for children with disabilities was usually in a segregated environment with special building. This could be traced formally to the blind in Gindiri, Plateau State in 1953 by the Sudan United Mission (SUM). Prior to inclusive education according to

Ozaji (2005), “the system of education for children with special needs was in a segregated classrooms and environment with little or no attention, which shifted to mainstreaming.”

UNESCO (2004) defines inclusion as “a developmental approach that seeks to address the learning needs of children, youths and adults with a specific focus on those who are vulnerable in marginalization and exclusion” (p. 4). To this body, the process of inclusion requires an overhaul of current cultures that are often driven by deeply embedded negative values and beliefs which are detrimental to the effective development of this group of children. From the foregone, inclusion is for the exceptional children particularly those children living with disabilities to be part and parcel of the regular school settings. Inclusive education according to Sebba and Sachdev as cited in Ugwu (2010) is “the organization and implementation of special education for children with disabilities in the same classroom with all non-disabled children in the world today” (p. 71). If there is any conception in special education that has gained prominence with its controversies and challenges of implementation, it is inclusion/inclusive education. In Port Harcourt which is the metropolis of Rivers State, there are four (4) segregation special schools. These are

1. The Child special school for the mentally retarded
2. Special school for the handicapped children (visual impairment)
3. Special school for the handicapped children (hearing impairment)
4. Sancta Maria Nursery and Primary school, Catholic Diocese of Port Harcourt

There is also one (1) ‘Inclusive school’ in Port Harcourt, Rivers State, which is Christie Toby Inclusive Education Centre. This is the only Inclusive School in Rivers State. The school was established in 2009 by Dame Dr. Mrs. Christie Toby (Ph.D) wife of Sir

Gabriel Toby, the former Deputy Governor of Rivers State in Dr. Peter Odili's government (1999-2006).

Dr. Mrs. Toby is an educationist. The school belongs to the ABEC Group of Schools. Christie Toby Inclusive Education Centre believes that no child is uneducable and that every child has equal right to education. This philosophy is in line with one of Nigeria objectives of education as stated in NPE (2004) which seeks "to give a concrete meaning to the idea of equalizing educational opportunities for all children, their physical, sensory, mental, psychological or emotional disabilities notwithstanding" (p. 47). Educating learners with special needs in an inclusive classroom could be quite challenging as a result of having learners with different disabilities learning hand in hand with their non-disabled counterparts.

This research is focused on children with learning disabilities. These are "exceptional children." According to Ugwu (2012), these are "children whose learning needs cannot be met by the regular standard classroom teaching and curriculum" (p. 19). Children with learning disabilities are those children that undergo learning difficulties in their various learning domains (cognitive, psycho-motor and affective). Obani (2006) describes them as "those who exhibit a reading, writing and spelling disability, plus memory disorders due to brain injury or brain dysfunction" (p. 71). These people because of the peculiarity of their disabilities require special attention in a special educational system.

Teaching and learning of music rudiments (written works) among children with learning disabilities in Christie Toby Inclusive Education Centre, have faced a lot of challenges as a result of poor teaching methods employed, poor management of large class with two different sets of individuals (abled and disable), poor curriculum, lack of infrastructure to accommodate the learning needs of pupils and students education

with learning disabilities, etc. To say that a good instruction from a good teacher with good methodology and strategies promote successful learning is to state the obvious fact. It therefore implies that in order to achieve the specific objectives of any lesson, a good teacher through the help of the curriculum, must apply quality tools, techniques, styles, methods, and so on in his teaching.

1.2 Statement of the Problem

The researcher's personal observations and investigations in some of the special schools in Rivers State in particular, most especially Christie Toby Inclusive Education Centre, shows that the study of music amongst pupils and students in the basic and secondary sections of the school lacks good method which will aid the learning needs of pupils and students with learning disability. Pupils and students with specific learning disabilities because of the uniqueness of their disability are not given preference or special attention. They exist in every educational environment. They are usually an invisible majority because of the hidden nature of their handicaps and special needs. In Christie Toby Inclusive Education Centre as well as other special education schools in Port Harcourt, more emphasis and concentration are laid on the "visually impaired, hearing impaired and orthopedics (crippled)." While the educational needs of pupils and students with learning disabilities are neglected, yet they form part of the classes. Pupils and students with specific learning disabilities therefore require special attention with respect to good teaching methods suitable to meet their learning needs. Another problem is that of the limitation of music education in scope. The curriculum in Nigerian universities do not provide for Music in special education thereby giving scholars the room to specialize in such areas in order to provide a suitable music education for those with special needs. These problems actually prompted the research. These problems have actually caused a lot of imbalance in the special educational system thereby affecting the aims and objectives of special education hence, the need to find out (i) the effective methods to be

employed by music teachers in an inclusive classroom for the benefit of those with learning disabilities (ii) the ways of equipping music teachers in special schools in order to ensure the achievement of a set objective (iii) ways in which different departments of music in Nigerian institutions of higher education can improve on their curriculum in order to provide adequately, the needs of the society.

1.3 Purpose of the Study

The purpose of the study is to investigate the processes of music pedagogy for pupils and students with learning disabilities in inclusive schools as obtained in Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State. To achieve the above, the researcher intends to:

- (i) find out the origin, mission and vision statement of Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State;
- (ii) find out the number and qualifications of the music teachers in Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State;
- (iii) ascertain the availability of resources in Christie Toby Inclusive education Centre, Port Harcourt, Rivers State;
- (iv) ascertain the pedagogical application of music among pupils and students with learning disabilities in Christie Toby Inclusive Education Centre;
- (v) identify the kind of musical activities (written or practical) that are being appreciated by the learning disabled in Christie Toby Inclusive Education Centre;
- (vi) find out the response of the learning disabled towards music education;
- (vii) investigate role of the school administration in providing the learning needs of the pupils and students in Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State;

- (viii) find out problems that militate against effective teaching and learning of music to the learning disabled in Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State and,
- (ix) proffer solutions to the problems.

1.4 Significance of the Study

The results of this study will be useful in establishing the importance of good and suitable teaching methods of music amongst pupils and students with learning disabilities in Christie Toby Inclusive Education Centre. The importance of the education of pupils and students with learning disabilities cannot be over emphasized. However, the learning disabled because of the hidden nature of their disabilities, the educational needs are not fully met. This research therefore, will contribute immensely to the realization of the school (Christie Toby Inclusive Education Centre) in putting into consideration and providing adequately the educational needs of pupils and students with learning disabilities. The research will also be beneficial to pupils and students with learning disabilities as more emphasis and considerations will be given to their learning needs as it is with the hearing impaired, visually impaired and mental retardation.

More so, the research will be beneficial to students of music and music educators as it will help spur them in further research on music education in inclusive schools and the learning disabled in our society. The study will also enable the discouragement of the wrong perception of parents and society as in general towards pupils and students with special needs in general and thus, encourage the society, the government inclusive, to develop strategies and implement policies that will help to discover the abilities in individuals with special needs and promote self-reliant individuals through music education.

1.5 Scope of the Study

This study focused on the method of teaching and learning music amongst pupils and students with learning disabilities. This particular aspect of category of disability was selected because there are about thirteen (13) categories of special needs; and also, little or no attention has been given to this subject. The study involved all the teachers in both basic and secondary sections of the selected school.

1.6 Research Questions

To solve the problems of the study, the following research questions put forward:

1. What are the origin, vision and mission statement of the Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State?
2. How many music teachers does the Christie Toby Inclusive Education Centre have? And what are their qualifications?
3. What are the available resources provided by the Christie Toby Inclusive Education Centre to aid teaching and learning amongst the learning disabled?
4. What is the pedagogical application of music amongst the learning disabled in Christie Toby Inclusive Education Centre?
5. What kind of musical activities (written and practical) do the learning disabled appreciate in Christie Toby Inclusive Education Centre?
6. What is the general response of the learning disabled towards music education in Christie Toby Inclusive Education Centre?
7. What are the roles of the school administration in providing the learning needs of the learning disabled in Christie Toby Inclusive Education Centre?
8. What are the problems militating against the teaching-learning of music amongst the learning disabled in Christie Toby Inclusive Education Centre?

CHAPTER TWO

REVIEW OF LITERATURE

The focus of this chapter is the review of various sources of information gathered from different materials related to this study. For the purpose of clarity, it is grouped under the following sub-headings:

1. Conceptual Framework,
2. Theoretical Framework
3. Empirical Studies
4. Summary of Literature Review

2.1 Conceptual Framework

This study considered the following sub-headings under conceptual framework:

- (a) Concept of music education
- (b) Concept of pedagogy
- (c) Objectives of music education for persons with special needs
- (d) The concept of music curriculum for person with special needs
- (e) The concept of special education
- (f) Objectives of special education
- (g) The concept of special needs
- (h) Categories of special needs
- (i) The concept of learning disabilities
- (j) Characteristics of Learning disabilities
- (j) Effects of music education on persons with Learning disabilities
- (k) Concept of 'Inclusive education'
- (l) Objectives of 'inclusive education'
- (m) Challenges of 'Inclusive education' for persons with Learning disabilities

- (n) Strategies for improving teaching/learning of music amongst persons with learning disabilities in Nigeria
- (o) Therapeutic effect of music on persons with Learning disabilities

2.1.1 The Concept of Music Education

The researcher will like to treat each of the terms in isolation for more clarity. The definition of music cannot be narrowed down to one as many scholars define it based on different concepts. Music is centred on activities and the choice of usage by the individual or group of persons. Several definitions, ideas, and beliefs about music have been written as it touches all aspects as related to the researcher. Miller in Nwosu (2011) opines that,

There are lots of different definitions of the word music; some are more poetic than practical. For example, William Shakespeare called music “food of love” while George Bernard Shaw called music “the brandy of the damned” and Gottfried Wilhelm Leibnitz called music “something mathematics.” Miller says that all the above definitions are interesting but not really what he is looking for and suggested that music should be defined as “the art, craft, and the science of organized sound and science in the framework of time (p. 98).

In view of music being an art, Okafor and Okafor and Okafor (2009) says that,

music is the most practical and most accessible of all the arts, it is easily available and associated with entertainment and relaxation that some people pause to ponder on its implication in the social, political and economic development of a country (p. 7).

Modeme (2015) in the same vein also mentions that “music is an integral and vital part of culture which plays a noble role that cannot be over-emphasized.” (p. 66)

AdeOluwa (2010) also states that “musical practices all over the world, like any other form of artistic expression exhibits the sum total of the societies.” (p. 22) Music has been defined by the *Free Dictionary* as “an artistic form of auditory communication incorporating instrumental or vocal tones in a structural and continuous manner.” Ekwueme (2008) describes music as “a phenomenon using the medium of sound which is organized and manipulated into socially accepted patterns that communicate intelligibly and meaningfully, verbally, or non-verbally, ideas, feelings, emotions and events to people” (p. 12).

Ajewole (2011) sees music as a “vehicle of expression to man throughout history, whereby his feelings are relayed or communicated” (p. 53). Vidal (2008) also opined that “music is one of the most common form by which man expresses his emotions, feelings, sentiments” (p. 2). He further explained that over the ages, music has proved to be one of the indispensable arts cultivated by man for the growth, nurture and transfer of his institution and value to future generation.

From the foregoing, there is element of sound man uses in expressing pleasantness, feelings, emotions, ideas, and so on in the definitions and descriptions of music. What this entails is that music is an inevitable activity of man because it touches all aspects of man’s life. Nwankpa (2015) postulates that “the art of musical creativity stems from the fact that man has innate power for reasoning and understanding things around him, including sounds, which gives him pleasure and sometimes, an opportunity for creativity” (p.14).

The role of music in human life is overwhelming as such music is never discriminated by any human. It is a language that is being appreciated by every human. This is why Nwafor posited that “music is a universal form of expression.” Therefore, music

education should not be limited to the 'abled' but as a matter of importance; it should be benefited by persons with 'special needs' in our society.

Education on the other hand, is the act of teaching and learning. In other words, education is giving intellectual (formal) or moral (informal) instructions through the process of teaching. Education brings about positive change in a man's life. Idamoyibo (2011) states that "education is the total liberation of the mind. It is the ability to view issues objectively and also to practice whatever has been impacted into the mind competently" (p. 65). AdeOluwa (2010-2011) sees education as the "sum total of all the experience, be it formal or informal which one comes across in his journey of life" (p. 33). Okafor (2005) also states that "education is designed to equip the individual not only to earn a living but also for life itself" (p. 190).

Education has also been defined by the *Oxford Advanced Learners Dictionary* (4th edition) as the "act or process of impacting or acquiring general knowledge, developing the power of reasoning and judgment." In other words, education is the act of developing a man's cognitive, psychomotor and affective domains. Music education could be defined as the teaching and learning of all aspects of music (instrument, vocal and dance). Adeleke and Adeyera (2011) opines that "music education is more than merely teaching notes and rhythm but seeks to develop the whole person. It touches on the development of the affective domain, psychomotor and cognitive domains" (p. 7). Sills (1972) in Anya-Njoku (2013) states that "music education is indispensable to the general cultivation of music for it serves to bring up children to be members of society, an important factor in the development of the musical culture of any society" (p. 164).

Music education touches all aspects of an individual's musical experiences. It facilitates the learning experience of other subjects. For instance, when a poem is set to

music, children and pupils appreciate it better than when it is being taught abstractly or theoretically. Ojukwu (2013) explains that “music education is integrated into public and private living in manner that reduces stress and pressure in learning with musical activities” (p. 332). Furthermore, music education especially practical or performance based music makes the children or students especially those with learning disabilities, feel enlivened. Therefore, music practices should not be limited to special occasions but be practiced in every life activity of the child.

Odunuga and Edra (2013) emphasizes that “music students should be provided with practical experience setting that will make them learn to perform with deeper and better understanding of music” (p. 308). While citing Dissanayake, Odunuga and Edra (1990) further states that:

Music should not be reserved only for special times and places (concerts, recitals, concert halls) or for making special certain events and occasions e.g. rites and rituals, celebrations and ceremonies. Music does serve such functions but much more; it plays an active and central role in the everyday lives of everyone (p. 18).

These suggest that consciousness of an individual’s life can be stimulated through music education as it gives room to the realization of the individual’s God given talents and potentials. Okafor (2005) also notes that “music education aims at equipping the individual to perform in the society and to contribute to the economy” (p. 200).

2.1.2 Concept of Pedagogy

Pedagogy is defined by the *Free Encyclopedia* (2016) as the “art and science of teaching and learning” (p. 1). Pedagogy is an encompassing term concerned with what a teacher does to influence learning in others. *Education Scotland* (2005) defines

pedagogy as “learning, teaching and development influenced by the cultural, social and political values we have for children in Scotland, and underpinned by a strong theoretical and practical base” (p. 9). Department of Education, Employment and Workplace Relations (DEEWR) (2000) also sees pedagogy as the “function or work of teaching: the art of science of teaching, educational methods” (p. 42). In the same vein, Farquhar (2003) opines that:

Quality teaching is defined as pedagogical practices that facilitate for diverse children access to knowledge, activities and opportunities to advance their skills in ways that build on previous learning, assist in learning how to learn and provide a strong foundation for further learning in relation to the goals of the early childhood curriculumi.e. *whariki* and cultural, community and family values. (p. 5)

As the importance of high quality early childhood education and care services for children has become more clearly understood, so has the teacher/educator’s role in the provision of these services. This demands a clear understanding of the meaning of “pedagogy” and how it plays out individual educators and services. Siraj-Blatchford, Sylvia, Muttock, Gidlen and Bell (2002) states that:

The instructional techniques and strategies that allow learning to take place, refers to the interactive process between teacher/practitioner and learner and it is also applied to include the provision of some aspects of the learning environment including the concrete learning environment, and the actions of family and community. (p. 10)

The definitions above show a range of thinking around the term pedagogy. All of the definitions revolve around what a teacher does and how he/she does it at his/her core. The National Quality Agenda in Australia, according to *Child Australia* (2016) uses

the term ‘educator’ to encompass all with direct contact and responsibility for children’s learning

and development in early childhood education and care services (p. 1). Furthermore, the Child Australia (2016) also went on to state that:

Pedagogy develops from a range of factors including theories and research, evidence, political drivers, evidence from practice, individual and group reflection, educators’ experiences and expertise and community expectations and requirements. It informs both curricular (all the interactions, experiences, activities, routines and events planned and unplanned) and teaching in a service. It reflects and supports the principles of and outcomes sought by a service. (p. 2)

Early year’s pedagogy is an extremely complex phenomenon comprising a wide variety of experiences and personal understandings. Moyles, Adams and Musgrove (2002) observe that “because of the complexity of pedagogy, ‘effectiveness’ has to be viewed as a whole rather than as particular aspects taken in isolation” (p. 1). Child inclusive learning and development according to Child Australia (2016) “subscribe to the principles, practice and outcomes of the approved EYLF and FSAC. The approach of these frameworks supports our mission to develop the capacity of the early childhood education and care sector, families and community to support children’s wellbeing, learning and development and reflects our values of integrity, respect, recognition, collaboration, commitment and innovation” (p. 2).

This particular framework support our strong belief that pedagogy encompasses a spirit of enquiry and professional dialogue about why we do what we do, that learning through play and intentional teaching are key to optimizing children’s learning and development and that children are people with urgency. Moyles, Adams and Musgrove

(2004) also notes that “effective pedagogy not only produces outcome results in relation to input, but also represents a common core of values and objectives to which all those involved can subscribe” (p. 3). Effective teachers use an array of teaching strategies because there is no

single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. Some strategies are better suited to teaching certain skills and field of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities. Effective pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference, should be implemented across all key learning and subject areas. Effective pedagogical practice promotes the wellbeing of students, teachers and the school community – it improves students’ and teachers’ confidence, and contributes to their sense of purpose for being at school; it builds community confidence in the quality and teaching in the school.

(<http://education.qld.qov.au/curriculum/learning/teaching/technology/pedagiogy/index.html/>)

The importance of pedagogy in an educational system and more especially that of the inclusive education cannot be overemphasized as it deals with “how” the teaching and learning occurs. Students are not empty vessels to be filled with our expert knowledge. They must construct their own understandings through our considered learning experiences. Students need to feel safe to learn effectively. The teacher needs variety in order to reach all the students in the class. Therefore, a wide variety of teaching strategies are essential in order to develop effective methods of teaching at the highest level.

2.1.3 Objectives of Music Education for Persons with Special Needs

Music education is an education for all. Both the abled and disabled in our society have equal right to music education and as such the Federal Government of Nigeria emphasized the need for music education amongst the persons with special needs. The Federal Government of Nigeria (FGN) (2004) therefore has the view that “all aspects of

education include instrument for national development, and its integration with the interaction of persons and ideas. Also, that education fosters the worth and development of the individual and for the general development of the society” (p. 6).

Early childhood (pre-primary education) in Nigeria indicates that one of its purposes is to inculcate in the child the spirit of enquiry and creativity through the exploration of music (FGN, 2004). However, the objectives of music education are considered here to aid in the teaching/learning of music among persons with special needs. Sowande (1967) stipulates that the overall objective of music education is as follows:

- to inculcate a genuine love for and a conscious pride in one’s cultural heritage
- to develop the following:
 - i. musical literacy
 - ii. standard of musical criticism based on the content and form to be found in Nigerian music
 - iii. the capacity for intelligent critical appreciation of music in general
 - iv. a consciousness of the similarities and differences between traditional and western musical and poetic structure (i.e. scales, rhythm, poetic form).
 - v. a genuine love for good art regardless of its origin.

- to explore music as an art with the specific aim of satisfying the spiritual, emotional and academic needs of the individual (able and disabled) primarily as a Nigerian
- to encourage human relationships through corporate activities such as drumming, dancing or singing groups or through friendly competitive events (p. 262).

The Federal Ministry of Information also emphasized the need for special music instruction which will take care of extra-curricular activities focusing on Nigerian folksongs and rhythmic games in their traditional patterns. Leonhard and House (1972) on the other hand classifies true objectives in music education in relation to specific behaviours as,

- knowledge e.g. musical terminologies, facts, trends, beliefs.
- understanding which is the ability to analyze and generalize, e.g. perception, insight and comprehension for musical composition.
- skills, e.g. factors of aural awareness, discrimination and ability to solve musical problems.
- attitude, e.g. emotional reaction to music in relation to respect, recognition and desire to music.
- initiatives, e.g. seeking to play and sing with others, also listening selectively to radio and television broadcasts (p. 159).

Okafor (2005) also expressed that music education general aim is “to equip the individual to perform music in the society and to contribute to economy.” (p. 200). These and many more are the noted objectives of music education for both the abled and disabled in Nigeria. As a matter of fact therefore, music education should be considered as a core subject like it is with mathematics, English language, biology, etc.

Musical activities should be included in the classroom activities of the Special Schools and Rehabilitation Home in Port Harcourt as well as Nigeria in general.

2.1.4 The Concept of Music Curriculum for Persons with Special Needs

Curriculum according to *Longman Dictionary* (1993) is a “subject that is taught by a school, college, etc.” (p. 332). Curriculum in the context of education is the sum total of all the activities that is intended to be carried out in an educational system including the core activities (learning experiences) and extra curriculum activities. Kerr (1985) defines curriculum as “all the learning which is planned and guided by the school, whether it is

carried out in groups or individually, inside or outside the school” (p. 89). He went further to state that “curriculum is the outline of skills, performances, attitudes, and values the pupils are expected from schooling.” Curriculum can also be seen as the planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational objectives.

Music curriculum therefore could be seen as “all the learning experiences in music which is planned and guided by the school.” It can also be described as a “planned musical activities for the pupils with instructional content, materials, resources and processes for evaluating the attainment of educational objectives.” Looking at these definitions, it is well understood that “curriculum is not limited to a particular sets of people or educational system in the society. It is meant to meet the learning needs of all children including the abled and disabled in our society.” Therefore, music education should be fully included in the special education curriculum, in order to meet the objectives of music education for those with special needs. Ugochukwu (2011) states that “activities of daily living have to be added to the special education

curriculum to enable for visually impaired, hearing impaired, mental retarded and the physically disabled persons to have full or near full access to the normal curriculum” (p. 6).

Obani in Ugochukwu (2012) notes that “such activities should include sensory training for the blind to compensate for their visual loss. Braille reading and writing for the blind, sign language to meet communication needs of the deaf and dumb” (p. 6). Furthermore, extra-curricular activities in music e.g. singing, dancing and playing of simple rhythmic instruments should be encouraged and provided for in the curriculum. These are musical activities in which persons with special needs for instance, the hearing impaired, visually impaired and those with other learning difficulties, appreciates more. As such they learn mostly by observations (dancing steps) and imitation (singing and playing of simple musical instruments).

Onyiuke (2009) adopts curriculum content from a Kodaly’s programme for music as follows:

- Rhythm and children’s game songs are selected for specific purpose;
- Body movement is an important means for learning music;
- Conforming to regular beat is emphasized;
- Songs selected with the pitch configuration to be learned such as within the pentatonic scale (doh, ray me, sohlah), thinking pitches silently is stressed; game songs are merged into simple dance;
- Learning is based on games and songs;
- Live musical performance is preferred to listening to recordings;
- Teachers may add songs possibly within a range of sixths and listening experiences to the established curriculum and
- Daily singing is recommended (p. 10).

This particular approach was meant to recognize children in the pre-school years which educational policy of Nigeria did not consider in the primary sector. National Policy on Education (FGN, 2004) only emphasized that one of the purposes for pre-primary education is “to inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys” (p. 7). The national curriculum content for junior secondary school highlighted the need for folk singing in various languages composed by Nigerians, while the Federal Ministry of Education, Science and Technology (1985) states that “at the moment there exists a curriculum for primary school, it is only natural and logical that a music education for the senior secondary school should be linked to the middle level between the primary and senior secondary” (p. 1).

In addition, as a matter of fact, teachers should be responsible for the execution of the curriculum content. They should not leave it in the hands of curriculum planners. The curriculum planners will do the planning of the curriculum contents, while it remains the duty of the teacher to implement it in the classroom situation. Hoffer (1973) indicates that “all music teachers are responsible for the content of music classes, it is not a matter only for supervisors and curriculum specialists” (p. 53). Teachers should therefore awake to the consciousness of being responsible for the implementation of curriculum contents in classroom situations.

2.1.5 The Concept of Special Education

In Nigeria, much emphasis is not laid on the education of persons with special needs. As it is with the case of Port Harcourt, there are just two (2) government owned and two (2) private owned special education schools. This is as a result of the small population involved. Nigeria in general appears to exhibit a lukewarm attitude towards

the education and other related services of persons with special needs. It always sounds abstract and new to them in talking about special education.

One of the objectives of education is giving concrete meaning to the idea of equalizing educational opportunities for all children, their physical, mental and emotional disabilities notwithstanding. Providing adequate educational opportunities for all learners with special needs is the responsibility of the Government. Therefore, the National Policy on Education (FGN, 2004) describes special education as “a formal special educational training given to people (children and adults) with special needs” (p. 47). Special education is meant for exceptional children who are qualified to receive special education

for instance, the gifted, talented children and children living with various forms of disabilities. These children are special and therefore require special attention and care in a special educational system. Smith (2007) defines special education as an “individualized education and services for students with disabilities, sometimes including the gifted and talented” (p. 15). She defines special education from her educational needs perspective and explained that the instruction of special education is not limited to the school setting. It can be taught in hospitals, homes and in other institutions but preferably in a general school setting where children without disabilities receive their education.

Citing Okeke, Ugwu (2015), states that special education is “an ideal general education in which individual differences are considered and provided for” (p. 22). Special education is no longer new in our educational system. For over four decades, there has been an establishment of special education section in the Nigeria’s National Policy on Education. Kirk in Ugwu (2013) also defines special education as “a modification of the education given to the ordinary child that involves practices with unique,

uncommon and of unusual quality when compared to school practices intended for the ordinary child” (p. 23). Persons with special needs have the right to be educated in a way that addresses their individual differences and their functional needs within and outside the regular classrooms. The provision of education and assistance to exceptional children in the least restrictive environment despite their disability is the main objective of special education, Mba cited in Onwuchekwa (2005).

The history of special education for the physically handicapped in Nigeria started “through the efforts of Christian missionaries. Lord Leonhard Chesire (who was not a Christian missionary), started establishing homes for the physically handicapped all over the world. He was formally a bomber before he became a Christian. He established six homes in the UK and one hundred and eighty-five Cheshire Homes in forty-eight other

countries throughout the world, including Japan, China, India, Russia and Nigeria, caring for the incurable and homeless sick.” (p.1) According to Onwuchekwa (2005):

The oldest of the Nigerian home is the Oluyole Cheshire Home located in Ibadan. It started on 6 June, 1959 by a local group of humanitarians made up of both black and white people inspired by the example of Group Capt. Cheshire (p. 1).

She states that the children were mainly crippled, who had been abandoned by their parents by the roadside or in the bush. Today, some of those children are happily married, working adults having received secondary and even tertiary education (p. 1). Other persons like Rev. Brown and Rev. Olubi actually assisted in the establishment of some homes for the disabled in 1914. Oni (2005) emphasizes that there was a ‘rehabilitation of the blind people by the missionaries which took off in Nigeria in the year 1940” (p. 10). He also explained that “the school for the blind was set up in

Plateau State by the Sudan United Mission (S.U.M.) in the year 1958 and Oji River rehabilitation Centre for the blind in Anambra State in 1958 and also the Rehabilitation Homes for the Deaf which first started in Lagos in 1956, the first of its kind (i.e. Wesley School for the Deaf in Nigeria) which was established by the Methodist Mission, followed by the Ibadan Mission School for the Deaf by Mrs. Oyesola of Ibadan in 1963.

More so, in Port Harcourt, there are also four (4) special schools and one (1) inclusive school. Special School for the Hearing Impaired was established by the missionaries in 1981. The others are private owned. Special education establishment should be considered as a matter of urgency in order to facilitate the learning needs of the special children and adults. Without a special and separate environment delegated to persons with special needs, it will be difficult to meet the objectives of special education. The government and private individuals and agencies should brace up to the establishment of more special educational environment and systems for those with special needs.

2.1.6 Objectives of Special Education

The objectives of special education as stated in the Nigeria's National Policy on Education (2004) are:

- i. give a concrete meaning to the idea of equalizing educational opportunities for all children, their physical, sensory, mental, psychological or emotional disabilities notwithstanding;
- ii. provide adequate education for all people with special needs in order that they may fully contribute their own quota to the development of the nation;
- iii. provide opportunities for exceptionally gifted and talented children to develop their talents, natural endowments/traits at their own pace in the interest of the nation's economic and technological development and

- iv. design a diversified and appropriate curriculum for all the beneficiaries (p. 48).

Special education programme like every other educational programmes has a set objectives in order to achieve the goal of such educational programme. Just like it was stated by the Federal Government, special education aims at meeting the challenging educational, social and developmental needs of all special needs children and the maximization of their full potentials in the society. Ugochukwu (2012) expresses that special education “advocates for the use of appropriately modified instructional environment laced with love and passion for the education of exceptional children” (p. 23). Mangal (2007) states that the main objective of special education is to give all round development to the disabled child as well as to:

- work for bringing educational opportunities to the door steps of every exceptional child irrespective of his disability, limitation or strength in one or the other are of his development,
- help exceptional children in their adjustment to their self and the environment, and
- help them in receiving instructions and learning experiences in tune with their learning abilities and specific individualities (p. 35).

The special children indeed need special care and treatment thereby making these objectives relevant and unique for them.

2.1.7 Persons with special needs

Special needs as defined by Dantata (2001) refer to “deficiencies in human developmental skills arising from disability conditions; such needs manifest themselves in terms of physical health, learning and social-emotional characteristics of person with disability” (p. 1). These impairments prevent people from performing normal activities such as walking, hearing and seeing. Special needs children can also

be referred to as “exceptional children.” Ugwu (2012) describes such persons as “those individuals who differ from societal or community standard of normalcy and these differences may be due to significant physical, sensory, cognitive or behavioural characteristics” (p. 25). A difference in a child’s colour of hair or height is not important to a special educator but when such difference manifests in the child’s deviation from normalcy, it becomes significant to the educational programme of the child.

Abang (1981) describes exceptional children as “those children who in one way or another are different from children usually seen as normal by the greater segment of the population. These abnormalities may be in areas of mental, physical, behavioral or social adjustment” (p. 31). Persons with special needs therefore because of their unique nature, exhibit some unusual traits which could manifest in their behaviours, interactions, reactions, etc. This trait makes them exceptional personalities in the society. Social services are necessary to assist individuals with special needs adjust to environmental demands. Dantata (2001) emphasizes that “within social services, people with special needs are given the necessary support and orientation in order to enable them accomplish societal needs with ease and to enable them live as independent individuals for life” (p. 2). Persons with special needs are categorized under impairment, disability and handicap. Research has proven that those on the field (special education) are gradually withdrawing from the usage of the term “disability and handicap.”

They believe that the use of those terms “disability and handicap” has created a negative image that warranted the reason why individuals with disabilities or one form of deformity were abandoned and forced to beg on the streets in order to survive. The preferable terms being used therefore are “special needs or exceptionality,” in other words they are persons with special needs or exceptional people. Everybody in a

society has a need, it could be in terms of finance, health, emotional etc, and it is better looking at it from that angle. This will automatically help with the realization that everybody in the society has equal right to societal milk and honey, one's exceptionality notwithstanding. It is therefore better to refer to persons with different deformities like "blindness, deafness, mental retardation, cripple, autism, learning difficulties, etc" as persons with special needs or exceptional people.

2.1.8 Categories of special needs/exceptionalities

Category according to Ugwu (2015) is "a term used to assign individuals who share common characteristic features into a group" (p. 26). Individuals with Disabilities Education Act (IDEA) amendments of 1997 identified thirteen (13) categories of special needs. These categories of special needs are outlined below in terms of order of prevalence.

2.1.8.1 High prevalence disabilities

1. specific learning disabilities
2. speech or language impairment
3. mental retardation
4. emotional disturbance

2.1.8.2 Low prevalence disabilities

1. multiple disabilities
2. hearing impairments
3. orthopedic impairments
4. other health impairments
5. visual impairments
6. autism
7. deaf/ blindness
8. traumatic brain injury

9. development delay

(US Department of Education Annual Report to Congress, Washington D.C. Office of Special Education Program)

Mangal (2007) gave another categorization as follows:

1. mentally or intellectually exceptional children (mentally retarded or disabled);
2. sensory emotional children (visually impaired or handicapped, hearing impaired or handicapped);
3. non-sensory physically exceptional children (orthopedically impaired);
4. communicational exceptional children (children with communication disorder);
5. learning or academically exceptional children (learning disabled, slow learners or backward);
6. socially and emotionally exceptional children (emotionally disturbed, socially handicapped or delinquent, socially disadvantaged or deprived) and
7. multiple disabled and severely affected exceptional children (children with cerebral palsy; children with autism, children with multiple disabilities or exceptionalities (p. 19).

Nigeria's National Policy on Education (2004) also classifies these sets of people into three (3) categories as it affects Nigeria. This includes:

2.1.8.3 The disabled people with impairments (physical, sensory):

- a. Visually impaired (blind and the partially sighted);
- b. Hearing impaired (deaf and the partially hearing);
- c. Physical and health impaired (deformed, limb, asthmatic);
- d. Mentally retarded (educable, trainable, bed ridden);
- e. Emotionally disturbed (hypertensive, hypoactive, the socially maladjusted, behaviour disorder);

- f. Speech impaired (stammerers, stutterers);
- g. Learning disabled (have psychological, neurological, educational phobia or challenges) and
- h. Multiple handicapped (p. 47).

2.1.9 Concept of learning disabilities

Learning disability is a term used to describe children who exhibit peculiar difficulties in learning. Kirk (1963) in Ugwu (2015) was the first to use the term learning disabilities at a meeting of parents and professionals interested in children who have various learning difficulties (p. 195). Ugwu (2015) also notes that,

Learning disability since 1960s has generated a lot of professional research because the case of learning problems in these children is not really diagnosed compared to the regular disabilities (p. 196).

Learning disability is neurological condition that interferes with individual's ability to process, store, produce or reproduce information. According to Kirk in Garguilo (2003),

Learning disabilities are retardation, disorder or delayed development in one or more of the process of speech language, reading, writing, arithmetic, or other school subjects resulting from a psychological handicap caused by a possible cerebral dysfunctional and or emotional or behavioural disturbance. It is not the result of mental retardation, sensory deprivation, or cultural and instructional factor (p. 202).

Moreso, Ugwu (2015) believed that the "learning disabled brains are wired differently just like left-handed persons. This difference in brain configuration affects how they receive and process information." (p. 197) In the same vein, The federal Registrar (1977) under the Education for All Handicapped Children Act of 1975 cited in Kirk, Gallagher, Anastasiow and Coleman (2006) that,

Specific learning disability means a disorder in one or more of basic psychological processes involved in using language, spoken or written which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematics calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the results of visual, hearing, or motor handicaps of mental retardation or of emotional disturbance or of environmental, cultural or economic dis-advantage (p. 116).

Learning disability can therefore profoundly affect one's education, self-esteem, socialization, vocation and daily living.

Uji (2005) emphasizes that "learning disabilities program is not yet to itself on a firm footing as it is with other areas like the deaf, the blind, and the mentally retarded" (p. 60). He further emphasized that the reason for this is because learning disability is a hidden handicap and therefore governments and people do not see the reason to organize effective remedial program for this category of children (p. 61). Learning disability is not the same as blindness, hearing impairment, and mentally retarded, though persons with such deformity can be associated with learning disability. Uji (2005) therefore defines learning disabilities as "children that find it difficult to benefit from any abstract program, generalized issues and concepts, and draw reasonable conclusion" (p. 62). More so, Gallagher in Uji (2005) describes children with learning disabilities as those "that reveal developmental disparity of such degree (often four years or more) as to require the instructional program appropriate to the nature and level of the deviant developmental process." (p. 62)

Children with learning disabilities are referred to as slow learners and writers by their peers. They are usually below average. Ugwu (2012) describes learning disability as "a

neurological condition that interferes with individual's ability to process, store, or produce information. Incoming information may become distorted or scrambled as they travel from the senses to the brain" (p. 196). The learning disabled are usually an invisible majority because of the hidden nature of their handicaps and special needs. They have the same appearance with the normal (able) children therefore their needs are hardly noticed and met like the highly concentrated disabled (visual, hearing and mental impairment) by special educators. The fact remains that in every educational system, there exists the collection of learners with different learning abilities and difficulties.

Obani (2006) opines that "the school population will consist of a varied collection of learners, with different learning capacities, needs, problems, styles and difficulties" (p. 67). Children with learning disabilities are not limited to special education schools but form part of children in regular schools including higher institutions. In fact this set of people form the majority in various schools and classrooms. This increase in number according to Obani (2006), "will no doubt have some negative effects on the learning efficiency of children who are now entering school at a much younger age" (p. 75). In educating these sets of people, therefore, a proper arrangement and attention should be put in place in order to avoid barriers in their learning experiences. Greenhaum, Graham and Scales in Ozoji (2005) found out that "learning disabled subjects reported encountering barriers to their learning because of the response of instructors or the school to their disabilities" (p. 9). It is necessary therefore that teachers and schools contribute to the child's learning disabilities either by the nature of their programmes, their methods of teaching or the attitudinal responses of the school and teachers to children with learning disabilities.

2.1.10 Types/characteristics of learning disabilities

There are various types of learning disabilities. For the purpose of clear understanding, it may be necessary to group learning disabilities into different types. Uji (2005) groups them under six categories:

2.1.10.1 Difficulty in learning tasks

Children with learning disabilities tend to have difficulty in learning tasks or skills that require verbal and non-verbal cues (oral comprehension, application of oral language to solve problems and in reading assignment).

2.1.10.2 Receptive and expressive language problem

Persons with learning disabilities often have problems with how to receive information, store, re-call and express it when the need arises.

2.1.10.3 Development of the sensory modalities

Sensory modalities include auditory and visual among others (for example, a delay in the development of the auditory organ may result in one's inability to process information correctly through the auditory channel).

2.1.10.4 Children with perceptual problem

Lerner in Uji (2005) defines perception as the ability to recognize and make sense out of sensory stimulation (visual perception refers to a person's ability to discriminate letters, words, forms and figures).

2.1.10.5 Problem of grouping or classifying like and unlike objects

The learning disabled children find it difficult to group objects according to their similarities (for example they may mix blue colour with white or black with red).

2.1.10.6 Poor memory

The learning disabled child do not have the ability to learn new ideas, store information received and retrieve that information as a result of poor memory. A common problem of the learning disabled is the problem of processing information when teaching and learning take place resulting from their disability. Some learning disabled children may have difficulty in one specific subject for example, reading, while others may have problems in a number of academic subjects such as writing, spelling, listening and arithmetic (p. 64).

2.1.11 Characteristics of learning disabled children

Characteristics of the learning disabled according to Obani (2006) “can be grouped into behavioural and educational characteristics. Behavioural characteristics include hyperactivity, distractibility, disinhibition, perseveration, impulsivity and emotional liability” (p. 76)

a. Hyperactivity

This is excessive activity and unnecessary movements. Hewett and Fornes (1977) describe it as “motor behavior which is not demanded by the situation or the task involved and which is disruptive to the whole group or to the expectation of observers.” The child that is hyperactive is always ‘on the go’, and always involved in doing some activity that is not goal oriented.

b. Impulsivity

Students/pupils displaying impulsivity often respond very rapidly to a problem situation or a task without first thinking about it and often inaccurately. They react first and think later if at all.

c. Distractibility

In this case, the child's intention shifts very rapidly from one activity to another especially from activities that the child should be concentrating on to other inconsequential and unimportant ones.

d. Perseveration

This is the opposite of distractibility. In this case, the child does not know when to stop one activity for another, but continues with that activity endlessly even when reason demands that he/she should stop.

e. Emotional liability

This manifests as emotional instability. The child could be playing happily and laughing at one moment, and in the next minute suddenly bursts into a fit of anger, or start yelling without any reason.

Educational characteristics

The single most important educational characteristics of learning disabled is the discrepancy between potential ability (the children are of average or above average intelligence, and actual performance and achievement, which is significantly poor in their area(s) of weakness) which manifests in poor ability to develop and use language – oral, written, reading, spelling, writing, listening, and to do simple mathematical calculations. Other educational characteristics of the learning disabled are:

- i. perceptual difficulties resulting in problems in discerning meaning from, or discriminating between sounds (what is heard), vision (and other sensory stimuli),
- ii. attention disorders,
- iii. disorders of thinking and memory, and
- v. sometimes, learning disabled children have generalized cognitive (learning) problems. This is why it is sometimes difficult to distinguish them from those with mild mental retardation (p. 76-79).

Ayoku (2006) also notes that no single “learning disabled child will manifest all these.” Music plays a vital role in the education of the special needs people in our society as well as those with learning disabilities. Music education provides an answer to all aspects of difficulties that are associated with the learning disabled, for instance, the ability to develop language, written, reading, simple calculation. Music education is a field of study that seeks to develop all aspects of a person, touching on the development of the affection domain, and expand cognitive development through recognition and interpretation of music symbols and notation. Psychomotor activities are also encouraged through musical activities like playing of some musical instruments and dance. Ugochukwu (2014) expresses that “music is the sum total of all knowledge principles including strategies needed to be acquired by a professional.” (p. 1) Observations have shown that “music helps to stimulate the mind of persons with learning disabilities as such it serves as an incentive in learning of other subjects. A combination of a few of the behavioural and educational characteristics is what a teacher should look for in order to identify a child with learning disability” (p. 104).

2.1.12 Effects of music education on persons with learning disabilities

Music education according to *Free Encyclopedia* (2015) “helps develop skills that are necessary for cognitive and psychomotor functioning utilized in all areas of the school curriculum.” Thus, music provides an alternative means through which the learning disabled, who are unable or unwilling to speak can express feelings and ideas. Earhart cited in the *Free Encyclopedia* (2015) states that, “music enhances knowledge in the areas of mathematics, science, geography, history, foreign language, physical education, and vocational training.” Furthermore, Ugochukwu (2012) explains that “music works out on the feelings of mankind that demands a careful choice of methods//techniques in educating the people with special needs” (p. 1).

Music as a practical subject is appreciated by every man, the literate or illiterate, young or old, abled or disabled. It is used in rehabilitation homes, special education schools and child care centres for people with special needs. Music is used as a medium to aid teaching and learning amongst children with learning disabilities since it covers all aspects of their needs (cognitive, psychomotor, affective, emotional, etc). Akande (2002) states that music “provides a framework in which special educational objectives may be achieved through education which remains a potent and salient factor that enhances the changes of the individual to contribute maximally to his/her society”.

Hoffer (1973) emphasizes that “although music does not always have the power to ‘sooth the savage breast’, it sometimes works wonders with emotionally and physically handicapped people” (p. 43). Ugochukwu (2013) also states that “music is used as a tool necessary for furthering learning among those living with special needs” (p. 9). It is evident that music as a performance or practical based subject is essential in developing the all-around educational needs of the learning disabled in life. Alvin (1965) says it is meant to,

- develop them (special children) to the limb of their potentials
- equip them for life
- help them to be stable and be independent, and
- find for them suitable creative activities which are the key to mental balance (p. 109).

Studying music as Ugochukwu (2013) opines, “elevates special children’s education, expands their horizons and above all teaches them to appreciate the wonders of life” (p. 9). One of the objectives of music education according to the Federal Ministry of Information (1967) is “to encourage human relationships through corporate activities, such as drumming, dancing or singing groups or through friendly competitive events” (p. 262). The learning disabled appreciate performance based music, which takes care

of their extra-curricular activities focusing on Nigeria folksongs and rhythmic games in their traditional patterns as emphasized by the Federal Ministry of Information.

The learning disabled may not be fast in reading, writing, spelling and understanding a lesson, but may do better in practical classes like musical activities. Based on observation in the course of this research, persons with learning disability prefer musical activities to any other subject, they prefer to sing and dance or even play some local musical instruments like rattles, pot drum, metal gong etc. The problem with a learning disabled child is to find a teacher –helper who can assist him/her in getting what he/she can do at a particular time that will help him/her develop interest in such activity as music. The learning disabled child may as well find greater opportunity for the expression of his/her cognitive life in music and other creative activities which he/she may need to be taught over and over until he is able to understand it. Teaching and learning of music amongst children with learning disabilities requires a simple accomplishment of some sort of musical activities which is highly worthwhile to keep them going.

2.1.13 Concept of Inclusive Education

Children with special needs receive their training in different set ups, which may include integration or inclusion, mainstreaming and segregation schools. Each of these programmes and set ups are considered necessary to meet the learning needs of children with special needs. It is in line with one of the objectives of UNESCO (1999) that stresses the “importance of providing education for all” (p. 21). UNESCO (2003) defines inclusion as “a developmental approach that seeks to address the learning needs of all children, youths and adults with a specific focus on those who are vulnerable to marginalization and exclusion” (p. 4). The process of inclusion by this body was based on the negative values and beliefs people have towards people with special needs, which could be detrimental to them.

Mittler (2000) defines inclusion as “a radical rethink of policy and practice and reflects a fundamentally different way of thinking about difficulties” (p. 3). Inclusion based on Ugwu (2012) opinion is “a new approach in the education of children with disabilities that combats discriminatory attitudes provides enabling environment for achieving education for all children by the year 2020” (p. 232). As discussed above, prior to inclusive education, the systems of education for this group of children were in segregated classrooms and an environment with little or no attention which shifted to mainstreaming. Garuba (2003) explains that “full inclusion is a belief that all children with disabilities should be exclusively educated (with appropriate supports) in general education classrooms at neighborhood schools’ (p. 69). He opines that special needs children should be placed in the appropriate regular classroom where they should be attended to as if they are not disabled.

Historically, it was discovered that when compulsory public education began near the turn of the century, no public school programme existed for students with disabilities. Schools were expected to be efficient assembly lines, with each class of students moving from grade to grade and, eventually graduating from high school as productive citizens prepared to enter the workforce, special classes, at first, did not exist. Later, they were developed as a place for students who could not meet the standards and keep pace with fellow classmates. A Newsletter in Stout (2001) notes that by 1950s,

special education public programmes were available in many school districts, but some undesirable outcomes were becoming apparent. Many authorities in the field agreed that segregated special classes were not an appropriate educational setting for most students with special needs, for it was clear that educating students with special needs in isolated settings minimized rather than maximized their potential (p. 2).

Simultaneously, the Civil Rights Movement was in its great surge, and the fights for equal rights and non-discriminatory laws were being culminated in the US Supreme Court with the historic Brown Decision. Huston (2007) notes that in,

1954, the case of Brown versus the Board of Education established the principle that school segregation denies students equal educational opportunity. Although the decision referred to racial segregation, it began to influence our thinking about people with disabilities. The thinking went something like this: if separate is not equal, what about our children with special needs being denied the right to a free and public education, or being placed in separate, segregated classrooms (p. 3).

One of the outcomes of the Civil Rights Movement is the enactment of legislation designed to prevent discrimination against individuals with special needs, whether they are children in schools or adults in the workforce. In the early 1970s according to Huston (2007), landmark civil rights legislation opened the door for all children with special needs to receive a free and public education, and ensured equal opportunity for students to participate in the full range of school activities.

The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) specifically supports inclusive thinking and practices. IDEA calls for involving students with special needs in general education curricula, assessment practices, and classrooms, recognizing that traditional strategies result in a lack of learning outcomes for students with special needs, relative to outcomes of comparable peers without special education labels. IDEA encourages general and special education teachers to work together for the benefit of each and every student. The committee reports that accompanied the new law, congress explains the legislators' intent: inclusion is a philosophy of acceptance and flexibility.

On January 8, 2002, according to Eleweka and Rodaa (2000),

the No Child Left Behind Act was signed into law. The legislation bolsters the philosophy that the majority of students with special needs be moved out of segregated classrooms, and given the appropriate strategies, accommodations, and teaching styles to match their unique learning styles (p. 10).

At a fundamental level, inclusion is actually about fairness. Responding to each student based on need is the meaning of fairness. In the past schools could hide achievement result by excluding students with special needs. This is no longer possible. No Child Left Behind has changed the landscape of education by shifting the focus from compliance to outcome; it requires us to measure the progress of all our students so that every child can realize the great promise of America.

Integration or inclusive schools according to Onwuchekwa (2005) is a school in which “children with special needs spend all their time in the regular class learning side by side with their non-handicapped classmates.” (p. 4) From the above definitions and meanings, suffice it to say that inclusion is about exceptional children particularly those children living with disabilities to be part and parcel of the regular school settings. Inclusive education is the organization and implementation of special education for children with disability in the same classroom with all non-disabled children in the world today. Inclusive education is the only concept in special education that has gained prominence with its controversies and challenges of implementation.

Disability News and Views (2001) opines that “it is evident that there is a strong international trend towards developing education systems to become more inclusive. The transformative inclusion agenda is based on the assertion of the same right to a quality education within their communities for all learners.” (p. 1) Inclusive

educational practices are being endorsed internationally. The UNESCO sponsored 'education for all' initiative states that all children including those with disabilities and other special needs are entitled to equal educational opportunity.

UNESCO and the OECD have also determined that inclusion is the preferred approach to providing schooling for students with special needs. It is widely accepted that the conditions required to allow for successful inclusion are also the one that contribute to overall school improvement and high levels of achievement for all children. Ubani (2006) noted that:

There will hardly be any regular school, or any classroom in any regular school that will not have one, or a few children who are learning disabled. The population of learning disabled (LD) children is expected to increase with the implementation of education for all (p. 81).

These children constitute about half of the total population of children with special needs. They must therefore be identified and their learning characteristics, difficulties, problems and needs underlined and attended to by trained teachers. Nigeria like other countries adopted and included the principle of inclusion in her National Policy on Education (2004) which stipulates that all pupils irrespective of their varying disabilities have equal opportunities to learn together in Nigeria. Inclusive education has gained prominence mostly in the United States of America and the United Kingdom but is presently at the policy announcement level not at the implementation level in most African countries like Nigeria. Its teething problems based on Gerubs (2003) observation with respect to implementation in Nigeria could be "likened to the same numerous problems, where administration, integration, provision and management of facilities and identification of children with special needs for the purpose of enrolment for education still exist on paper without actualization or implementation" (p. 159).

Inclusion advocates that children with disabilities should be educated alongside non-disabled children in the same regular classroom, whether or not they can meet the regular school curriculum with support services by the specialist. Kirk, Gallagher, Anastasiow and Coleman (2003) explains that “inclusion are a step further in mainstreaming because the advocates of inclusion are of the opinion that in mainstreaming, children with disabilities were seen as temporary guests in the general educational classroom” (p. 28). Citing Friend and Bursuck, Obi (2006) declares that in “mainstreaming there was a wall of barrier between the disabled and the non-disabled children because they were not freely included in the same classroom and had little or no interaction even when in the same school” (p. 56). They emphasized that the high point of distinctiveness between mainstreaming and inclusion is that inclusion lies in its emphasis on restructuring of the entire school programmes and practices (i.e. the content, the process and the enrolment of the mainstreaming programmes should be restructured to fully accommodate all pupils in the same classroom in order to enhance ability in disability.

2.1.14 Objectives of Inclusive Education

The objectives of inclusive education as noted by Ekeh and Oladayo (2013) are as follows:

- inclusive education calls for children with special needs to attend the same classes in the regular schools alongside the rest of the pupils with no special needs;
- inclusive education is primarily about restructuring school cultures policies and practices so that they respond to the diversity of students in the locality and
- inclusive schools also see individual differences not as problems to be fixed, but as opportunity for enriching learning and for education system to embrace change.

The schools are required to adjust themselves to accommodate every child regardless of his/her special needs (p. 122).

UNESCO in Lawrence (2004) also lay emphasizes on the following as the “learning objectives of the Inclusive Education Institute”:

i. Learning objective I: to develop a common understanding of the fundamental principles of inclusive education and universal design for learning to improve academic engagement, create inclusive environments, and shape university learning and educational policy and practice. Discover how inclusive education practices are conceptualized and operationalized within the construct of teacher preparation, in-service teacher training, and curricular programming.

Outcomes: all participants will embrace the notion that individual differences and diversity serve to enrich and enhance the lives and learning of others. All participants will discover how to design and deliver pedagogy, curricula, and assessment that engages all students, including those with disabilities, in learning that is meaningful, relevant and accessible. All participants will collaboratively take part in the process of modifying and creating curriculum that is reflective of the core concepts of inclusive education and universal design for learning.

ii. Learning objective II: to create a global network of education leaders who are prepared to promote, initiate, and nurture systems that encompass the principles of inclusive education and universal design for learning within institutes of higher education schools, and the community at large.

Outcomes: all participants will develop the leadership skills foundational to initiating change, fostering collaborative relationships and troubleshooting barriers and roadblocks to establishing a fully inclusive educational system. Inclusive education leaders will have the tools requisite to laying a foundation that supports a progressive and sustainable pre-service teacher education programme and in-service teacher and

school personnel professional development that is grounded in the theoretical and practical elements of inclusive education and universal design for learning.

iii. Learning objective III: to become informed of the United Nations global and regional human rights systems, and major international educational initiatives.

Outcomes: all participants will have a basic knowledge of the outcomes of the human rights framework of the United Nation's convention on the Rights of Persons with Disabilities (CPRD) and Article 24 to ensure students with disabilities are provided with full and equal access to education (p. 20-21). Furthermore, Amakievi (2013) emphasizes that "inclusive education suggests and implies that every child, youth and adult irrespective of sex, race and any other distinguishing factor is entitled to education" (p. 69). This idea is also noted by the Universal Declaration of Human Rights (1994) which states that:

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit (p. 8).

2.1.15 Challenges of Inclusive Education for Persons with Learning Disabilities

Presently in most developing countries irrespective of the numerous advantages and prospects on inclusive education, inclusion is still facing a lot of constraints and challenges. These challenges are outlined by Ugwu (2012) as follows:

2.1.15.1 Inadequate Funding for Appropriate Resources: Funding in the area of inclusion is very rare as teachers find it difficult to control large inclusive classrooms and without the required facilities.

2.1.15.2 Inadequate Teachers/Training: Regular education teachers do not have the adequate training or education to understand the compelling needs of children with disabilities and may not be able to provide the required care or attention of the child in the classroom so the children may fall behind or act out behaviourally.

2.1.15.3 Lack of Accessible Facilities: The education of children with disabilities requires the use of specialized teaching and learning materials but visits to our special schools not to mention regular schools show that the provision of the regular and special facilities are unavailable and where they are seen, most of them are obsolete and not in use by the students and their teachers.

2.1.15.4 Large Class Size: The large number of students in our regular classrooms makes it difficult and unimaginable to place children with disabilities in that same large populated classroom.

2.1.15.5 Parents' Poor Attitudes: Parents and other members of the family feel ashamed to expose their children with disability in order to avoid stigmatization.

2.1.15.6 Negative Cultural Belief: The culture of the people has great influence on their general behaviours and thinking. Some people still believe that children born with disabilities are a curse from God or gods for their sins or that of their parents, therefore, such children are not expected to live not to talk of receiving education or even staying together with the normal children.

2.1.15.7 Lower Education Standards: Most parents and teachers are of the opinion that the curriculum in a regular inclusive education classroom will be watered down in order to accommodate the special needs children. With this shift, students may experience loss of quality teaching and speed in covering the required curriculum. This

will end up being a detriment not only to the children without disabilities but also to children with disabilities whose strengths and weaknesses may be undermined. This is probably the greatest point of this category (p. 240). Furthermore, in complimenting Ugwu, Obani (2006) also notes that “the greatest challenge that is being encountered with the learning disabled is that of ‘hidden handicap.’ As a result of this, it is often not suspected in children, and it is grossly neglected and ignored. When it is not ignored, it is often misunderstood and the affected children are mistreated” (p. 80).

Most times, because the child’s potential learning abilities are in the normal range, they perform well in a number of subjects, have no physical defects, and share a few behavioural disorders with other children who are misjudged by teachers. Many teachers cannot understand why a child who does well in one or two subjects for example, mathematics, or in writing, cannot spell simple words. With this, the reaction of most teachers is to regard the children as “lazy”, “lacking in interest”, etc.

2.1.16 Challenges Facing Music Teaching/Learning among the Learning Disabled

There is the problem of lack of qualified music teachers in special education schools as well as regular schools in Port Harcourt. Once the teachers of different subjects are not trained and qualified enough, the possibility of the children making progress in that particular subject is slim. More so, as observed by Ugwu (2012), “if the teachers are not trained or educated to understand the compelling needs of children with disabilities and may not be able to provide the required care or attention of the child in the classroom, the children may fall behind or act out behaviourally.”

Music is a subject that cuts across all the learning domains of an individual as well as the learning disabled. The major problem with the learning disabled is that of cognitive (reasoning, calculation) and psychomotor (writing). These could actually be achieved

with music education. Practical musical activities can actually be used to achieve these features of learning. Therefore, it is of importance that qualified music teachers who are practically and theoretically trained should be employed by special education schools in order to meet the educational needs of the ‘learning disabled.’

Teachers are the backbone of every educational system. They are also the implementers and facilitators of learning. The children not provided with the right personnel, is as well giving them half-baked education. Music teachers that are supposed to teach in special schools are those trained and qualified in special education, in other words special education music teachers or music therapists. Unfortunately, such courses are hardly studied here in Nigerian educational system. These courses are studied in both undergraduate and higher institutions in countries like Britain, Europe, America, Canada, and South Africa. Such are the teachers that can help here in Nigeria. Igwe (1988) observes that the “acute shortage of professionally qualified teachers of all categories (academic, vocational, technical and commercial) remains one of the major obstacles to effective implementation of the 6-3-3-4 system of Nigerian schools” (p. 42).

Ugochukwu (2012) notes that “the Federal Government mandated some institutions of higher education in the country to establish training programmes for teachers of students with special needs to ensure successful implementation of the 6-3-3-4 system of education in special schools. One of such schools is the Federal College of Special Education (FCOSE) Oyo established to ensure the provision of qualified teachers in all areas of study for all the special teachers” (p. 15). Yet, many of these schools do not have adequate number of qualified teachers especially in music. Nwazuo (1998) agrees that “the number of teacher training institutions in the country for learners with special needs is inadequate” (p. 38).

2.1.17 Strategies for Improving Teaching/Learning of Music amongst Persons with Learning Disabilities

There are some noted plans designed to achieve or improve the teaching and learning of music amongst students with learning disabilities. Uji (2005) grouped them under the following headings:

2.1.17.1 Individualized Method

According to Uji (2005), in this approach, the teaching of the learning disabled children emphasizes the teaching of the children on individual basis. For example, during applied lesson, the teacher allows each child to select a piece of his choice, encourages him or her in singing or playing the piece, arranges individual teacher/pupil conferences during which the problems of each child are discussed and solutions found. The teacher also emphasizes keeping of records of the children's performance. This could be done by either the teacher or the pupil, or both of them. The common factors in this method as practiced in many schools according to Abiodun (2005) are "the use of various textbooks or musical instruments based on personal interest, need and ability" (p. 124). This method also allows students or pupils to select their own choice of pieces and musical instruments in case of applied or practical courses. Once the child's problem is identified in the cause of the lesson, the teacher then tailors his teaching to solving the problems they encounter on individual basis. Individualized method can be effectively applied to solve problems in other areas in music for example, rudiments, theory and composition.

2.1.17.2 The Picture Method

This method is often applied in the teaching of reading. It emphasizes the use of pictures in teaching musical sounds and notes, key signatures, time signatures and scales. In teaching a musical note or sound to the learning disabled, the teacher draws

the note boldly on the chalkboard or chart and writes the word underneath it. Although the method does not give enough room for the children to think for themselves, it serves a useful purpose in remediating learning problems among the learning disabled.

2.1.17.3 The Project Method

This approach stresses the giving of specific assignments to pupils in school-related subjects. In the act of teaching African music for example the production of musical pot (udu), the teacher can divide the pupils or students into groups. Group 'A' can be asked to produce the clay, Group 'B' to produce the sand, Group 'C' to provide water, Group 'D' to do the mixing, while Group 'E' takes care of the molding and final production, etc. This method can also be used in the introduction of chords I, IV, and V harmony. In this case, the teacher provides the first part (soprano), Group 'A' can be asked to write for Alto part, Group 'B' to provide the tenor part, while Group 'C' handles the bass part. This method gives the students the opportunity to participate fully in the lesson. However, it is very important that the teacher pays thorough attention to individual child during the exercise. At the end of the programme, the pupils or teacher can ask questions on the assignment the pupils have just done.

2.1.17.4 The Fernald Approach

The remedial method developed by Fernald (1943) can be equated with the multi-sensory techniques. This method can be used to develop reading and musical skills by making adequate use of auditory visual, kinesthetic and tactile stimulation. These steps involved in using this method are described below:

- i. The child is given the opportunity to select the word he would like to learn.
- ii. The teacher writes or prints the word in bold letters.
- iii. The child is told to trace the word with his finger, pronouncing each syllable of the word as he traces it.

- iv. The child repeats the process several times while the stage of mastery is attained whereby he can write the word from memory.
- v. The child is encouraged to incorporate the word into a story.
- vi. The word is written on card.
- vii. At the next stage, the child is no longer required to trace the word.
- viii. The child learns the word he has dictated and uses the word in stories.
- ix. At stage three (3) words are no longer written on cards.
- x. The child simply looks at the word and pronounces it from memory.
- xi. He is also motivated to read from books.
- xii. The final stage is characterized with the encouragement of the child to learn new words (p. 23).

2.1.17.5 Behaviour Modification Approach

This approach is categorized into two (2) areas: modelling and contingency.

Modelling: In this approach, the teacher is expected to show the child how to do certain things. The teacher asks the pupils to listen attentively and watch him closely when the action is being performed. He then asks the pupils to repeat exactly what he has done. According to Abosi (1956) “modelling has been found to be very useful in teaching handicapped pupils in recent times” (p. 58).

Contingency Management: This approach can be referred to as the Premack’s principle. Lerner (1976) describes the approach as “something desirable to, which can be used to reinforce something the child does not want to do” (p. 74). For example, if Mr. Precious Omuku prefers singing to dancing or performance to composition, the opportunity to work on singing would be made contingent upon completing certain assignment on dancing. Furthermore, Ugwu (2015) emphasizes that “parents and teachers should be made to know that there are no known medical treatments for reading, writing and mathematical challenges found in learning disabilities. The best

approach in the treatment of learning disabilities is multi-dimensional treatment plan” (p. 2007). It is improper to treat the learning disabled as a group of individuals with same disability since learning disabilities have diversity in terms of the nature, and areas of the disabilities. There should be no uniform intervention rather they should be treated with reference to the specific learning deficiencies after proper assessment and evaluation have been made.

2.1.18 Methodological Approach to Music Teaching and Learning for Persons with Learning Disabilities

Method is an essential factor in the world of education. Method is the pattern and styles a teacher uses to teach the learner in order to achieve a set objective. *Longman Dictionary* (2005) defines method of teaching as “a strategy used to teach the learner in order to achieve a particular goal of the topic” (p. 252). For a strong foundation to be built in music education as well as other subjects, appropriate methodology needs to be applied. It should not be forgotten that the more a teacher learns about the individual differences among the learning disabled, the more he appreciates the need to explore the various methods and the ones considered best suitable for each situation. The following are the teaching methods in music as considered by Adeleke and Adeyera (2011):

- i. use of techniques
- ii. drawing technique
- iii. choreography
- iv. one on one technique
- v. physical gesture
- vi. segment technique (allows participation of everyone)
- vii. reinforcement technique
- viii. class participation
- ix. learning by teaching (students take the teacher’s role to teach their peers)

- x. role playing (introduces problems situation dramatically and provides opportunity for people to assume role of others and thus appreciate another point of view)
- xi. play and leisure time for the mentally handicapped.

These and many others like the Kodally, CarlOff, Dalcroze and Suzuki are all teaching methods in music which should be utilized.

Obani (2006) emphasizes on the following methods for persons with learning disabilities;

- i. The teachers should employ the clinical teaching approach which identifies the specific problem and zeroes in on it.
- ii. Teachers have to give the learning disabled extra time to complete their assignments in their area of weakness, be it reading, writing, spelling or arithmetic, and offer extra help and guidance.
- iii. The teachers need to help children with reading problems by teaching perceptual skills (visual and auditory) children with spelling problems will benefit from being specifically taught how to spell words that are regularly misspelt, and by making them compile their own dictionary of difficult words, and specialized words that are met in some subjects and not in others, like triangle, and rectangle in mathematics, hygiene and oxygen in science, scale and interval in music, etc.
- iv. Teachers have to be aware of listening and speaking problems. The children should be asked to listen to good audio tapes, and video tapes recorded speeches, stories, etc and draw lessons from the story, or to initiate the speaker or storyteller. At the same time, the children's voices, speaking, reading aloud or telling a story can be recorded with their knowledge, and be relayed to them to listen and assess.

- v. Begin any assignment at the simplest level, and move from easy to more difficult ones. Wherever possible, a play or game approach should be utilized, especially for the younger children, to teach reading, writing, spelling, arithmetic/mathematics, etc.
- vi. Children should not be taught beyond their tolerance level since teaching them beyond their tolerance level, either in terms of the time/period used or the content material can stress them, especially those who already find the subject difficult. Teachers should know when to stop; carrying on for too long may be counterproductive. Lessons should be short, interactive and interesting.
- vii. The teacher should provide extra opportunities for the children to practice and rehearse what has been taught in order to consolidate what has been learnt. The teacher should also expose the children to a variety of extra reading and practice materials in the area of their weakness. They should try teaching them through several sensory stimuli rather than one.
- viii. The teacher should maintain an individualized approach since the learning problem of each child is most likely to be different from others. Prepare Individualized Educational Programmes (IEPS) for each learning disabled child wherever possible.
- ix. The teacher must plan, structure, organize and use teaching materials in line with the children's learning characteristics. The teacher must be well organized not only with materials, but also in his/her teaching approach in order to satisfy the children's learning needs.
- x. The teacher must discover the strengths, abilities and interest of the child and use them creatively to build up the weak areas (p. 95-96).

Ugwu (2015) also emphasizes that,

diagnostic prescriptive teaching method for the learning disabled. In this methodology the teacher is the facilitator. The teacher diagnoses the student's

problem, prescribes the necessary intervention or remedy and does the teaching proper. The teacher makes good use of the available materials and strategically positions the environment to suit the learner in order to enable the child achieve a maximum success. The utmost focus in Diagnostic Prescriptive Teaching (DPT) is to make learning a unique and worthwhile experience to the learning disabled child. At the end of every instruction, the teacher evaluates the child's performance in order to determine the success rate which will continue to provide the opportunities for the teacher to continue to modify the (diagnosis) strategies until maximum success is achieved (p. 206).

The phases of diagnostic prescriptive teaching method according to Ogbue, Obani and Abosi (1991) include:

- xii. diagnosis
- xiii. planning of the teaching task
- xiv. implementation of the teaching plan
- xv. evaluation of the child's performance
- xvi. modification of the diagnosis (p. 206).

2.1.19 The Therapeutic Effect of Music on Persons With Learning Disability

Music therapy according to IDEA (1997) is considered "a related service modality in special education" (p. 7). The role of music therapy in special education is overwhelming as such it is used as a means of instructional treatment for children with learning disabilities. Musical sounds seem therapeutic in nature which has been an intervention for persons with disabilities. The involvement of the learning disabled in listening to music and participating in musical activities especially those ones that appeal to them. It provides a distraction from the pain, discomfort, and anxiety often associated with such disabilities. Susan (2004) also expresses that "music is an ancient method for healing. It neutralizes negative feeling, increases stress tolerance level and

harmonizes inner peace” (p. 342). The use of music therapy can help the learning disabled with different cognitive and bio-psychosocial problems. It can also help to improve the quality of life for persons with different learning difficulties.

Music therapy reduces problems of physical body and also heals the mind. Music therapy according to Will (1986) in Adedeji (2005) is therefore defines as “the clinical use of music in the treatment especially though not exclusively, of mental illness or disability” (p. 32). Nwokenna (2006) describes music therapy as: An established health profession in which music is used within therapeutic relationship to address physical, emotional, cognitive and social needs of individuals of all ages and meeting the needs of children and adults with disabilities or illness (p. 201).

Benel (2011) states that “in the western world, music is applied in clinics, psychiatrics, but such is not usually found in Nigeria” (p. 13). Nwokenna (2006) in confirmation declares that:

In Nigeria, music therapy has been practiced in one form or the other in the medical practices. Apart from this, it has been practiced unaware in schools, churches and homes ... as useful as music therapy in medicine is, the subject has not been given enough attention by both music specialists and medical practioners. One may conclude that music therapy has been underutilized in Nigeria compared with the western world. For instance, this writer is unaware of any department or unit of music therapy either in a university, or hospital in Nigeria till date. (p. 34)

Music therapy provides recreational activities like dancing, singing, playing of musical instruments, which could be used as a means of relaxation and reduction of anxiety. McGillivray (1980) as cited in Ugochukwu (2012) describes recreational therapy as:

musical forms of entertainment that can provide active and passive recreational treatment which can be arranged either indoors or outdoors and can include concert, band concerts, choir, and musical cinema shows. It is through music that the greatest number of mentally handicapped patients can be reached. It reacts on their emotions and promotes health, and desirable moods, and has the advantage of holding attention where all else fails (p. 121).

In the same vein, Oguoma (2009) describes music itself as a “recreational therapy which must be considered as the centre-piece and backbone in a complete school curriculum” (p. 85). Musical activities can be used to enhance verbal words and skills. The American Music Therapy Association (2010) states that:

musical presentation of new vocabulary words results in an increased number of words learned and transferred in elementary school age children. Music is effective as a prompt and reinforcer to increase verbal response in pre-school age children with limited verbal communication. (p. 3)

Research supports the use of music to structure and organize information in order to increase learning and retention of number concepts. Sequential verbal information such as telephone numbers and multiplication tables, set to melodic and rhythmic patterns are more effectively memorized and recalled than through non-music presentation. Music therapy helps children with learning disabilities improve in their communication, academic strengths, attention span and motor skills. It also improves the child’s ability to function in the society. Mereni (2006) affirms that: In humanistic disciplines such as education, and other sciences, music therapy has proved an efficacious tool for furthering learning among the handicapped and ameliorating the behaviour of the poorly comported in the society (p. 1).

In conclusion, music is a therapeutic subject that heals the wounded and stabilizes the emotionally injured. It is a social art that gears towards bringing people together.

Music also acts as an intellectual art that provides the room for logical reasoning or thinking. These and more are the therapeutic effects of music on the learning disabled.

2.2.1 Theoretical Framework

Cambridge Advanced Dictionary defines theory as a “formal statement of the rules on which a subject or study is based or of ideas which are suggested to explain a fact or event or more generally an opinion or explanation.” In the same vein, Thompson (2009) defines theory as “an organized set of principles that is designed to explain and predict something” (p. 4). Theories help in identifying the learning problems of the learning disabled and proffer solutions in terms of instructional methods. Lerner (1997) says “theory is helpful in sorting and evaluating the bewildering deluge of new materials, techniques, methods confronting the educator” (p. 187). This means that theories are not only discovered to proffer solution to problem. The teaching and learning of the learning disabled students are confronted with teaching strategies and methods that have affected in meeting their learning needs.

This study will therefore review some theories and philosophies under the following headings:

- i. Behavioural learning theory
- ii. Cognitive development
- iii. Philosophical foundation of pedagogy
- iv. Philosophy of inclusive education.

The major aim of learning theories is to emphasize the role of environmental influences in sharpening the way a person develops. In their view, child development is guided by both deliberate and unintended learning experiences in the home, peer group, school and community. Therefore, childhood growth is significantly shaped by the efforts of parents, teachers, and others to socialize children in desirable ways (child

development). According to learning theories, the same principles that explain how people can use a bicycle or computer also explain how children acquire social skills, emotional self-control, reasoning strategies, and the physical skills of walking and running.

Without a positive change in behaviour, learning is said not to have occurred. There must be an observable change in behaviour for learning to have taken place. Learning could be given to the learning disabled through a model or observation for example, learning to sing, dance, or playing of any musical instrument by the learning disabled is by observing the teacher or tutor. The major classifications of learning theories are the stimulus-response (S-R) and cognitive theories. Hilgard (1975) states that “stimulus response theories view learning more in terms of behavioural sequences, habit acquisition, and trial and error; while cognitive talked about structures and ‘insightful’ problem-solving” (p. 23-25). (Source: [http://en.wikipedia.org/wiki/learning theory, education](http://en.wikipedia.org/wiki/learning_theory_education)).

Those who propounded of stimulus-response theory include: Thorndike, Pavlov, Guthrie, Hull and Skinner. Cognitive theorists are: Piaget, Bode, Max, Werthinner and Kohler. Edward’s Thorndike’s theory is known as ‘trial and error’ (associative). This theory emphasized simple learning. Thorndike discouraged complex learning. He said learning should be a product of reflexes. Man should learn in parts and that learning is good for man. Edward Thorndike believes that learning manifests’ by a change in behaviour; that environment shapes the behaviour of a child and that reinforcement arouses the child’s interest to learn. He believes that learning is the acquisition of new behaviour through trial and error.

Edward Thorndike initiated three important laws of learning which include:

1. the law of readiness;

2. the law of exercise; and
3. the law of effect.

The law of readiness by Thorndike means having the appropriate experience or capacity to perform. It means preparedness, the entry behaviour for a new lesson. There are two types of readiness. One refers to maturation while the other refers to acquisition of the necessary experience to serve as entry behaviour to the new lesson. The law of exercise according to Thorndike emphasizes on the importance of practice, which he said the learner must do in order to learn. He must exercise, participate, explore, think, answer questions, write, sing and dance, etc. Learning by exercise is very important because it encourages active and not passive learning. It promotes understanding through exploration. It helps the memory and makes for retention. When the child is stimulated (stimulus) he responds or exercises (R). This gives us the S-R Bond. Listening is no learning but doing or exercise is learning.

The law of effect according to Edward Thorndike relates to the feedback after a response, in other words he meant the effect of the exercise performed by the learner. If this exercise attracts a failure or is not rewarded then the effect is negative. An effective learning does not occur because the exercise will not be repeated. But if the exercise succeeds and is rewarded, it is therefore repeated and learned. If the exercise is rewarded, the S-R Bond is strengthened, but if it is not rewarded, the S-R Bond is weakened. (Source: Onwuekwe: A lesson note on the laws of learning). Furthermore, Thorndike's theoretical construction was based on laboratory work using the puzzle box, a device for confining an animal, usually a cat, which can escape if it somehow pulls on a latch inside the box.

Edward Thorndike had a puzzle box, and a hungry organism. The box was locked and the organism was inside the box. Thorndike placed food outside the box in a way that the food was visible but not accessible to the organism. The hungry animal made

several efforts (trial and error) until accidentally, he pressed the bottom that opened the box and when the box opened, he jumped out and escaped. He jumped on the food and ate it. After eating the food, Thorndike sent the animal back to the puzzle box. After sometime, the animal became hungry again, he pressed the bottom and the box opened. The aim of the experiment was to see how organisms learn by doing. In this case, the organism learnt the appropriate bottom to press in order to open the box. (Source: A Microsoft on the laws of learning).

2.2.2 Implications of Thorndike's Behavioural Theory on Music Teaching/Learning of the Learning Disabled

Thorndike's behavioural theory is based on stimulus and response meaning that something must happen in order for something else to happen. For instance, in the law of readiness, a child is expected to be prepared for a new lesson with respect to maturation and acquisition of necessary experience. This refers to age and necessary skills that will facilitate learning. A child at three (3) years is meant to be in pre-nursery, whose musical knowledge will be limited to singing of nursery rhymes and poems. At that age, the child is not prepared for abstract knowledge like musical notes, values, intervals, and so on. The child is meant to be fully matured and prepared for any new lesson in order for learning to take place. He should be made to go from the known to the unknown for example, starting with singing of nursery rhymes to simple hymns and then choruses, etc.

The law of exercise on the other hand emphasizes practice. The learner must be made to do in order to learn. Practice, they say, makes perfect. For those with learning disabilities, the more they practice to do a thing, either to sing, play an instrument, dance, read, or write etc, the more they learn and become perfect. They must be made to exercise and participate in the lessons to ensure effective learning. Lastly, the law of effect, this is an essential aspect of learning. How does the teacher determine whether a

child is doing well, or even the child knows when he or she is doing well or not? Without feedback, there is no assurance of effective learning. If a child is given an exercise, for example, a piece of music to sing or play, such exercise attracts either failure or reward. If it attracts failure, the child must not be humiliated or nicknamed, like many teachers will do but be given more opportunities to keep repeating such exercise until he is perfect and rewarded. If the exercise is rewarded, the child will be strengthened and will wish to do more, but if it is not rewarded, the child's learning will be weakened and may lose interest. This theory encourages reinforcement in order to improve students' musical performance. The previous knowledge of the child must be put into consideration in order to arouse the child's interest for a new lesson.

2.2.3 Philosophical Foundation of Pedagogy

Johann Friedrich Herbert (4 May 1776 – 14 August 1841) is the founding father of the conceptualization of pedagogy, or, the theory of education. Herbert's educational philosophy and pedagogy highlighted the correlation between personal development and the resulting benefits to society. In other words, Herbert proposed that humans become fulfilled once they establish themselves as productive citizens. Herbertianism refers to the movements underpinned by Herbert's theoretical perspectives. Referring to the teaching process, Herbert suggested five (5) steps as crucial components. Specifically, these five (5) steps include preparation, presentation, association, generalization, and application. Herbert suggested that pedagogy relates to having assumptions as an educator and a specific set of abilities with a deliberate end goal in mind. These five stages also correspond with the five stages of learning processes as noted by Onwuekwe (2014). In other words, through these stages, the learner's knowledge could be stimulated.

The stages can be analyzed as follows:

i. Preparation or sensation: In this stage, the learner can be stimulated through one or more of the senses of sight, taste, touch, smell and hearing. For effective teaching and learning to occur, one or more of these senses must be involved. Sensation makes the learner to turn his attention to a particular situation. Whether he pays attention or not, depends on several variables namely (a) his interest or attraction (b) his needs and wishes. It therefore implies that the teacher must prepare the minds of his students by making sure their interest is being aroused towards the lesson before an effective teaching and learning can take place.

ii. Preparation or Perception: This is the second step in the teaching and learning process. There can hardly be any perception without sensation. But there can be sensation without perception. This is because one can be stimulated to turn attention to a particular thing but if the situation does not meet his interest, needs, aims and aspirations, he turns back to the situation. On the other hand, if the person's attention is diverted to a particular situation which is pleasant to him or satisfies his aims and aspirations, he pays clearer attention, becomes aware of the situation. In other words, he perceives the situation, he concentrates and learning takes place. This implies that the method of the presentation of the lesson should be carefully done in such away that the learner's attention must be stimulated in order to achieve the set objectives of the lesson.

iii. Association: When the learner concentrates on the particular situation of his interest, he begins to relate the circumstances or situation with his previous experience. That is to say that the present situation must be related to past experiences in order to facilitate understanding of the new situation. This implies that every effective teaching should always begin with the previous knowledge.

iv. Generalization: After relating the new situation to the past experience, the learner establishes some similarities between the two. He draws up some conclusions. This is referred to as generalization. Generalization is a statement of fact which serves purpose beyond the particular situation.

v. Application: This becomes possible because of a general statement that has been made embraces characteristics which can be applied to new but similar situations. This means that, what works for a particular situation can be used to work in a new situation. Teachers must study their students very well and explore different methods in their teaching in order to achieve an effective teaching and learning. (Sources: Onwuekwe: A Microsoft on Psychology of music).

Magazine of Professional Development (2016) emphasizes the following as the five (5) standards of effective pedagogy:

- a. Joint Productive Activity
- b. Language Development
- c. Contextualization
- d. Challenging Activities
- e. Instructional Conversation

Joint Productive Development: This is the process that involves the teacher and the students. Teacher and students producing together facilitates learning through joint productive activity among teacher and students. Learning occurs most effectively when experts and novices work together for a common product or goal, and are therefore motivated to assist one another. Joint productive activity “is cross-cultural, typical human, and probably ‘hard-wired’”. This kind of “mentoring” and “learning in action” is the characteristics of parents with very young children of pre-school, graduate

school, adult learning, school-to-work and service learning on-the-job-training of all education, except the common K-12 tradition.

Language Development: Developing language across the curriculum develops competence in the language and literacy of instruction across the curriculum. Developing competence in the language(s) of instruction should be a metagoal of all educational activity throughout the school day. Whether instruction is bilingual or monolingual, literacy is the most fundamental competency necessary for school success. School knowledge, and thinking itself, are inseparable from language. Everyday social language, formal academic language and subject matter lexicons are all critical for school success.

Contextualization: Making meaning; connecting school to students' lives – connect teaching and curriculum to students' experiences and skills of home and community. The high literacy of schools are best achieved in everyday, culturally meaningful contexts. This contextualization utilizes students' funds of knowledge and skills a foundation for new knowledge. This approach fosters pride and confidence as well greater school achievement. Increase in contextualization instruction is a consistent recommendation of education researchers.

Challenging Activities: Teaching complex thinking – challenge students towards cognitive complexity. Students at risk of educational failure, particularly those of limited Standard English proficiency are often forgiven any academic challenges on the assumption that they are of limited ability or they are forgiven any genuine assessment of progress because the assessment tools are 'inadequate'. Thus, both standards and feedback are weakened, with the predictable result that achievement is impeded. There is a clear consensus among education researchers that students at risk of educational failure require instruction that is cognitively challenging, that is,

instruction that require thinking and analysis, not only rote, repetitive, detail-level drills.

Instructional Conversation: Teaching through conversation – engage students through dialogue, especially the instructional conversation. Thinking and the abilities to form, express, and exchange ideas are best taught through dialogue, through questioning and sharing ideas and knowledge. In the instructional conversation (IC), the teacher listens carefully, makes guesses about intended meaning, and adjusts responses to assist students' efforts – just as in graduate seminars, or between mothers and toddlers. Here, the teacher relates formal, school knowledge to the students' individual, family and community knowledge. Instructional conversation provides opportunities for the development of the language of instruction and subject matter. Instructional conversation is a supportive and collaborative event that builds intersubjectivity and a sense of community. Instructional conversation achieves individualization of instruction, is an idea setting for language development; and allows sensitive contextualization and precise, stimulating cognitive challenge.

(Source: Magazine Professional Development; www.tolerance.org/supplement/five-standards-effective-pedagogy.)

2.2.4 Philosophy of Inclusive Education

Inclusion is built on some philosophical assumptions or theoretical framework which Garuba (2003) outlines as follows:

- i. the original place of the child with special needs is in the regular classroom, therefore, in no condition should a special needs child be allowed to be removed from such environment as opposed to the approach of segregation where these children were kind of isolated and neglected in special schools.
- ii. All children have the right to learn and play together. This philosophically portrays inclusion as a fundamental human right advocates on the 2nd

millennium goals (MDGs) on eradication of illiteracy under the child's rights 2003 Education For All (EFA) which constitution Nigeria is signatory to.

- iii. Denying opportunity to children to learn under the same roof with other children is devaluing and discriminatory. Therefore, many international declarations have legitimated inclusion and any form of discrimination or marginalization for these children is an adventure in denial of human rights and is unacceptable.
- iv. Exclusion is inhuman and indefensible. Schools should accommodate all children regardless of their physical, intellectual, social and emotional challenges so as to ensure that all children are valued and safeguarded equally in order to enhance the achievement of education for (EFA) goals. In other words, all children should have access to an appropriate education that affords them the opportunity to achieve their potentials.

Furthermore, Amakievi (2013) emphasizes that 'inclusive education suggests and implies that every child, youth and adult irrespective of sex, race and any other distinguishing factor is entitled to education' (p. 69). This idea was also noted by the Universal Declaration of Human Rights (1994) which states that:

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit (p. 8).

This view is also in agreement with Nigeria's National Policy on Education (2004) which among others is based on the "provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels, both inside and outside the formal school system" (p. 2). Amakievi (2013) also observes that the significance of this policy statement is the call for an "expanded vision" which according to UNESCO (2001) encompasses the following:

- a. universalizing access and promoting equity;
- b. focusing on learning;
- c. broadening the means and scope of basic education;
- d. enhancing the environment of learning, and
- e. Strengthening partnerships (p. 2).

2.2.5 Cognitive Theory by Piaget

Piaget is a Swiss psychologist who developed the theory of mental growth with the observation of the behaviour of children. He became interested on how children think and construct their own language. Based on Piaget's observation, he theorized that children proceed through four stages of cognitive development:

- i. Sensori-motor stage (0-2 years)
- ii. Pre-operational stage (2-6 years)
- iii. Concrete operational stage (7-11 years)
- iv. Formal operational stage (12 years and above).

Sensori-motor stage is between birth and two years. During this stage, understanding is based on immediate sensory experience and actions. Children are very practical in this stage but lack mental concepts or ideas. In Pre-operational stage which lasts from two to six years, children's understanding becomes more conceptual. Thinking involves mental concepts that are independent of immediate experience. The young child's reasoning is intuitive and subjective. During the concrete operational stage, from about seven to eleven years, children engage in objective, logical mental processes that make them more careful, systematic thinkers.

Around age twelve, children attain the formal operational stage, when they can think about abstract ideas. They can also reason about operational possibilities and deduce new concepts. According to Piaget, children progress through these four stages by

applying their current thinking processes to new experience; gradually, they modify these processes to better accommodate reality. This occurs not through direct instruction, but rather through the child's own mental activity and internal motivation to understand. (Source: Thompson: Microsoft on Child Development).

2.2.6 Implications of Piaget Theory on Music Learning amongst Children with Learning Disabilities

Piaget's theory provides an insight into how a child's mental processes underlie many aspects of his or her development. The process of thinking, learning and knowing, is the focus of this theory. It gives the child the privilege to know, think, beware, reason, conceptualize, criticize and be creative. It gives the teacher an insight on how to deal with students of different disabilities. It helps the students to be good thinkers and be able to create music by themselves. Piaget's theory implies that there are different stages of a child's development and each of the stages has their characteristics. Therefore, both teachers and parents should be sensitive to these stages and handle the children appropriately. Piaget's theory has lots of implications to music learning amongst the learning disabilities. These include:

- a. their level of understanding should be given appropriate attention or consideration in order to know the best method to be used for them, both in practical and theoretical courses or subjects;
- b. they should begin with the simple and then proceed to the complex because learning is meant to be done in gradual process;
- c. they should be introduced to each musical experience as required in each level or stage of their life. For example, the period of singing of rhymes and poems should not be denied them;
- d. introduction of rudimentary topics like scales, staff notation, interval and so on, should be after their preliminary experiences which will automatically arouse their interest;

- e. they should be made to be practical and creative musicians, which will always create an avenue for them to think and reason well; and
- f. the curriculum should be planned in such a way that it will accommodate each of the stages of this theory, thereby giving the children with learning disabilities preference.

This theory is on cognitive learning which encourages different stages of testing a child's intelligence. Children with learning disabilities should be tested in different stages of the lesson, beginning from introduction through evaluation. They should be carried along and not ignored. At every point and level of the lesson, diagnostic evaluation should be given especially to the learning disabled in order to keep them in check. If among the hundred students in your class, just twenty-five were able to pass or credit your course or subject, it means that you as a teacher have not done justice to that subject with regards to your method and therefore you should be queried.

2.3 Empirical Studies

Merriam-Webster's *Collegiate Dictionary* (1983) defines empirical as "experiential, observed, pragmatic, practical, realistic and firsthand." Empirical study therefore, is the practical, experimental, observational or realistic studies carried out by a researcher on a given problem. This study will therefore review some practical or experimental studies under the following headings:

- i. the disabled and music;
- ii. attitude of the learning disabled towards music education; and
- iii. educational benefits of music to children with special needs.

2.3.1 The Disabled and Music

Several studies have proven that music is and will always remain the essential and integral part of teaching and learning among the disabled persons. Akande (2002)

notes that “music provides a framework in which special educational objectives may be achieved through education which remains a potent and salient factor that enhances the changes of the individual to contribute maximally to his/her society” (p. 5). Ugochukwu (2011) conducted a practical research in three Special Schools and a Home in Port Harcourt to all the persons with different special needs including the hearing impaired, visually impaired, mental retardation, crippled, etc. In the course of her research, she discovered that the goal/objectives of music teaching and learning for the disabled included development of talent, recreation, spiritual uplift, emotional relief and enhancement of educational growth. She noted that the students and inmates of the schools and home agreed that goals/objectives of music teaching-learning as listed above is ranked on the same level of impact on them. In other words, none is ranked higher than the other. The respondents saw them as the same main objectives for setting or using music in their daily school activities hence, they ranked them all as “to a moderate extent”.

Music teaching/learning therefore has a great impact on persons with special needs in general. Just as music enhances the educational growth of the children with disabilities, so it relieves them emotionally and spiritually while the recreational aspect helps in the physical exercises and therapy. Ugochukwu also observed that the students and inmates of the Specials Schools and Home in Port Harcourt were engaged in musical activities regularly. In the schools, musical activities took place weekly and appeared on the time table even though it was not formally taught as a classroom activity. The children engaged themselves with musical activities such as singing, dancing and applying music to out-of-class folk play. Most of the time,, the class teachers engaged them in song-learning (in-class), teaching short songs and rhythm that they can learn easily.

The musical activities of the inmates of the home were often done weekly as well. These groups of disabled persons were mostly adults and they live together in the home but were engaged in outside home activities such as schooling in the higher institutions and doing some jobs in private as well as public establishments so, they only come back in the evenings after the day's activities and then had their music practices (in-class). But they were also engaged in music performances outside the home which could come up once in a while.

Furthermore, Ugochukwu (2011) also observes that students were not involved in any serious written musical activities. This she reported was as a result of lack of trained or qualified music teachers in the Special Schools and Home in Port Harcourt. Teachers of the Special Schools and Home in Port Harcourt City of Rivers State were very few compared to their colleagues in the normal secondary schools and they were mostly female teachers. This was a serious factor that militated against music teaching and learning in Port Harcourt Special Schools and Home. As such the students and inmates were deprived the basic knowledge in music rudiments (pp. 62-64).

2.3.2 Attitude of the Disabled towards Music Education

In life, people react differently to show how they feel about something or someone, how much of a thing they like or dislike and also how contented or disappointed they are towards something or someone. All of these centers on the attitude of the individual. Attitude is used by several authors to explain the direction and perspective of human behaviour. Travers (1973) defines attitude as “a readiness to respond in such a way that is given certain direction” (p. 337). In other words, the attitude of an individual over a given object or a person will give a reason to the way the individual behave towards the object or the person. Furthermore, Singh (2010) believes that attitude is a disposition towards certain behaviour (p. 10). Singh further supports the

fact that psychological theories hold that attitudes are revealed by examining behaviours and shaping attitudes can in turn influence behaviours (p. 10).

Unwana (2015) carried out a research on the general attitudes of persons with special needs towards music education in Chesire Home in Port Harcourt. The research was conducted for all the thrifty-five (35) people with physical impairment (crippled) in the Chesire Home of Port Harcourt. Unwana made use of questionnaire which was titled “Questionnaire on the Attitude of People towards Music Education in Port Harcourt Rehabilitation Home”. The questionnaire was administered to all the thirty-five (35) people that are physically disabled to ascertain their general response towards music education. The questionnaire comprised of twenty (20) items which was set for the necessary testing of the people’s attitudes towards music education. All the thirty-five (35) people filled and returned the questionnaire.

After a careful calculation was made on the response of the people that are physically disabled on each of the items, the researcher (Unwana) discovered that ninety (90) per cent rated high on the items, while ten (10) per cent rated low on the items. In other words, the items that were basically on practical musical activities were rated high, while the items on other activities outside music were rated low. In this, the researcher observed that the people with physical disabilities in Chesire Home, Port Harcourt have a high positive attitude or responds positively towards music education.

Unwana also observed that seventy (70) per cent of the activities that the people are involved in daily are musical activities. As such, music takes pre-eminence in all their activities. The basic musical activities that are evident in this Home is singing, dancing and playing of few local musical instruments which includes pot drum and beaded rattles. Unwana’s conclusion suggested that the disabled attitude towards music education is generally positive. He also observed that female persons with special

needs have more positive attitude towards music education than their male counterparts. People with special needs within the age bracket of 15-25 years have more positive attitude towards music education than the ones within the age bracket of 25-35 years. One of the factors according to Unwana that affected the people's interest on music especially the male and those within the ages of 25-35 years was the absence or lack of some musical instruments that were of interest to them. Some of the men had interest in playing the piano, guitar, violin and so on, but could not access these instruments in the Chesire Home so, it affected their response to other musical activities in the Home (p. 34-37).

2.3.3 Educational Benefits of Music on the Learning Disabled

Several studies have investigated the effects of music on children with special needs. Music has been effectively used to intervene for children with autism in their social and language development. Staum (2003) suggests that,

...the use of music to assist students with autism disorder in the areas of social and language development. Autistic children have eliminated monotonic speech by singing songs composed to match the rhythmic stress, flow and inflection of the sentences followed by a gradual fading of the musical cues. The author also argues that music can be used as a tool to encourage human development in cognitive learning (p. 2).

Stambough (1996) conducted an action research at a music camp to thirty-seven (37) campers, ages from 9-45, each suffers varied degrees of genetic condition called Williams syndrome, which leads to cognitive impairment. The research was to ascertain the effect of music on the cognitive development of children with special needs. She found that several strategies and techniques combined with a great deal of patience helped to accommodate the special needs of the students. Stambough

observed that music education explores accuracy and attention. She noted that learning how to play an instrument can improve attention on students with hyper-activity which is one of the characteristics of the learning disabled. She also discovered that learning how to play a musical instrument, learning and singing of some technical pieces and being involved in some tedious dance steps help a lot in the concentration, impulse control, social functioning, self-esteem, self-expression, motivation and memory development of students with learning disabilities as well as autistic students.

She noticed that the autistic students eliminated their mono speech by singing songs composed to match the rhythm, stress, flow and inflection of the sentence followed by a gradual fading of the musical cues. Stambough () also argued based on her observation in the field that music can be used as a tool to encourage human development in cognitive, learning, perceptual, motor, social and emotional development on children with special needs in general. Her study concluded that music could be used to achieve the cognitive, psychomotor and affective domain of students with various disabilities especially those with learning disabilities (p. 20-23).

2.4 Summary of Reviewed Literature

The review began with a brief introduction in which the subject matters for review were brought under a set of organized sub-headings. The sub-headings include conceptual framework which was further organized under the following sub-headings: concept of music education, objectives of music education for persons with special needs, the concept of music curriculum for persons with special needs, the concept of special education, objectives of special education, concept of special needs, categories of special needs, the concept of learning disabilities, characteristics of learning disabilities, effects of music education on persons with learning disabilities, concept of inclusive education, challenges of inclusive education for persons with learning disabilities, strategies for improving teaching/learning among children with learning

disabilities, methodological approach to music education for persons with learning disabilities, therapeutic effect of music on persons with learning disabilities.

The second subheading was on the theoretical framework which was also organized under two subheadings which are behavioural learning theory and cognitive development theory. The behavioural learning theory was derived from Edward Thorndike's associative learning theory which he named "trial and error." This theory was basically to test on the behavioural patterns of humans or animals. Thorndike wanted to find out how often humans could be involved in doing a particular thing before learning can actually take place. The cognitive development theory in the other hand was deduced from Piaget's cognitive development which centred on the various stages of children development. Piaget did a practical study on the different stages of a child's development and how they respond to activities involved in the various stages ranging from the pre-operational, operational, concrete and formal stage. The cognitive learning theory according to Onwuekwe (2015) is "based on wholes, perceptive thinking, understanding, self-motivation, imagery, complex learning and above all, application." This very theory implies that there are different stages of a child's cognitive development which the teachers and parents will need to pay attention to in order to direct and give them the required knowledge expected in the various stages.

The third aspect of the reviewed literature was on the empirical studies which were also organized under the following subheadings: the disabled and music, attitudes of the disabled towards music education and educational benefits of music on the learning disabled. This aspect of the review x-rayed some practical and experimental studies of some researches on general music education among people with special needs in general. Some of the selected researches carried out some practical studies to ascertain the general effect of music on people with special needs, the attitude of the special

need people towards music education and the educational benefits of music on people with special needs in general.

The review perceived people with special needs as those being different from others in possession of one trait or quality. On the other hand, special needs according to review are needs that individuals develop due to mental or physical problems. The chapter took a benign look at music education and impact of good teaching methods as a motivational factor on learning needs of people with learning disabilities. Furthermore, the review also looked at “inclusive education” as an educational system that provides equally for all students, their disabilities notwithstanding. Inclusive education was preferred to segregation and mainstreaming system of education, though with their peculiar challenges on proper implementation which includes funding, attitude of parents towards the disabled children, lack of remedial lessons and rooms to accommodate the learning disabled, poor teaching method, and so on.

If these challenges and important elements that will aid effective teaching and learning for example, remedial rooms and lessons for the learning disabled and good teaching methods that will help to carry all the students along both the abled and disabled of different categories, inclusive educational system will remain the best environment for the education of people with special needs in general.

2.5 Operational definition of terms

Music pedagogy: This is defined as the method, strategies, techniques and approaches used in teaching and learning of music.

Special needs: This is a term used in clinical diagnostic and functional development to describe individuals who require assistance for disabilities that may be medical, mental, and psychological.

Music: This can be defined as an art form, social activity or cultural activity whose medium is sound and silence.

Inclusive education: This is an educational system that harbours or accommodates both the abled and disabled persons in the society.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the procedures adopted in conducting this study. These were discussed under the following subheadings: research design, area of study, population sample and sampling techniques, instruments of data collection, validation and reliability of the instruments, and method of data analysis.

3.1 Research Design

This study used a case study design. A case study design is a research design that involves the entire population of the study. Furthermore, it is a case study design because it is concerned with gathering data for the suitable methods used in teaching and learning music among pupils and students with ‘learning disabilities’ in a particular school - Christie Toby Inclusive Education Centre. Nwankwo (2007) defines case study as an “intensive study geared towards a thorough understanding of a given

social unit. The social unit maybe an individual, a group of individuals, a community or an institution.” (p. 8)

3.2 Area of Study

This research was carried out in Christie Toby Inclusive Education Centre, Iriebe in Oyibo Local Government Area of Rivers State. The researcher also visited Special School for the Handicapped (Hearing Impaired and Orthopedic), and Special School for the Handicapped (Visually Impaired and Mental Retardation) both in Port Harcourt to find out the state of Music Education there.

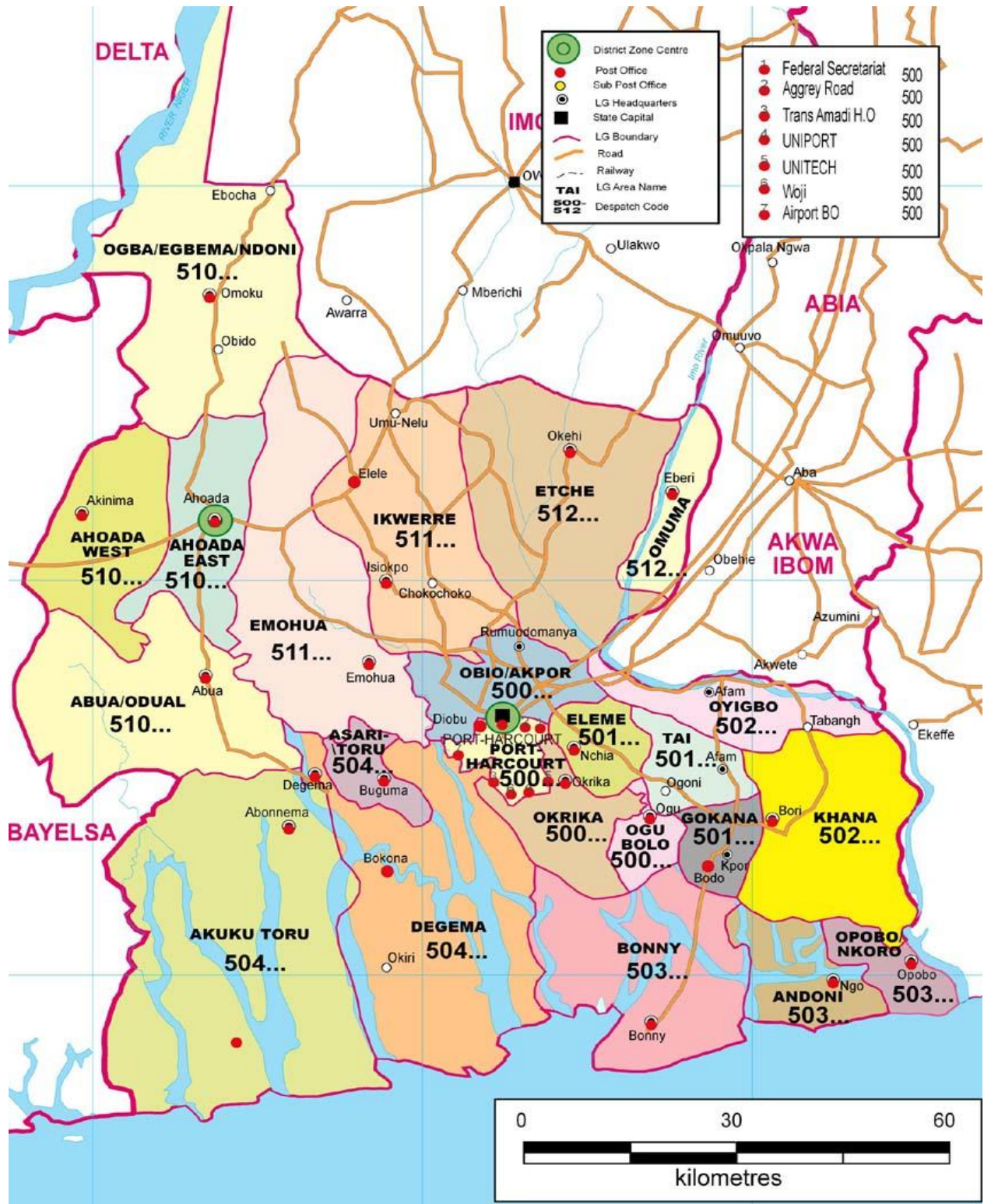


Figure 1: Map of Rivers State

3.3 Population of the Study

The population of this study comprised all the thirty-two (32) teachers in the Basic and Secondary sections of the school (Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State). Twelve from the primary section (eight female and four male) and twenty from the secondary section (thirteen male and seven female). Tables 1 and 2 below show the numerical strength and qualifications of the subjects.

Table 3.1: Number of Teachers per Section

S/N	Section	Number of teachers		Total
		Male	Female	
1	Primary section	4	8	12
2	Secondary section	13	7	20
Grand total		17	15	32

Table 3.2: Qualification of teachers

S/N	Qualification	Number of teachers		Total
		Male	Female	
1	Ph.D	-	-	-
2	M.Ed/M.A/M.Sc	1	-	1
3	B.Ed/B.A/B.Sc	12	6	18
4	NCE/Dip.	5	8	13
Grand total		18	14	32

3.4 Sample and Sampling Technique

The sample of this study comprised all the thirty-two (32) teachers in Christie Toby Inclusive Education Centre. In other words, a study of the entire population was made. All the thirty-two teachers filled and returned their questionnaires the same day. The

reason behind using all the teachers and just the teachers alone was because there is just one inclusive school in Rivers State. Moreso, the learning disabled in Christie Toby Inclusive Education Centre have the problem of reading and writing. Therefore the Principal and Head-Teacher advised the researcher to use the teachers alone in order not to have my questionnaire messed up. The researcher also had some interactions with the pupils and students. She sang and danced with them, and conducted some instrumental pieces for them.

3.5 Instrument for Data Collection

This study involved a tripartite instrument: observation, interviews and follow-up interviews, and a questionnaire.

Observation

The observation of the subjects and their pupils/students was carried out by the researcher in three (3) months. This was done once a week. In the first instance, the pupils and students with learning disabilities in Christie Toby Inclusive Education Centre which were under investigation never noticed the presence of the researcher neither were they on the know that they were being observed over a period of one (1) month. The pupils and students were closely watched by the researcher during their devotions where they made use of some musical instruments like the trumpet, piano and drum in accompanying the hymns and simple choruses. They were also watched during their in-class musical activities and sectional music practices by the researcher. The lengthy period of observation helped the researcher to gather necessary information for the study.

Interview

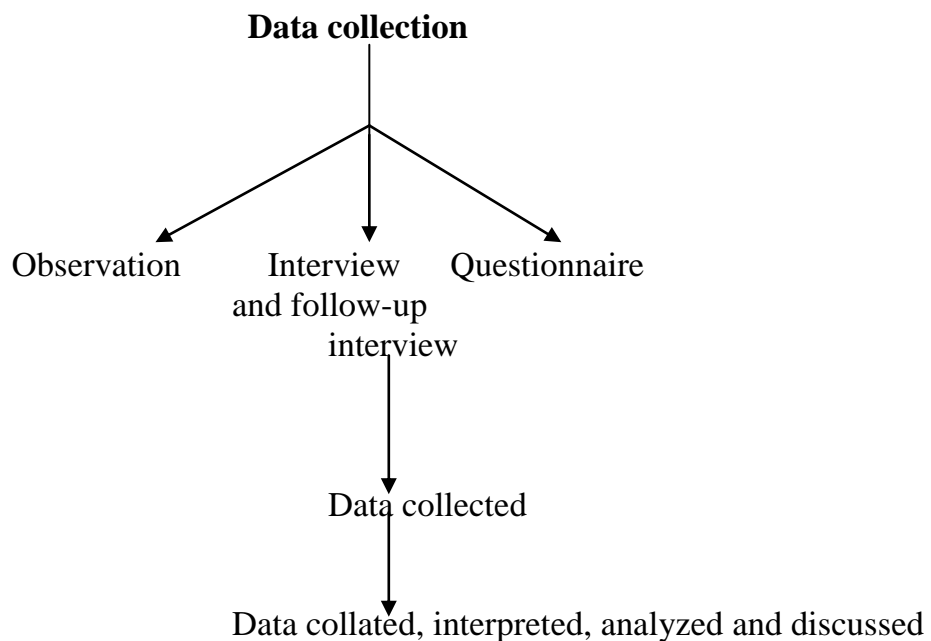
This took the form of conversation with the principal, vice-principal, head teacher, music teachers and other teachers from the basic and secondary sections of the school.

During the period of observation, interviews were also conducted and the principal and music teachers helped in getting answers to some of the forgotten questions during the interview.

Questionnaire

This instrument was in two sections: A and B. Section A was meant to get information on the respondents personal data, while section B contained the questionnaire items with a four-point modified Likert scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, Strongly Disagree (SD) = 1 point. The questions were meant to assess the method(s) employed in teaching music to the pupils and students with learning disabilities in an inclusive school such as Christie Toby Inclusive education Centre, the response of the students towards music education and general attitude of the school towards the learning needs of the ‘learning disabled’ on a thirty-six (36) item questions. The table below shows the data collection method.

Figure 2: Data Collection Method



3.6 Authentication of the Instrument

Authentication is the magnitude to which a test is measured. Some researchers use the word validity. Adeleke (2010) affirms that “validity is a subjective judgement made on the basis of experience and empirical indicators. Validity asks; is the test measuring what you think it’s measuring?” (p. 123) Consequently, a face and content authentication test was administered on the questionnaire designed for this research work to validate the instrument. According to Okoye (1996) face and content validity were defined thus:

Face validity is the idea that a test should look valid on its surface to test what is supposed to test while content validity is the extent to which the test items cover the behavioral objectives represented by the theoretical concept being tested (p. 145).

Copies of the questionnaires were sent with a copy of chapter one of the research work containing the purpose of the study and research questions were validated by the researcher’s supervisor. Their professional observations and input were used to modify and correct some salient aspect of the research work.

3.7 Reliability of Research Instrument

The reliability of the instrument was established using test retest, method. The first test was administered to thirty-two (32) school teachers in Christie Toby Inclusive Education Centre. The second test was administered to the same respondents after a week later. The result of the two tests was correlated using Cronbach Alpha (α). The value gotten will then determine the reliability of the instrument.

The reliability of the instruments were determined in line with the recommendation of Borg and Gall (1983) on using the Cronbach Alpha (α) for the instruments likely to yield dichotomous responses and having different sections that require section by section reliability. So, the data from the pre-test (pilot study) done on school Teachers

selected within the area of study were analyzed using Cronbach Alpha (α). The reliability coefficients for different sections were obtained. However, 0.96 was obtained for the instrument as a whole. This value was considered sufficiently high to confirm the reliability of the instrument.

3.8 Method of Data Analysis

Quantitative and qualitative data analysis was carried out to achieve the objectives of the study. Simple summary statistics of student t-test was also used to answer and analyze the research questions.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of data gathered from the respondents. In the first section of the analysis, demographic data of the respondents are analyzed using frequencies and percentages (Pie charts and Bar Charts). The second section answered the research questions using mean score and percentages.

4.1 Demographics Presentation

4.1.1 Sex Distribution of Respondents

Table 4.1: Sex Distribution of Respondents

Sex				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	18	56.3	56.3	56.3
Female	14	43.7	43.7	43.7
Total	32	100.0	100.0	100.0

In table 4.1 above, 56.3 percent (18) of the respondents were male while 43.7 percent (14) were females. Bar chart distribution of the respondents' sex is shown below in Figure 4.1

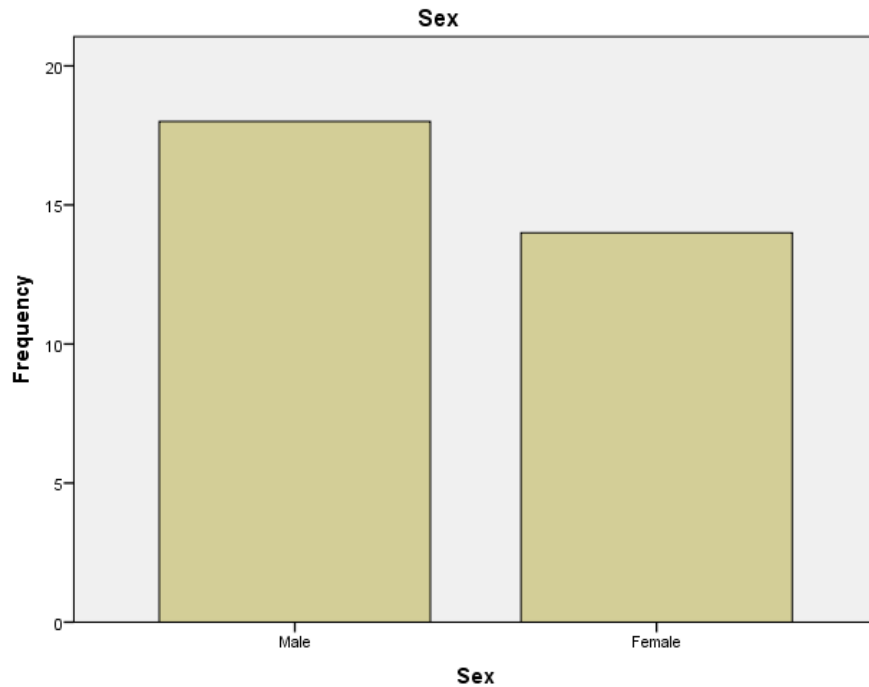


Figure 4.1: Bar Chart Distribution of Sex of the Respondents

4.1.2 Age Distribution of Respondents

Table 4.2: Age Distribution of Respondents

Age				
	Frequency	Percent	Valid Percent	Cumulative Percent
15-25 years	9	28.1	28.1	28.1
26-35 years	16	50.0	50.0	50.0
36-45 years	7	21.9	21.9	21.9
Total	32	100.0	100.0	100.0

In table 4.2 above, 28.1 percent (9) of the respondents were between the ages of 15-25 years, 50 percent (16) of the respondents were between the ages of 26-35 years while

21.9 percent (7) of the respondents were between ages 36-45 years. A pie-chart representation of the respondents' ages is shown in figure 4.2 below.

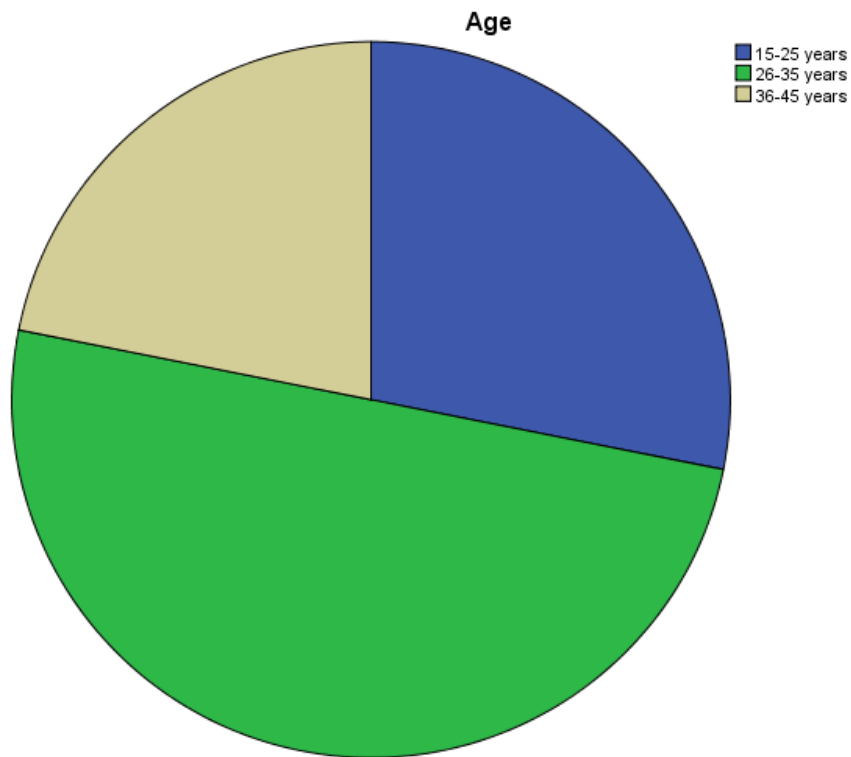


Figure 4.2: Pie-Chart Distribution of Respondents' Ages

4.1.3 Qualification Distribution of Respondents

Table 4.3: Qualification Distribution of Respondents

Qualification				
	Frequency	Percent	Valid Percent	Cumulative Percent
NCE	13	40.6	40.6	40.6
B.Sc/B.A/B.Ed/B.Tech	18	56.3	56.3	56.3
M.A/M.Sc/M.Ed	1	3.1	3.1	3.1
Total	32	100.0	100.0	100.0

As shown in table 4.3 above, 40.6 percent (13) of the respondents had NCE qualification, 56.3 percent (18) of the respondents had a First Degree qualification (B.Sc/B.A/B.Ed/B.Tech) while 3.1 percent (1) of the respondents had a Master's Degree (M.A/M.Sc/M.Ed). Figure 4.3 below shows a bar chart distribution of respondents' qualifications

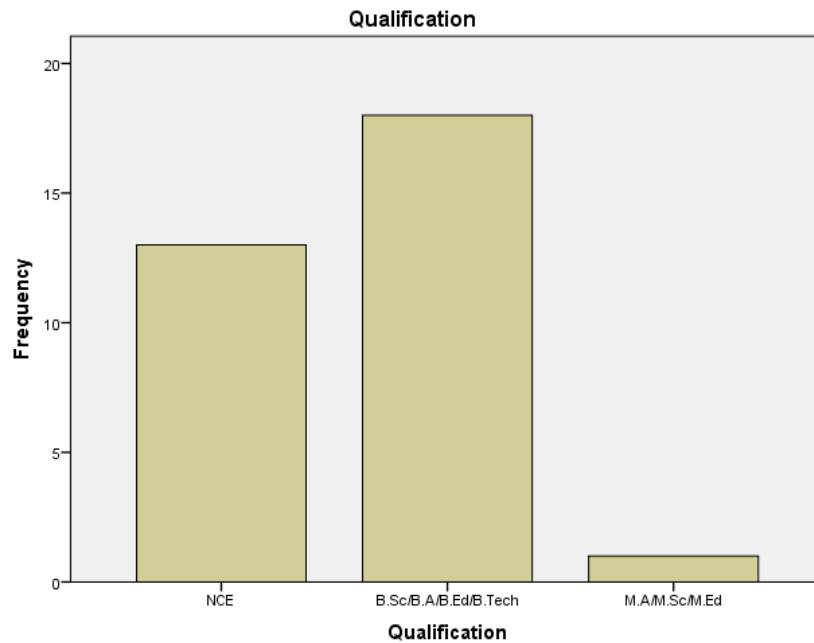


Figure 4.3: Bar Chart Distribution of Respondents' Qualification

4.2 Presentation of the Response to the Research Questions and Analysis

In this section, the research questions which were formulated for the study were answered. The questionnaire items were based on the research question. The procedure was to answer and analyze the results of the research questions sequentially in a systematic manner. This was achieved through the application of a four (4) point modified Likert scale using mean, and frequency as they responded independently to the items in the instrument. Simple summary statistics of student t-test was also used to answer and analyze the research questions.

Research Question One (RQ1)

What are the origin, vision and mission statement of Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State?

The school which was established in October, 2009, came into reality from the MD/CEO, Dame Dr. Christie Toby, an educationist *par excellence*, a visionary leader with great knowledge and experience most especially in the field of education. She is a loving, caring, creative, hardworking mother with the support of the Chairman, ABEC Group of Schools, His Excellency, Sir Gabriel Toby. He was former Deputy Governor of Rivers State. He was the Deputy Governor in Dr. Peter Odili's government (1999-2006). The vision of the school is to accommodate all children irrespective of their disabilities and abilities in the same classroom as well as learning environment.

After following, and adhering to the established and required due process by the government, the School got her approval from the Ministry of Education as a Private Inclusive Education Centre in April, 2011. The school started with six (6) students, four (4) Hearing Impaired students and two (2) learning impaired students. Two (2) visually impaired staff resumed with the School in June 2010 while Four (4) others, comprising of three (3) Special Educators and one (1) Paraprofessional (Supporting Staff) joined in September of the same year. At present, the staff academic strength is seventeen (17), and this is made up of six (6) Special Educators, six (6) Regular Educators and five (5) Paraprofessionals. The school also has Non Academic Staff. The School offers Boarding facilities to Students with Special Needs (male and female) in Nursery, Primary and Secondary levels. The School Curriculum accommodates Students with Special Needs and adequately caters for the Regular Students.



Plate 1: His Excellency, Sir Gabriel Toby and Dame Dr. Christie Toby

The rationale of an inclusive education centre is one that embraces all children irrespective of their challenges and abilities in the same classroom and learning environment. This is the most recent approach in education delivery in line with the National Policy on Education (2004). The School started with an enrolment of 6 students – 4 hearing impaired and 2 learning impaired students. Two of the students were enrolled in JS1, One in Primary 3 and the remaining three students in the Nursery Section. At present, the enrolment is 236; 125 regular students and 111 students with special needs. From this figure, 154 students are in secondary section while 82 students are in primary section. In the secondary section, 82 students are regular students while the remaining 72 students are students with special needs. Among the 72 students with special needs are 21 with learning disabilities. Also, in the primary section, 43 pupils are regular pupils while the remaining 39 are pupils with special needs. Among the 39 pupils with special needs are 11 with learning disabilities. The School registered her first set of students for Junior National Examination Council (NECO) and West African Examination Council (WAEC) Examinations. Out of the 6 students registered for the Examination, 2 are Hearing Impaired (Deaf), 1

Visually Impaired (Blind) and 3 Regular (Normal Students). They all had outstanding results in the State WAEC Examination with a minimum of 9 A's (distinction) for each of the students.

The School has regular students and students with special needs in the Nursery, Primary and Secondary School. The school offers boarding facilities to students with special needs (male and female) at Nursery, Basic and Secondary levels. The hostel is temporarily at Mary Virginia Road, Iribe. The school intends to build the hostel facilities within her premises soonest. The school curriculum accommodates students with special needs and adequately caters for the regular students. The school also developed a time-table that is able to meet the required period for all subjects of both needs. The school also offers vocational and rehabilitation services to adults who as a result of events or circumstances are impaired, for them to be able to function effectively in their area of endeavours.

The school strongly believes in the vision that no child is uneducable and each child has the right to be educated without interference. Each child is special to them and they appreciate that each is an individual and need to be treated as such. Every child has a faculty to reason which will enable him to meet all eventualities and utilize the environment for his own benefit. Hence, the school's mission is to inculcate the key skills, which will provide our children with the required sound and balanced education, thereby making them independent and self-reliant citizens in their own right (<http://www.abeconline.com/index.php/about-christie-toby>). Ezebuero (2015) in an interview states that "belief of the school on the fact that no child is unteachable is very high as such it is both on paper and in practice. We do not joke with any of our pupils or students be it abled or disabled: they are all very important."



Plate 2: The Researcher in an Interview with Mr. Kenneth Ezebuoro, Principal of Christie Toby Inclusive Education Centre

Research Question Two (RQ2)

How many music teachers does Christie Toby Inclusive Education Centre have and what are their qualifications?

Table 4.4: Distribution of Music and Non-Music Teachers

Number of Music Teachers				
	Frequency	Percent	Valid Percent	Cumulative Percent
Music Teachers	2	6.3	6.3	6.3
Non-Music Teachers	30	93.7	93.7	93.7
Total	32	100.0	100.0	100.0

According to table 4.4.1 above, 6.3 percent (2) of the respondents were music teachers while 93.7 percent (30) of the respondents were non-music teachers. Among the music teachers, one holds a Bachelor of Arts (B.A) in Music Performance, and the other teacher holds a National Certificate of Education in Music and Christian Religious Knowledge. Hence, there were a total of two (2) music teachers in Christie Toby

Inclusive Education Centre. Below is a bar chart representation of the music and non-music teachers in the school.

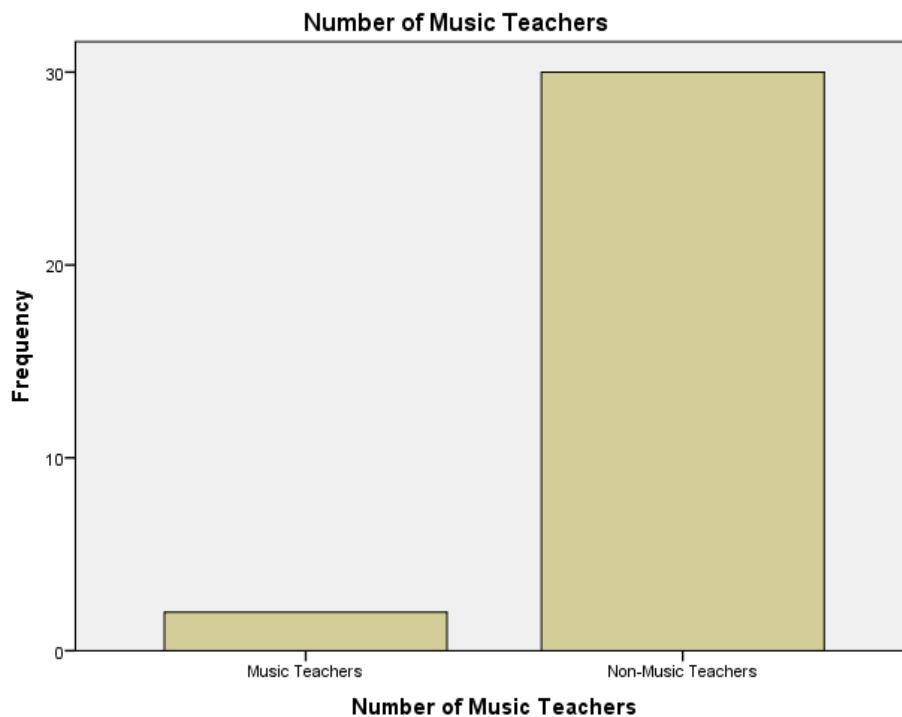


Figure 4.4: Bar Chart Distribution of Music and Non-Music Teachers

Research Question Three (RQ3)

What are the Available Resources in Christie Toby Inclusive Education?

Table 4.5: Responses to the Available Resources in Christie Toby Inclusive Education

	Test Value = 1					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. Sufficient musical instruments.	6.254	31	.000	1.03125	.6950	1.3675
2. Lack of suitable teaching materials.	11.501	31	.000	2.00000	1.6453	2.3547
3. Enough remedial rooms.	1.215	31	.000	.05625	.1724	.4401

4. Availability of music lab for practices and rehearsals.	11.501	31	.000	2.00000	1.6453	2.3547
5. Conducive classrooms for learning music.	6.254	31	.000	1.03125	.6950	1.3675
6. Lack of good library	6.420	31	.000	1.37500	.9382	1.8118

As shown in Table 4.5 above, six items were generated to measure the available resources in Christie Toby Inclusive Education Centre and four (Items 1, 2, 3, 4, 5 of the items tested above the critical t-value (1.696) while two items (Item 6) did not. The first item which was on sufficient musical instruments had a t-test value of 6.254 which was higher than the critical t-test value. Item two was on the lack of suitable teaching materials. It had a t-test value of 11.501 which was greater than the critical t-test value. Item three analysed enough remedial rooms had a t-test value of 1.215 which tested less than the critical value of t (1.696). Item four measured the availability of music lab for practices and rehearsals. It had a t-test value of 11.501 which test higher than the critical t-test value. Item five measured conducive classrooms for learning music and it had a t-test value of 6.254 which tested higher than the critical t-test value. Item six measured lack of good library and it had a t-test value of 6.420 which is greater than the critical t-test value. Hence, the available resources used by Christie Toby Inclusive Education Centre are enough to meet the learning needs of the learning disabled, except that of remedial room which is of importance to these sets of pupils and students.



Plate 3:Administrative Block of Christie Toby Inclusive Education Centre



Plate 4:Some of the Musical Instruments at Christie Toby Inclusive Education Centre



Plate 5: The Researcher with some Students with Saxophone and Trumpet ready for Performance at Christie Toby Inclusive Education Centre



Plate 6: Musical Instruments (Trumpets) at Christie Toby Inclusive Education Centre



Plate 7: The Researcher with a Music Teacher and some Students at Christie Toby Inclusive Education Centre



Plate 8: The Researcher Observing a Student of Christie Toby Inclusive Education Centre to write on the Board

Research Question Four (RQ4)

What are the pedagogical applications of music amongst the learning disabled in Christie Toby Inclusive Education Centre?

Table 4.6: Responses to the Pedagogical Applications of Music amongst the Learning Disabled in Christie Toby Inclusive Education Centre

	Test Value = 1					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. Pupils and students with learning disabilities are not given extra-time in the course of teaching/learning.	16.765	31	.000	2.31250	2.0312	2.5938
2. The learning disabled are given remedial lessons after the normal classes.	1.486	31	.000	0.12500	.0728	.5215
3. The pupils and students with learning disabilities are not usually put on check in course of general classes.	10.219	31	.000	2.00000	1.6008	2.3992
4. Absence of reading activities for the learning disabled with reading problems.	1.338	31	.000	.81250	.3692	1.2558
5. The learning disabled with writing problems are given assignments on writing activities often.	16.132	31	.000	2.37500	2.0747	2.6753
6. Group assignments are given to both learning disabled and their abled counter-parts	15.941	31	.000	2.31250	2.0166	2.6084
7. The pupils and students are involved in in-class musical activities every week.	12.763	31	.000	2.12500	1.7854	2.4646
8. The musical activities include both written and practical aspects.	11.165	31	.000	1.93750	1.5836	2.2914

9. Diagnostic methods are not employed in the teaching process.	14.165	31	.000	2.15750	1.9836	2.7914
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As shown in table 4.6 above, nine items were generated to measure the pedagogical applications of music amongst the learning disabled in Christie Toby Inclusive Education Centre. Six items (1, 2, 3, 4, 5, 6, 8 & 9) tested higher than the critical t-test value while one item (7) items did not. Item one: Pupils and students with learning disabilities are not given extra-time in the course of teaching/learning had a t-test value of 16.765. Item two: The learning disabled are given remedial lessons after the normal classes had a t-test value of 1.486 and it was less than the t-test value of 1.696. Item three: The pupils and students are not usually put on check in course of general classes had a t-test value of 10.219. Item four: Absence of reading activities for the learning disabled with reading problems had a t-test value of 1.338 and it was less than the t-test value of 1.696. Item Five: The learning disabled with writing problems are not given assignments on writing activities often had a t-test value of 16.132. Item Six: Group assignments are not given to both learning disabled and their abled counterparts had a t-test value of 15.941. Item seven: The pupils and students are involved in in-class musical activities every week had a t-test value of 12.763. Item eight: The musical activities include both written and practical had a t-test value of 11.165. Item nine: Diagnostic methods are not employed while teaching the learning disabled had a t-test value of 14.165. Hence, the teaching methods used in Christie Toby Inclusive Education Centre are not adequate enough to meet the learning needs of the learning disabled. This actually proves why the items tested much more than the table t value of 1.696.

Research Question Five (RQ5)

What is the general response of the learning disabled towards music education in Christie Toby Inclusive Education Centre?

Table 4.7: Responses to the General Response of the Learning Disabled towards Music Education in Christie Toby Inclusive Education Centre

	Test Value = 1					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. The pupils and students do not respond positively to theoretical musical activities	19.268	31	.000	2.43750	2.1795	2.6955
2. The pupils and students do not respond positively to practical activities	1.160	31	.000	.06875	.0858	.3517
3. The learning disabled prefers singing to playing of musical instruments	10.274	31	.000	1.81250	1.4527	2.1723
4. The learning disabled loves both singing, dancing and playing of musical instruments	16.132	31	.000	2.37500	2.0747	2.6753
5. The learning disabled general attitude towards music is not encouraging	7.071	31	.000	1.21875	.8672	1.5703

According to table 4.7 above, five items were generated to measure the general response of the learning disabled towards music education in Christie Toby Inclusive Education Centre. Four items (1, 3, 4 & 5) tested above the critical t-test value of 1.696 while one item tested below the critical t-test value. Item One: The pupils and students do not respond positively to theoretical musical activities had a t-test value of 19.268. Item Two: The pupils and students do not respond positively to practical activities had a t-test value of 1.160 and it was less than the t-test value of 1.696. Item Three: The learning disabled prefers singing to playing of musical instruments had a t-test value of

10.274. Item Four: The learning disabled loves singing, dancing and playing of musical instruments had a t-test value of 16.132. Item Five: The learning disabled general attitude towards music is not encouraging had a t-test value of 7.071. Hence, the general response of the learning disabled towards music education in Christie Toby Inclusive Education Centre is encouraging.

Research Question Six (RQ6)

What are the problems and challenges militating against the teaching-learning of music amongst the learning disabled in Christie Toby Inclusive Education Centre?

Table 4.8: Responses to the Problems and Challenges Militating against the Teaching-Learning of Music amongst the Learning Disabled in Christie Toby Inclusive Education Centre

	Test Value = 1					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. Lack of special music teachers	6.366	31	.000	.96875	.6584	1.2791
2. Poor teaching method employed	11.136	31	.000	2.00000	1.6337	2.3663
3. Poor availability of teaching materials	8.941	31	.000	1.75000	1.3508	2.1492
4. Attitude of the music teachers/teachers towards the learning disabled	13.254	31	.000	2.12500	1.7980	2.4520
5. Attitude of the non-disabled children's parents towards the learning disabled	15.158	31	.000	2.28125	1.9743	2.5882
6. Comprehension of music writings	5.074	31	.000	.87500	.5233	1.2267
7. The curriculum does not accommodate the learning disabled	5.004	31	.000	.71875	.4258	1.0117

Table 4.8 above measured the problems and challenges militating against the teaching-learning of music amongst the learning disabled in Christie Toby Inclusive Education

Centre. Seven items were generated for the measurement and all of them tested above the critical t-test value.

Item One: Lack of special music teachers had a t-test value of 6.366. Item Two: Poor teaching method employed had a t-test value of 11.136. Item Three: Poor availability of teaching resources had a t-test value of 8.941. Item Four: Attitude of the music teacher/teachers towards the learning disabled had a t-test value of 13.254. Item Five: Attitude of the non-disabled children’s parents towards the learning disabled had a t-test value of 15.158. Item Six: Comprehension of music writings had a t-test value of 5.074. Item Seven: The curriculum does not accommodate the learning disabled had a t-test value of 5.004. Hence the above mentioned challenges and problems especially those of poor teaching methods employed, attitude of the non-disabled children’s parents towards the learning disabled, poor availability of teaching materials and comprehension of music writings are some of the major issues militating against the teaching-learning of music amongst the learning disabled in Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State.

Research Question Seven (RQ7)

What are the roles of the school administration (Christie Toby Inclusive Education Centre) in providing the learning needs of the learning disabled?

Table 4.9: Responses to the Roles Christie Toby Inclusive Education Centre in Providing the Learning Needs of the Learning Disabled

	Test Value = 1					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper

1. Do not provide special teachers to provide the learning needs of the learning disabled.	9.393	31	.000	1.84375	1.4434	2.2441
2. Provide the necessary materials adequate for teaching/ learning of the learning disabled.	6.254	31	.000	1.03125	.6950	1.3675
3. Partner with other NGO's for training and retraining of teachers on the methods of teaching students with learning disabilities.	1.593	31	.000	.03750	.0956	.2794
4. Review of school curricula to include the basic needs of the learning disabled along with their abled counter-parts are not carried out regularly.	13.290	31	.000	2.18750	1.8518	2.5232

From table 4.9 above, four items were generated to measure the roles of the school (Christie Toby Inclusive Education Centre) in providing the learning needs of the learning disabled. All items except one tested higher than the critical t-test value.

Item One: Do not provide training and re-training of their teachers had a t-test value of 9.393. Item Two: Do not have adequate materials for teaching learning disabled had a t-test value of 6.254. Item Three: They partner with other NGOs in providing training and re-training of teachers the learning needs of the learning disabled had a t-test value of 1.593 and it was less than the t-test value of 1.696. Item Four: Review of school curricula to include the basic needs of the learning disabled along with their abled counter-parts are not carried out regularly had a t-test value of 13.290. Hence, the roles of the school (Christie Toby Inclusive Education Centre) in providing the needs of the learning disabled are not quite encouraging.

4.3 Summary of Findings

- a. Talking about the history, vision and mission of the school, Christie Toby Inclusive Education Centre, Port Harcourt, the school as earlier stated was founded by Dame Dr. Christie Toby, wife of the former deputy governor of Rivers State in October, 2009. The school believes that all children irrespective of their disabilities are educable. The school therefore accommodates pupils and students with special needs and adequately caters for the regular students.
- b. On the area of the number of music teachers in the school and their qualifications, the researcher discovered that there are two music teachers in Christie Toby Inclusive Education Centre. One (1) teacher, Mr. Godwin teaches the primary section. He holds a National Certificate of Education (NCE) in Music and Christian Religious Knowledge while the other one, Mr. Luke teaches the secondary section including the junior section and the senior section.
- c. On the availability of resources, one of the teachers asserts that teaching and tutoring for the learning disabled would have been possible and encouraging if a proper support from the school administration with respect to provision of adequate facilities like sufficient musical instruments, suitable learning materials, remedial rooms, good library, music lab for practices and rehearsals and so on. Hence, because of insufficient facilities especially that of remedial rooms for continuous lessons for the learning disabled, thus their learning needs are not adequately met.
- d. On the aspect of the pedagogical application of music amongst the learning disabled in Christie Toby Inclusive Education Centre, all the items except one tested significantly low when compared to the critical value. Based on the

interviews and personal observation carried out at the course of this research in Christie Toby Inclusive Education Centre, the researcher discovered that the methods applied by the music teachers in course of teaching in the classrooms of pupils and students with different capabilities and disabilities are not suitable enough to meet the learning needs of all the students and most especially, those with learning disabilities. The items on 1,2,3,4,5,6,8 and 9 actually had a negative response. In other words, those methods were not applied in the course of teaching and learning of music in Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State. Thus, the methods applied in the course of teaching and learning was not encouraging to the learning disabled.

- e. On the kind of musical activities that the learning disabled appreciate more in Christie Toby Education Centre, the findings of the study showed a progressive interest on general musical activities by the learning disabled pupils as well as other special need pupils and students in general. However, findings showed that the pupils responded better to practical musical activities than the written activities. In terms of singing and playing of musical instruments, the pupils preferred singing to playing of musical instruments, especially those ones that are not of their interest, for example; trumpets, saxophone, guitar, while dancing was the least preferred. One of the teachers attested to the fact that songs were used as an educative and corrective measure for the learning disabled. The teacher concluded by saying that the only thing they usually do to make the learning disabled pay attention or to correct them in any defaults, is by singing for them.
- f. On the general response of the learning disabled towards music education in Christie Toby Inclusive Education Centre, it was observed the researcher that

the pupils and students responded positively towards the musical activities in the school. This positive response was observed on how the pupil expressed themselves emotionally and physically during the musical activities session in the school. As such, the general response of the learning disabled towards music education in the school is said to be positive and encouraging.

From the series of oral interview conducted by the researcher on the teachers and staff of Christie Toby Inclusive Education Centre, it was observed that the general response of the learning disabled towards music education was encouraging. Although there were few challenges as stated in research question seven. From the data gathered by the researcher from various interview sessions, the learning disabled responded more to practical musical activities than written because it gives them the opportunity to showcase their musical talents. More so, the researcher observed that the pupil responded better to musical activities than any other school activities. Thus, the musical activities in which these pupils are engaged have helped improve their overall psychological wellbeing.

- g. On the roles of Christie Toby Inclusive Education Centre in providing for the learning needs of the learning disabled, all the items measured tested significantly low when compared to the critical t-test value. Thus, the role of the school administrators towards music education amongst the learning disabled is not adequate enough.
- h. On the problems and challenges militating against the teaching and learning of the learning disabled in Christie Toby Inclusive Education Centre, all the items measured were the major challenges faced by the learning disabled in Christie

Toby Inclusive Education Centre. These problems were categorized under resources available for teaching and learning of music amongst the learning disabled and as well the teaching methods applied. The result of the questionnaire administered and interviews showed that all the items measured tested significantly high and thus, are the major problems militating against the teaching and learning of music in Christie Toby Inclusive Education Centre, Port Harcourt.

CHAPTER FIVE
DISCUSSION OF FINDINGS, CONTRIBUTION TO KNOWLEDGE,
CONCLUSION AND RECOMMENDATION

The main focus of this chapter is to have a detailed discussion of findings with respect to the purpose of the study, the significance of the study which could be referred to as contribution to knowledge, the final conclusion and suggestions or recommendations for further studies.

5.1 Discussion of Findings

The purpose of this study as stated earlier include:

- i. to find out the origin, mission and vision statement of Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State,
- ii. to find out the number of music teachers in Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State,
- iii. to ascertain the availability of resources in Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State,
- iv. to ascertain the pedagogical applications of music among pupils and students with learning disability in Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State,
- v. to identify the kind of musical activities (written or practical) that are appreciated by the learning disabled in Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State,
- vi. to find out response of the learning disabled towards music education in Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State,
- vii. to investigate the role of the school administrators in providing the needs of the learning disabled in Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State,

- viii. to find out the problems or challenges militating against the teaching/learning of music among the learning disabled in Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State, and
- ix. to proffer solutions to the problems.

With respect to the first item which is on the origin, mission and vision of Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State, the school as stated earlier was established in October, 2009 by Dame Christie Toby. She is an educationist par excellence, a visionary with great knowledge. She is the MD/CEO of Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State. Christie Toby Inclusive Education Centre is the fifth section in the ABEC Group of Schools under the chairmanship of Sir Gabriel Toby, former Deputy Governor of Rivers State. Sir Gabriel Toby was the deputy governor to Dr. Peter Odili's government (1999-2006). Sir Gabriel Toby is the Chairman of ABEC Group of Schools which gave birth to Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State. Sir Gabriel Toby is the husband to Dame Dr. Christie Toby. They are both native of Opobo Kingdom in Rivers State.

This citadel of learning was established to meet the yearning needs of the community as well as Port Harcourt Local Government and Rivers State at large with respect to inclusive education. The rationale of an inclusive education as stated by Gabriel (2013) suggests and implies that "every youth and adult irrespective of sex, race and any other distinguishing factor is entitled to education" (p. 69). In the same vein, Omede (2016) also asserts that inclusive education means that "schools should accommodate all children regardless of their physical, intellectual. Social, emotional, linguistic or other conditions" (p. 33) This is the actual vision of the school, Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State. The school is designed to implement the United Nations Goal for school to house children who are "well" to do with those

challenged in same environment without discrimination. It provides and creates enabling environment for children who are able and those with disabilities of different categories. The regular interactions between the abled and disabled enable the children to realize that no person is hundred percent healthy. The challenged children see the seemingly well children and learn that they do have some forms of handicap. Here, they let the pupils and students know that regular headache is a disability to those who have it and that every child is special in the sight of God and should be properly assimilated into the society. The mission of the school is to inculcate the key skills that will provide the children with the required sound and balanced education, thereby making them independent and self-reliant citizens in their own right. The schools' philosophy is centred on the fact that no child is uneducable and each child has the right to be educated without interference. Here, each child is special to the school and they believe that each child is an individual and need to be treated as such.

Christie Toby Inclusive Education Centre is the only school in the whole of Port Harcourt as well as Rivers State at large running such programme (Inclusive education). Interview with Charles and Ezebuoro (2015) and other researches made proves that Christie Toby Inclusive Education Centre is the only school in the Rivers State presently running such a peculiar programme with the name "Inclusive Education." The rest are segregated and mainstream special schools basically for children with different special needs. The proprietor, Dame Dr. Christie Toby went out of her way without the help or support of the government or any Non-Governmental Organization (NGO), to establish the school. She had the drive based on her dream and vision to provide the educational needs of both the normal or abled children and those with special needs in the same learning environment and classroom without any discrimination or interference. The school has beautiful and spacious classrooms and a healthy learning environment. The school comprises of three sections which include the nursery, primary and secondary sections. The nursery section comprises of fifty-

four (54) pupils with four (4) teachers and three (3) minders. The primary section comprises of eighty-two (82) pupils with twelve (12) teachers and six (6) minders. The secondary section comprises of one hundred and fifty-four (154) students with twenty-two (22) teachers. The non-teaching staff include; the principal, vice principal, secretary, receptionist, driver, librarian, security guard, two (2) typist and four (4) cleaners. The school is situated at Peacock road, Iriebe, Port Harcourt, Rivers State.



Plate 9: The Researcher in front of one of the blocks in Christie Toby Inclusive Education Centre

The next item is on the number of music teachers in Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State. It was discovered by the researcher that there are only two music teachers presently teaching in Christie Toby Inclusive Education Centre. One of the teachers is a part-time teacher in the school. He holds a National Certificate of Education (NCE) in Music and Christian Religious Knowledge and teaches in the primary section of the school. The other teacher is a full time teacher and

teaches in the secondary section of the school, including the junior section and the senior secondary. He holds a Bachelor of Education (B.Ed) in performance. These two teachers do not have any special training in special education that could help them with the challenges involved in teaching in an inclusive system. They had their education in normal educational system where they were not taught different methods of handling abled students and students with different needs in the same classroom.

As a result of this lack of special training of the music teachers, they are very much unaware of a lot of things involved in handling a class of such categories of people and as such they are not really doing very well in their work. Interviews and observations made during their various lessons shows that they are one-sided. They pay more attention to the gifted and talented pupils and students. Infact, those with learning disabilities are never given room to be active in the class. The only individuals that enjoy their lessons are the gifted pupils and students. Smith (2016) during an interview session with the researcher states that “the best I can do for the learning disabled students is just to give them extra ten (10) minutes at the end of the lesson.” He called them slow learners and concluded he does not have all the time in the world for them.



Plate 10: The Researcher in an Interview with one of the Music Teachers, Mr. Inemesit Friday Smith

On the aspect of available resources in Christie Toby Inclusive Education Centre, the school is not doing badly in that regard. In the course of this study, the researcher discovered that the school has a very big learning environment of over fifty plots or more of land. The building include a big story building which accommodates the junior and senior secondary section of the school, two (2) other buildings housing both the nursery and primary sections, a big field for sports purposes, a library though not well furnished with books, seats and tables for the students. There are just very few books in the library. The school also has a very big and good boarding facility, well-furnished with beds that can accommodate over one thousand students at a time. The musical instruments available in the school include trumpets, a keyboard, violins, and few local musical instruments like pot drum (*udu*), beaded rattles, metal gong, and a slit wooden drum. They also have few computers. There is also a braille machine for students with visual impairment and hearing aids for students with hearing impairment.

The school also has a standby generator set and a water reservoir. The school is situated in a very conducive environment. One of the facilities that is absent in that school and that is of importance to this study is that of remedial room. The school does not have a remedial room for continuous lessons of the learning disabled, and this is not encouraging for the students involved.

The fourth item which is the most important aspect of this study is on the pedagogical application of music among pupils and students with learning disabilities in Christie Toby Inclusive Education Centre, Port Harcourt. This aspect is an essential part of this study. Based on the interactions the researcher had with the teachers, and the observations made, the researcher discovered that the methods that were employed by the music teachers were just two (2) methods out of the seven (7) that were suggested by Ojukwu and Onuora-Oguno (2015) which include; story telling method, project method, demonstration, lecture, discussion, dramatic, and project method (p. 40), that were being applied by the teachers. The two methods they made use of were story telling method which is very common in the primary section. The next is the demonstration methods, which was basically used in the secondary section. The learning disabled were never carried along in the course of the lessons. This was as a result of the inability of the teachers to explore other methods that could benefit them. The only thing they usually did for them was giving them extra time to complete a given task, especially those with writing difficulties. The extra time given to these students does not go beyond ten (10) minutes because other teachers have to come in and take over. On the aspect of the primary section, the teacher will introduce another subject after the ten (10) minutes elapse. Whether the pupils and students were able to complete the task or not is none of their business. There was absence of remedial lessons where the pupils and students could actually be given enough time to do a proper learning. Some of the non-music teachers the researcher interviewed, for example Mr. Chabe and Mrs. July attested to the fact that though the school does not

have provision for remedial lessons, they go out of their way to hold remedial lessons with these students during their prep period. Mr. Chabe also stated that he usually go round during the lesson in order to checkmate the learning disabled students at every point of the lesson. This method according to Ugwu (2015) is referred to as “Diagnostic Prescriptive Teaching (DPT)” for students with learning disabilities. Unfortunately, the music teachers do not make use of this method at all. She stated that the teacher in this process, diagnoses the students’ problem, prescribes the necessary intervention or remedy and does the teaching proper (p. 209). Learners with learning disabilities in Christie Toby Inclusive Education Centre are not properly catered for in terms of teaching methods employed unlike their fellow disabled counterparts for example the visually impaired and hearing impaired who are properly provided for with respect to special teachers who are trained to handle their areas and the required facilities for them, for example, braille machine and hearing aid.



Plate 11: The Researcher in an Interview with Mr. Chabe Isaac of Christie Toby Inclusive Education Centre



Plate 12: The Researcher in an Interview with Mrs. Ehebe July of Christie Toby Inclusive Education Centre

Next on the list is that of the musical activities that the “learning disabled” appreciates more. Pupils and students in Christie Toby Inclusive Education Centre based on observation in the course of the research, appreciate practical musical activities more than written work. An interview with Mrs. Nwokorie in the basic section proved that “one of the ways to buy the minds of the pupils and arouse their interest into any activity is through singing.” The pupils appreciate singing more, while the students love to play musical instruments like keyboard, clarinet, recorder, violin, drum and saxophone. The interaction the researcher had with the pupils and students with learning disabilities proved that they preferred practical musical activities to written. This, the researcher feels is as a result of their inability to read musical signs and reproduce them on the paper. The music teachers during the interview also attest to the fact that the learning disabled are usually very scared of written works but cope easily with practical activities especially singing of simple rhymes and choruses but

unfortunately they are not given the opportunity to do this often except for special occasions.



Plate 13: Students of Christie Toby Inclusive Education Centre Playing the Recorder



Plate 14: The Researcher Conducting a Music Session with Students of Christie Toby Inclusive Education Centre



Plate 15: Christie Toby Inclusive Education Centre Orchestra performing at Brookstone, Port Harcourt



Plate 16: Christie Toby Inclusive Education Centre Orchestra performing at the 2013 Rivers State Secondary Schools March Past

On the general response of the pupils and students with learning disabilities towards music education, the interview and result of the questionnaire administered to the

teachers showed that the students and pupils show a very high positive response towards music education. In fact, one of the primary section teachers stated that most times, it is only when she sings and claps her hands for the pupils, that their interest towards any subject that is being treated at that moment will be aroused. She also said most times, she will have to set some of the lessons to music before the pupils could respond. This indeed agrees with Onyiuke (2009) who opines that “learning through music can promote and add enjoyment to the learning skills necessary for the understanding of all other subjects” (p. 10). In the same vein, Ekwueme (2010) asserts that,

The educational value of music is geared towards the development of the learners’ cognitive, psychomotor, affective and aesthetic domains of educational goals. Educational development helps in developing musical literacy that is, the ability to read and write music, develop communication and analytical skills, performance skills, audition skills, general musicianship and creativity (p. 12).

Music indeed facilitates the learning of other subjects in Christie Toby Inclusive Education Centre.

The teachers also stated that the pupils and students respond better and easily to musical activities than other activities like sports. This is in line with Modeme (2012) who opines that “music education is one education that teaches students how to use music to stimulate creative thoughts, inspiration, and sense of belonging, beauty, energy, strength and courage that enhances other aspects of everyday life” (p. 179). Music provides a way out for children with learning disabilities since it involves multi-sensory experiences like listening, seeing, moving and feeling. Most learning disabled pupils and students often develop sense of uncertainties about life and state of their disability and this comes with a discouragement towards learning. However, through the sound of music, they can be motivated to respond positively to any given task. The

general response of pupils and students in Christie Toby Inclusive Education Centre is encouraging on the aspect of practical music where they are given the opportunity to express their God-given talents.



Plate 17: Sports by Students of Christie Toby Inclusive Education Centre

On the issue of the role of the school administrator in providing the needs of the learning disabled in the school, the school administration has not really done much on that aspect. Learning disability is not a physical disability like that of visual impairment, cripple, and so on. Learning disability is an invisible disability whose problem is associated with the cognitive, psychomotor and affective domains of

learning. These sets of people need special attention from people that are trained and retrained to be able to cater for them. This the school has not really put into consideration. The researcher discovered that in every lesson period in Christie Toby Inclusive Education Centre, two teachers are always involved; one doing the proper teaching while the other one interprets what the other is saying for the purpose of those with hearing impairment to flow along with the lesson. Also, the school provided both braille machines for the visual impaired and hearing aid for the hearing impaired, but for the learning disabled that requires special trained teachers to handle their case; this has not really been put in place. There is also no remedial room and lessons for these set of pupils and students for the purpose of making sure they are close to or on the same pace with their gifted and talented counterparts. This is a serious challenge for these set of people because if there is a provision for remedial rooms and lessons, making it mandatory for all teachers the music teachers have no choice but to spend enough time with them teaching them their notes and lines and making sure they come out well and be on the same pace with their equals.

Next on the line is to find out the problems and challenges militating against teaching/learning of music in Christie Toby Inclusive Education Centre. There are many problems and challenges militating against teaching and learning of music among pupils and students in Christie Toby Inclusive Education Centre, Port Harcourt. The researcher observed the following as the factors militating against the teaching and learning of music in Christie Toby Inclusive Education Centre, Port Harcourt. These factors include poor method of teaching, lack of trained special music teachers, lack of remedial rooms and lessons for the learning disabled continuous lesson, attitudes of the parents of the abled children towards the special students, and attitude of the music teachers towards the learning disabled. The teachers in general employ general methods of teaching which could be beneficial to the average, gifted and talented pupils and students only, thereby leaving the disabled learners aside. For example, while using the

lecture method, discussion or story-telling, the teachers do not really pay attention to those with learning disabilities who may have problems in flowing with the lesson at a required pace. Most times, especially in the secondary school section, evaluation is concentrated on the gifted and talented, and sometimes on the average. The most that is usually done for the learning disabled is to give them ten (10) minutes to complete the write up on the board. These students most times end up without understanding a bit of the lesson. No follow up is actually used to actualize the progress of the pupils and students during the delivering of the lesson.

More so, the researcher also observed that the two music teachers both in the primary and secondary sections of the school are not trained in dealing with pupils and students with different abilities in order to device a means or method of teaching them in order to carry everybody along. The same method that could be used to teach only the gifted and talented and even the average is the same used by the teachers in their inclusive classroom. The problem of remedial rooms for continuous lessons for the learning disabled is also a very big problem being encountered in Christie Toby Inclusive Education Centre. In this case, the pupils and students are hardly given follow-up lessons especially by the music teachers in order to keep the 'learning disabled' on check. The interview the researcher had with the principal and some teachers also proved that the attitude of the non-disabled children towards the children with special needs is very discouraging. In order words, they show very lukewarm attitude towards the learning disabled and that does not really go down well with them.

The silly things the parents of the non-disabled pupils and students say about the disabled before their children makes the children look down and react negatively to the disabled students. With this most times, the teachers complained that it is difficult to give a group assignment or project because the gifted and talented students especially, usually feel the 'learning disabled' are dragging them behind from accomplishing the

task at their own pace. This most times is discouraging and makes the learning disabled feel bad especially when they are called dull learners or empty brains. Some of them also exhibit very negative attitude towards the learning disabled, they also go on calling them names like: you dull brain, lazy writers and so on. Finally, the learning disabled requires some learning materials or musical instruments of their interest which will aid learning faster but because some of these materials are not made available, it affects their interest on the lesson.

The researcher also observed another problem being encountered by the learning disabled in Christie Toby Inclusive Education Centre, Port Harcourt. The problem is in respect with practical music. As stated earlier, the learning disabled in this particular school appreciate practical music more than written works (theory) and this is as a result of their inability to write, read or comprehend musical symbols. The two music teachers especially the one in the primary section is always bent on theory, theory, theory, and thereby denying the pupils and students of their area of interest which is on practical music. Though the school makes use of some musical instruments during the morning devotions, the students that are involved in the instrumentation are usually the gifted and talented and even those with visual impairment while the learning disabled are left in the dark. When inquired of the reason for this by the researcher, the music teacher in the secondary section answered and said it is because of the inability of the learning disabled to learn the processes of playing the instruments faster. In fact, he ended up by saying they are too lazy (learning disabled). This is a serious challenge for these students even in an inclusive school where they believe that no child is uneducable, yet the learning disabled are being side lined.

In proffering solutions to the above mentioned problems, a lot needs to be put in place. First of all, with respect to poor method of teaching, as stated earlier, method is an essential factor in the business of education, be it formal or informal. Method can be

described as a way of doing a particular thing. The style, pattern, approach employed in teaching and learning is referred to as method. Landsdown (2013) defines method as “a strategy used to teach the learner in order to achieve the main goal of a particular topic during teaching” (p. 3). There is no universal or a single method meant for a subject or even a topic. In a particular topic, a teacher may need to use different methods based on the response or abilities of the different students. In an inclusive setting like it is with Christie Toby Inclusive Education Centre, a lot needs to be done by the music teachers to ensure that all the students are on the same pace. The teachers should as a matter of necessity possess basic professional qualities. Outgo (2004) opines that,

The ability to communicate with students is essential, commitment to work, confidence to students, and extra sensitive. They should express the philosophy of music in education, demonstrate a familiarity with contemporary education thought, know how people learn and be able to apply this knowledge in teaching music, apply a broad knowledge of musical repertory to the learning problems of music students. (p. 158)

There are several conventional methods of teaching as stated by Ojukwu and Onuora-Oguno (2015), “in the educational system of Nigeria that can be adopted to teach music actively and learner centred, they include:

- g. story telling method
- h. project method
- i. demonstration method
- j. lecture method
- k. discussion method
- l. dramatic method and
- m. field trip method. (p. 39)

These methods could successfully be applied in teaching in an inclusive school with special reference to Christie Toby Inclusive Education Centre, Port Harcourt. One or two or even more of these methods according to Ojukwu and Onuora-Oguno (2015) could actually ‘be employed or applied in teaching a single topic’ based on the responses of the students.

With special reference to pupils and students with learning disabilities in Christie Toby Inclusive Education Centre, Port Harcourt, on whom this study is focused, the following methods or strategies could be applied in order to carry all the pupils and students along. These methods according to Uji (2005) include: the individualized method, the picture method, the project method, Fernald approach, behavioural modification approach, and contingency management (p. 23). These methods are specifically for the learning disabled but there are some that could be applied in the general inclusive class where both the abled and disabled, gifted and talented and the learning disabled can really benefit from. The researcher would want to emphasize and suggest that following out of the above mentioned by Uji (2005) applied to ensure progressive learning on the learning disabled. The methods include: the individualized method, project method, behaviour modification approach, and the Fernald approach.

Individualized Method

In this method as observed by Uji (2005), “the teaching of the learning disabled children emphasizes the teaching of the children on individual basis” (p. 124). This very method is equated to applied lesson. During this lesson, the teacher allows the student to select a piece of his or her choice, or better still, the teacher gives the student a piece that is equivalent to his level or ability. The teacher teaches the child his lines and encourages him to sing or play his piece. In other words, the pupil and students are treated and assessed according to their level of understanding. The teacher arranges individual teacher/pupil conferences during which the problems of each child are

discussed. This method is applicable even in a regular class therefore, could be given a sense of consideration by the teachers of Christie Toby Inclusive Education Centre in order to keep the learning progress of the learning disabled on check.



Plate 18: A Learning Disabled being assisted by the Researcher

Project Method

This approaches according to Uji (2005), Ojukwu and Onuora-Oguno (2015) stress the giving of specific assignments to pupils in school related subject. This method could also be utilized in an inclusive setting where children of different abilities are involved. The learning disabled could actually learn some certain things from the gifted and

talented through group work. For example, in the act of teaching African music, example, the production of musical pot (*udu*), the teacher can divide the pupils and students into groups making sure that in each group the gifted and talented outnumber the learning disabled in order for them to learn faster. Group 'A' can be asked to produce the clay, Group 'B' to produce the sand, Group 'C' to provide water, Group 'D' to do the mixing while Group 'E' takes care of the molding and final production etc. In doing this, the teacher will discover that the learning disabled will be encouraged to learn more because they are being carried along. This method gives the pupils and students the opportunity to participate fully in the lesson. However, it is very important that the teacher pays thorough attention to individuals especially the learning disabled to ensure that they are being carried along.

Fernald Approach

This is another approach that is necessary in the teaching of music in an inclusive classroom like Christie Toby Inclusive Education Centre. This approach is referred to as the remedial method developed by Fernald (1943). According to Uji (2005), "the method can be equated with the multi-sensory techniques. This can be used to develop reading and musical skills by making adequate use of auditory, visual, kinesthetic and tactile stimulation (p. 123). In this method, the teacher may give the pupils and students the opportunity to choose or select the kind of song he would like to learn at a particular time. The teacher writes or prints the words of the song in bold letters, the child is told to trace the word with his finger, pronouncing each syllabus of the word as he traces it. The child is made to repeat the process several times while the stage of mastery is attained whereby he writes the word from memory and may have no need to trace the word again. This method is likened to Thorndike's learning theory which emphasized on learning by doing (trial and error). The more a child learns to do a thing, the more he keeps doing that thing repeatedly, the more he learns to do that thing perfectly. In other words learning by exercise, helps the child to learn better. The

philosophy of inclusive education is that no child is uneducable. This means that every child has the ability to learn anything though on different pace which could also be determined by the various methods employed by the teacher on the process of the act of teaching and learning. This method is another important method that could be applied by the music teachers to their students especially those with reading problems and they will see the good result that this will yield.

Behaviour Modification

This is another beautiful method that could be applied by the music teachers of Christie Toby Inclusive Education Centre in order to ensure a good result from all their pupils and students without leaving the learning disabled aside or in the dark. This approach according to Uji (2005) is categorized into two namely modeling and contingency.

Modeling

In this approach, the teacher is the role model who is expected to do certain things for the students to follow suite. For example, the teacher asks the pupils to listen attentively and watch him closely when the action is being performed. At the end, he then asks the pupils to repeat exactly what he has done. This is learning by observation. This, the music teachers could apply in the process of teaching practical music, for example, singing, playing of musical instruments and dancing.

Contingency Management

This approach can be referred to as the Premack's principle. Learner (1976) describes the approach as "something desirable to, which can be used to reinforce something the child does not want to do" (p. 24). This is the law of motivation. The pupils and students should be motivated with something they like doing. For example, the students prefer practical music to theoretical works, if on the process of teaching a

topic like “scale”, the teacher may need to start or begin the lesson by making the pupils and students sing the scale in order to arouse their interest on the definition of scale and several types of scale. The process of singing the scale becomes a contingency on the act of learning to define the scale and stating different types of scale. Reinforcement is always very vital in the teaching and learning process, something must motivate the child for him to pay a full attention to the lesson. This method needs to be utilized by the music teachers of Christie Toby Inclusive Education Centre, Port Harcourt in order to meet the learning needs of the pupils and students with learning disabilities.

Furthermore, Ugwu (2015) also emphasizes on another method which the researcher feels is very important to the music teachers and teachers in general in Christie Toby Inclusive Education Centre, Port Harcourt. This method is known as Diagnostic Prescriptive Teaching Method (DPT). In this method, the teacher diagnoses the pupils or students problem, prescribes the necessary intervention or remedy and does the teaching proper. The teacher makes good use of the available materials and strategically positions the environment to suit the learner in order to enable the child achieve a maximum success. In this method, the teachers are meant to observe their pupils and students with respect to their level of understanding before planning the lesson and doing the teaching proper. In this method, the teacher will choose the kind of languages to use in the teaching process, plan how to implement the teaching task and the area to channel his or evaluation (p. 206).

Edward Thorndike’s Laws of Learning according to Vikoo (2015) which includes “Law of readiness, Law of Exercise and Law of Effect” (p. 36) should be strictly adhered to by music teachers in an inclusive setting such as Christie Toby Inclusive Education Centre. Thorndike’s law of readiness implies the pupils or students should be well prepared for the acquisition of a new lesson. In other words, the entry behavior

should be done in such a way that their interest for the new lesson would be aroused which implies going from the known to the unknown. Thorndike's law of exercise also proves what a learner must do in order to learn. The learner must be given the opportunity to exercise, participate, explore, think, answer questions, discuss, demonstrate, write, play, sing, dance, etc. No matter how dull a pupils or student is, if given the opportunity to do all these, there must be a positive outcome. Learning by doing according to Onwuekwe (2014) "is very important because it encourages the active and not passive learning. It promotes understanding through exploration. It helps the memory and makes for retention. When the child is stimulated (stimulus) he responds or exercises (R). This gives us the S-R Bond. Listening is no learning but doing or exercise is learning." (p. 12) The music teachers should therefore, ensure that a proper use of this law is made. Learners with cognitive disabilities should always be engaged with reading activities and any activity that will involve the brain while those psychomotor problems should always be engaged in writing activity and playing of musical instruments and other psychomotor activities.

The law of effect as suggested by Vikoo (2015) is "the most famous of the three laws." This law is based on a pleasure-pain principal, and it states if a behavior results in a satisfying state of affair, an increase in behavior preceding the satisfying state will occur (p. 36). This implies that if the exercise that is carried out by the learner is rewarded, the Stimulus Response (S-R) Bond is weakened. Motivation and reinforcement is very necessary in the world of education. The learning disabled should be given the privilege to participate in the class fully and afterwards be rewarded in giving any task in the course of the lesson. By so doing, they will be motivated and you as a teacher will be able to checkmate their activities.

Furthermore, Piaget's theory on cognitive development should be encouraged by the music teachers as well as other teachers in Christie Toby Inclusive Education Centre.

Piaget according to Vikoo (2015) believes that “cognitive development unfolds in a sequence of four stages. Each of the stages is age-related and consists of distinctive ways of thinking. It is the different ways of thinking that makes one stage discontinuous from and more advanced than the one before it. Piaget’s stages are called:

- (i). sensorimotor stage (birth to 2 years)
- (ii). Preoperational stage (2 – 7 years)
- (iii). Concrete operation stage (7 – 11 years)
- (iv). Formal operations stage (11 years to adulthood)

The sensorimotor stage which lasts from birth to about 2 years of age is the first Piagetian stage. In this stage, infants construct an understanding of the world by coordinating their sensory experience (such as seeing and hearing) with their motor actions (reading, touching) hence the term sensori motor. An infant progresses from reflective, instinctual action at birth to the beginning of symbolic thought toward the end of the stage. Piaget believed that an especially important cognitive accomplishment in infancy is object permanence. This involves understanding that objects and events even when they cannot be seen heard or touched.

The preoperational stage is the Piagetian second lasting approximately from 2-7 years of age. It is more symbolic than sensori motor but does not involve operational thought. It is egocentric and intuitive rather than logical. Children’s understanding becomes more conceptual. Thinking involves mental concepts that are independent of immediate experience. Concrete operational thought involves using operations. Logical reasoning replaces intuitive reasoning but only in concrete situations. Classification skills are present but abstract problems are problematic. The formal operational stage which emerges at about 11 to 15 years of age is Piaget’s fourth and final cognitive stage. At this stage, individuals move beyond reasoning only about concrete experience and things in more abstract, idealistic, and logical ways.

Strategies for applying Piagetian ideas to classroom instruction according to Vikoo (2015) include:

- i. Adapt instruction to students' developmental level to promote the student's intellectual health. This implies that instruction must be adapted to student's developmental level. For example, teaching intervals and chord progressions to a Basic 3 pupil is a waste of time and energy because the topic requires more ability to deal with abstractions than children at the concept operational stage are likely to have. This implies that teachers need to be patient with their students; they should not be stampeded into taking advanced programmes for which they are not yet intellectually matured to take.
- ii. Take a constructivist approach. In a constructivist vein, Piaget emphasized that children learn best when they are active and seek solutions for themselves. Piaget opposed teaching methods that treat children as passive receptacles. The educational implication of this view is that students learn best by actually manipulating so as to make discoveries, reflecting on them, and discussing them, rather than blindly imitating the teacher or doing things by rote. Teachers should realize that learning is a process of discovery and that learning through activity and direct experience is essential.
- iii. Try individualized instruction. Teachers can make adequate use of Piaget's stages of cognitive development in that it can help them to arrange instructional materials to suit the appropriate levels. The difficult level of what is taught is also based on these stages. Piaget's levels of cognitive development will make individualized instruction possible in the sense that the level of thinking of any child or learner is known and this will facilitate the type of help one can render to learners, the type of instruction and evaluation to adopt.
- iv. Facilitate rather than direct learning. Effective teachers should design situations that will allow students to learn by doing. These situations promote students'

thinking and discovery. The teacher should listen, watch, and question students to help them gain better understanding of lessons. Ask relevant questions to stimulate their thinking and ask them to explain their answers.

- v. Consider the child's knowledge and level of thinking. Students do not come to class with empty heads. They probably already have many ideas about what is being taught. However, these ideas may differ from those of the teacher. Teachers need to interpret what a student is saying and respond in a mode of discourse that is not too far from the student's level.
- vi. Turn the classroom into a setting of exploration and discovery. What do actual practical classroom look like when teachers adopt Piaget's view? The teachers emphasize students' own exploration and discovery of terms and processes. The classrooms are less structured than what we think of a typical classroom; world book and predetermined assignment are not used. Rather, the teachers should observe the student's interest and natural participation in activities to determine what the course of learning will be. Teachers should encourage peer interaction during lessons and practical lessons because students' different viewpoints can contribute to advances in thinking (p. 134 – 135).

This theory can be of great assistance in an inclusive classroom such as Christie Toby Inclusive Education Centre.

Finally, on this, Obani (2006) notes some methods of teaching/learning disabled which the researcher feels may comfortably be applied in an inclusive classroom like Christie Toby Inclusive Education Centre. The methods include:

- n. the teachers should give the learning disabled extra time to complete their assignments in the area of weakness, which could be by reading, writing, spelling, or playing of any musical instruments. The teachers should ensure to give them extra help/guidance.

- o. The teachers should try as much as possible to begin any teaching assignment at the simplest level and move from easy to more difficult ones.
- p. The pupils and students should not be taught beyond their tolerance level since teaching them beyond their tolerance level, either in terms of the time/period used or content material can stress them, especially those who already find the subject difficult. Teachers should watch at their response and know when to stop.
- q. The teachers should provide extra opportunities in a form of remedial lesson for the children to practice and rehearse what has been taught in order to consolidate what has been learnt.

Diagnostic method should also be used. In this method, the learning disabled are kept on check at every point of the lesson by the teacher. The teacher should try going to satisfy if the pupil or student is actually following up with the lesson. They could also do this by evaluating the child at every stage of the lesson. This method is likened to Piaget's cognitive developmental theory in which the child is meant to be observed and given the required training at every stage of his life.

Furthermore, group method should highly be encouraged. A blind man they say cannot lead his fellow blind man. it becomes very pertinent if the pupils and students are prepared paired for easy communication and understanding. The learning disabled learners can be paired with the gifted and talented ones in a group since it is an inclusive classroom that harbours these sets of learners. Learners with difficulties as observed, learn better and easier from the peers than the teachers. They see teachers as God but communicate easily with their peers.

Secondly, talking about lack of special music teachers, as one of the problems militating against the teaching and learning of music in Christie Toby Inclusive

Education Centre, the researcher meant those that are trained in music education and in special education. The researcher has just enumerated some of the methods to be applied by the teachers in an inclusive classroom like the above mentioned. Without a trained teacher in music education who had undergone special training on different teaching methods, it will be difficult to achieve the various methods that have been mentioned. Also, on the aspect of special education teacher, unfortunately here in Nigeria, no university and department of music have such course (music in special education) with special teachers trained to handle that. But it remains a fact that for a music teacher to be proficient in his job in special education schools or inclusive schools, such person needs to be properly trained.

Omede (2016) also observes that one of the problems associated with inclusive schools is that of qualified personnel. He noted that:

About 90% of the regular teachers in Sokoto state, Nigeria lack the basic skills in special education. For instance, a teacher with no basic skills in special education may not see the need to specify directions or positions when describing certain things or ideas in a class with visually impaired. He may just say “here or there” “this way or that way” instead of “left or right” “top or bottom” “front or back.” (p. 36)

Music teachers and other subject teachers in general require special training in both general and special education in order to provide adequately the learning needs of both the abled and disabled in an inclusive educational system. Parker (2009) supports this statement by saying that “teachers in an inclusive pre-school education should be both general education teachers and special education teachers working together with professionals to support the unique learning needs of all students. Teaching staff in an inclusive pre-school programme must have knowledge of typical development and methods of instruction that reach all students.” (p. 35)

Teachers are the implementers of educational curriculum, and every curriculum has an objective set to be achieved. It is therefore the duty of the teachers who go to the classroom in order to implement the objectives, to make sure that the objective is achieved. If this is true, the school administration as a matter of necessity must ensure that the teachers that are employed either in a segregation special school or inclusive education centres, are well trained and qualified in order to meet the objectives of the educational programme. In an inclusive school like Christie Toby Inclusive Education Centre, there is a challenge of large class size with pupils and students of different abilities and disabilities, therefore, in order for the teacher to manage such setting effectively, the teachers must be trained and equipped. To this end, in solving this problem, the school should ensure that their teachers especially the music teachers are sent for training and retraining in order to achieve the set goal of the school.

The next problem observed was that of lack of remedial rooms for the learning disabled continuous lessons. As suggested by Obani (2006) over the methods of teaching the learning disabled, “the teacher should provide extra opportunities for the children to practice and rehearse what has been taught in order to consolidate what has been learnt. The teacher should also expose the children to a variety of extra reading, practice, materials in the area of their weaknesses. The teacher should endeavour to teach the learning disabled through several sensory stimuli rather than one” (p. 205). This method can effectively be practiced only in a remedial lesson which should also take place in a special class where there will be no interference. Just like it is with the case of the visually impaired pupils and students who are provided with a braille machine and the hearing impaired who are given some hearing aids and an interpreter so, should be the case of the learning disabled. They require remedial lesson in a special remedial classroom where the teachers can quietly teach them before or after the general class. With this therefore, the responsibility of the school administration of Christie Toby Inclusive Education Centre is to put this into budget and make sure the

learning disabled are adequately catered for, even if it will take them paying more for such services as advised by Ikujuni (2005). He said “learning disabled children need to pay more money not only for school fees but also on hiring part time teachers or paying for lessons to ensure that the child improves” (p. 118). They should be made to do so because it is for their own good.

With respect to the problem of the parents of the abled children towards the learning disabled and students with special need in general, the researcher feels it’s a small problem to handle. First, the parents should be made to know about the kind of services the school is expected to provide for their wards. This is in line with the suggestion of Sussan, Kim, and Veda in Omede (2016). They were of the opinion that “as parents, they may need to know the kind of services available in the school so as to decide what you think is best for your child and family” (p. 35). Secondly, the parents should be reminded that there is no man on this planet earth without a need. Thirdly, any parent who feels his or her child is not supposed to receive his education with the disabled under the same umbrella, can as well be allowed to withdraw his ward even if he is the richest on earth. No parent should be given the room to ridicule any pupil or student, abled or disabled. The philosophy of the school should not be changed because of any parent. The school should stand firm in achieving her aim and not be pushed around by anybody.

Furthermore, the attitude of the music teachers towards the learning disabled was also another challenge observed. The music teachers in Christie Toby Inclusive Education Centre have very nonchalant attitude towards the learning disabled. The researcher observed as stated earlier, that the learning disabled were not always allowed to be part of the instrumentation during the morning devotion in the school. The students that are usually allowed to partake in this practice are the gifted and talented students, the abled and average, and the visually impaired. The learning disabled are never given the

opportunity to participate even when they show interest, they are usually being denied. This should not be encouraged at all. Just like no parent has the right to ridicule the child, the same goes for the teachers. They are meant to treat all the pupils and students equally. No pupil or student should be looked down on or called names like they usually do. It remains the responsibility of the teachers to equip themselves very well in tackling the problems of the learning disabled. They should dedicate more time in teaching them any instrument of their choice rather than leaving them in the dark with the belief that they do not know anything and can never know anything. The school administration should have their eyes on all the teachers especially the music teachers. Their activities especially with the learning disabled should be checkmated. They should always be reminded of the philosophy of the school which believes that no child is uneducable. If this is true, then the learning disabled must be given the maximum attention required by the teachers. No teacher should determine if the student should be given a maximum time to learn the instrument of his choice or not but be made a matter of necessity.

Finally, inclusive education programme is very tasking because of the peculiarity of the programme. It is a programme that allows for the inclusion of all learners irrespective of their abilities and disabilities in the same classroom. As good and encouraging as the programme is, there are lots of challenges as stated earlier which according to Ugwu (2015) includes “inadequate funding, inadequate teachers/training, lack of accessible facilities, large class size, parents’ poor attitudes, natural cultural beliefs and lower education standards.” (p. 240) In the same vein, Omede (2016) also identified the following as issues in inclusive education “parents, policy, pre-school resources, research,” and the following as challenges “expense, misinformation, lack of qualified personnel, accessibility, educational modifications, co-operation.” (pp. 35-36) The policy on inclusive education is a serious business, more serious because people with special needs are involved. The implication is that such serious business

cannot be pursued sporadically under adhoc policies. Although policies and legislations have been put in place to ensure hitch free inclusive education, it should be seen as a continuous process that entails reviewing the policies regularly and updating the laws constantly to bring the inclusive education programme up-to-date. There should be a critical law that will address the process required to determine the size and nature of each disabled child's entitlements to special services. The essence is to ensure an appropriate education to each disabled child. It should not marginalise the disabled children's parents and special educators.

Parker (2009) argued that teachers in an inclusive education school should be both general education teachers and special education teachers working together with para-professionals to support the unique learning needs of all students. Interview with Charles (2016) attests to the fact that one of the "challenges they have in Christie Toby Inclusive Education Centre is that of unspecialized teachers. In other words, most of the teachers in Christie Toby Inclusive Education Centre are not well-equipped to handle such learning environment. Some are just general teachers and others are special education teachers.



Plate 19: The Researcher in an Interview with Mrs. Charles Helen, Vice Principal of Christie Toby Inclusive Education Centre

Teaching staff in inclusive school such as Christie Toby Inclusive Education Centre must have knowledge of typical development and methods of instruction that will accommodate all students. The vision of inclusive education is to have every child prepared to succeed in school as well as in life.

In order to have a viable inclusive education, any school which is strong enough to run such programme should ensure that these challenges are put in place especially on the aspect of trained teachers. Teachers should be well trained and equipped; possessing all round training in order to fit into such programme. The teachers should also be engaged on training and retraining programmes in order to get them well equipped. The training that should be given to the teachers should include both special educational training and general training since the classroom includes both the abled and disabled pupils and students. The government and Non-Governmental Organizations (NGOs) should assist and encourage the school “Christie Toby Inclusive Education Centre” in achieving this dream in terms of finance because it is a very good but expensive programme.

Other findings made in some of the segregated special schools also proved that students with learning impairments are inadequately provided for especially in their own educational system (segregative). Interview with one of the teachers in the special school for the handicapped (visually impaired) actually proved that the learning disabled are not catered for in their school. The lady confessed to the researcher how she was saddled with learning disabilities. According to Mrs. Micah Ukpong, a child was brought for admission having serious reading and writing problem, the principal rejected her, told the parents that they don't have any specialist in that area to handle her case and then directed them to Christie Toby Inclusive Education Centre. Fortunately or unfortunately, the lady just came in to meet a scene and suggested to the principal that they should leave the child with her for sometimes and let her see what

she can do about her case. The principal accepted and asked the parents to go settle the price with the lady in question. She noticed that after having spent three (3) good months on the child, there was no much difference in this child. But after she brought in two (2) other bright students and started handling three (3) of them together for one month, there was a huge difference. Therefore, the researcher believes that having all children of different disabilities and abilities can actually give room for easier learning experiences. When the pupils and students are paired together and giving some works either in reading, writing, or any musical activity, it can be encouraging to the learning impaired.

Moreso, the principal of the Special School for the Handicapped (Visually impaired and mental retardation) Mrs. Tomson Roselyn in an interview with the researcher also attested to the fact that inclusive education programmes is best and most preferable for children and adults with special needs. She said the inclusive environment is more friendly and accommodating to these sets of people. According to her, parents are no longer comfortable having the children alone in a discriminating and segregative environment where they are just in the world of their own with little or no interaction with their non-disabled counterparts. The special school for the handicapped children (visually impaired) and that of the hearing impaired kept reducing in number as parents keeps pulling off their wards to the only inclusive school in Rivers State (Christie Toby Inclusive Education Centre). The students feel happier and have this sense of belonging having to be in the same learning environment with the equals. She also said the school is going down every day in terms of material resources and human resources with little or no attention from government.

This is a serious case the researcher thinks government needs to pay more attention. The Federal Ministry of Education (2004) as earlier stated, declared to every child and adult should be given an equal education irrespective of their disabilities. This

educational right will be best achieved in an environment that is conducive and most appreciatively by students with different disabilities where the students will seemingly be giving equal educational right as supposed.



Plate 20: The Researcher in an Interview with Mrs. Tomson Roselyn, Principal, Special School for the Handicapped (Visually Impaired and Mental Retardation)



Plate 21: The Researcher in an Interview with Mrs. Micah Ukpong, Teacher, Special School for the Handicapped (Hearing Impaired and Orthopedic)



Plate 22: The Researcher in an Interview with Miss Charity Ada, Care Giver, Special School for the Handicapped (Visually Impaired and Mental Retardation)



Plate 23: The Researcher with some Pupils of Special School for the Handicapped (Hearing impaired and Orthopedic)

5.2 Contributions to Knowledge

The study so far has unraveled a lot of problems facing the learning disabled in general, especially with respect to the pedagogical approach of teaching and learning music in an inclusive education using Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State as a case study. The study will therefore contribute to knowledge in the following ways:

(i). promote the effectiveness of exhibiting different methods in teaching music in an inclusive classroom in order to ensure the achievement of a set objective among individuals with abilities and disabilities and most especially those with learning disabilities;

(ii). help the school administrators of private and government schools on their role in maintaining smooth running of an inclusive educational setting;

(iii) parents whose children are learning disabled should not lose hope or call their children negative names rather, they should stand by them, provide their necessary needs as it concerns their education, pay for extra classes and hire special teachers that will assist in teaching their wards at home to relieve the stress at school.

(iv) assist the teachers on the importance of paying attention to the need of different individuals in an inclusive classroom in other to device a means of providing the learning need of the individual pupil or student;

(v). Provide music educators with the knowledge of paying attention to other areas in our profession which could help in providing the needs of the society;

(vi). the study also promotes the effectiveness of music education and musical activities among the learning disabled, their disabled counterparts and all the abled pupils and students in general in an inclusive classroom.

(vii). Promote the knowledge of the government and society at large on the importance of educating children and adults in an inclusive school system rather than segregated environment.

5.3 Conclusion

Given the findings, the researcher discovered that inclusive programme for children with special needs are viable and commendable. It is a programme that allows the inclusion of all children irrespective of their abilities and disabilities, into the same classroom. In other words, the disabled pupils and students are given the opportunity to learn hand in hand with their non-disabled counterparts in the same classroom. This programme helps to cushion the feeling of segregation and discrimination by the disabled learners. However, it is pertinent to realize that there is a tasking aspect to this programme. The teachers who must teach in this programme must be well equipped. The teachers will need to undergo series of trainings that equip them with necessary teaching skills and strategies required for inclusive classroom.

Effective teaching method as stated earlier, is an essential tool in the world of education. Therefore, in order to adequately teach in an inclusive classroom, the teachers should be able to explore various methods in their teaching experiences. The teacher will also need to go for a special training in special education where he will also be taught how to deal with students of different disabilities. In teaching and learning of music among the learning disabled, the music teacher should ensure a maximum utilization of the various methods suggested by the researcher through their profounder, and the learning theories of Edward Thorndike and Piaget. Finally, the teachers should make sure they make their lessons more active than passive by making sure they provide quality practical music for the learning disabled in order to encourage them in the subject (music).

5.4 Recommendations

Based on the results realized from the findings, the following recommendations are made in order to achieve effective teaching and learning of music among pupils and students in an inclusive school like Christie Toby Inclusive Education Centre, Port Harcourt Rivers State.

- i. the teachers should utilize all the methods outlined and even more in their classrooms in order to maintain a balance for all the pupils and students involved. These methods include picture method, individualized method, Ferdinand method, behaviour modification, remedial methods, project method, contingency management, Thorndike's learning theory and Piaget's cognitive development.
- ii. for the purpose of providing adequately the needs of the learning disabled, the school should provide a remedial room and organize remedial lessons for the learning disabled.
- iii. the school administration should also ensure training and retraining programme for the music teacher in music pedagogy and special education.
- iv. There should be an attitudinal change by the parents of the abled children towards the learning disabled.
- v. the music teachers should have a positive attitude towards the learning disabled and avoid calling them negative names.
- vi. the general public should not look down on children with learning disabilities.
- vii. the government should provide more inclusive school more especially in Rivers state.
- viii. the government and Non-Governmental Organizations (NGOs) should also assist the private schools such as Christie Toby Inclusive Education Centre on the smooth running of this peculiar programme.

5.5 Suggestions for Further Research

In order to enhance the viability or applicability of this study, the study therefore suggests that similar study should be carried out in other states. This study has shown that the music teachers in Christie Toby Inclusive Education Centre lack the proficiency to handle learners with learning disabilities with respect to teaching methods. The researcher therefore feels that if other areas like the gifted, talented and the average were investigated, there could be more revelations.

5.6 Limitations of the Study

1. The generalization of this study is limited to inclusive education and pupils and students with learning disabilities. It became challenging realizing that there is just one inclusive education school in River state at large.
2. The other limitation was that it was only the teachers that were sued as the respondents to the questionnaire. The learning disabled were not allowed to answer the questions because of the seriousness of their disability with respect to writing and reading.
3. The ability to get reliable information about the school from the principal was also challenging since the school is owned by a former government official.
4. It was also difficult gathering the pupils and students to interact and do some practical music with them since the time was not really given.

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ORAL INTERVIEW

NAME	AGE	OCCUPATION	PLACE	DATE
Mrs. Tomson Roselyn	55 yrs	Civil Servant	Port Harcourt	22/08/2016
Mrs. Micah Ukpong	43yrs	Civil Servant	Port Harcourt	22/08/2016
Miss Charity Ada	33yrs	Civil Servant	Port Harcourt	22/08/2016
Mr. Kenneth Ezebuiro	46yrs	Civil Servant	Port Harcourt	25/09/2016
Mr..Inemesit F. Smith	30yrs	Civil Servant	Port Harcourt	5/06/2016
Mr. Obialo John	32yrs	Civil Servant	Port Harcourt	5/6/2016
Mrs. Ehebe July	43yrs	Civil Servant	Port Harcourt	10/7/2016
Miss EbubeAugustina	29yrs	Civil Servant	Port Harcourt	10/7/2016
Mrs. Nwokorie Patience	35yrs	Civil Servant	Port Harcourt	10/7/2016
Mrs. OgumbemiTaiwo	30yrs	Civil Servant	Port Harcourt	10/7/2016
Mr. Chabe Isaac	33yrs	Civil Servant	Port Harcourt	10/7/2016
Mrs. Charles Helen	38yrs	Civil Servant	Port Harcourt	10/7/2016
Miss Ndubuisi Merit	18yrs	Civil Servant	Port Harcourt	10/7/2016

APPENDIX I

Department of Music,
Faculty of Arts,
NnamdiAzikiwe University,
Awka,
Anambra State.

Dear Sir/Madam,

QUESTIONNAIRE

I am a post-graduate student of the above named institution currently carrying out a Ph.D research on the topic, “Music Pedagogy for Pupils and Studies with Special Needs: A Case Study of Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State. I shall remain grateful if you can sincerely supply all the information required in the questionnaire attached.

All information provided will be used for this research purpose only and will be treated very confidentially.

Thank you for your anticipated co-operation.

Yours sincerely,

Ofili, Doris Kelechi
(Researcher)

APPENDIX 11

**QUESTIONNAIRE ON MUSIC PEDAGOGY FOR ALL THE TEACHERS IN
CHRISTIE TOBY INCLUSIVE EDUCATION CENTRE,
PORT HARCOURT**

SECTION A

Please frankly tick the correct option or supply the needed information in each of these items:

1. Name of School.....
2. Sex: Male Female
3. Age: (a) 15-25 years (b) 26-35 (c) 36-45 years
4. Qualification of respondent: (a) SSCE (b) Diploma
(c) NCE (d) B.Sc/B.Ed/B.A (e) M.A./M.Sc/M.Ed
(f) Ph.D
5. Total number of pupils with learning disabilities in your school
6. Total number of students with learning disabilities in your school.....
7. Total number of teachers in the primary section.....
8. Total number of teachers in the secondary section.....
9. Area of specialization of respondent.....
10. Total number of music teachers in your school.....

Section B

1. What is the origin, vision and mission statement of the school (Christie Toby Inclusive Education Centre, Port Harcourt, Rivers State)?
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2. How many music teachers does the school (Christie Toby Inclusive Education Centre) have? And what are their qualifications?

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Section C

Please kindly provide the right answer to the following questions by ticking (√) in the appropriate box (please be sincere).

Key:

SA - Strongly Agree, A – Agree, D - Disagree, SD - Strongly disagree

3. What are the Available Resources in Christie Toby Inclusive Education?

S/N	Items	SA	A	D	SD
1	Sufficient musical instruments.				
2	Suitable teaching materials for the disabled.				
3	Available remedial rooms				
4	Good music lab for music practices and rehearsals				
5	Conducive classrooms				
6	Lack of good library				

4. What are the pedagogical applications of music amongst the learning disabled in Christie Toby Inclusive Education Centre?

S/N	Items	SA	A	D	SD
1	Pupils and students with learning disabilities are not given extra-time in the course of teaching/learning				
2	The learning disabled are given remedial lessons after the normal classes				
3	The pupils and students are not usually put on check in course of general classes				
4	Absence of reading activities for the learning disabled with reading problems.				
5	The learning disabled with writing problems are not				

	given assignments on writing activities often.				
6	Group assignments are given to both learning disabled and their abled counter-parts				
7	The pupils and students are involved in in-class musical activities every week				
8	The musical activities include both written and practical				
9	Diagnostic methods not employed in teaching process				

5. What is the general response of the learning disabled towards music education in Christie Toby Inclusive Education Centre?

S/N	Items	SA	A	D	SD
1	The pupils and students do not respond positively to theoretical musical activities				
2	The pupils and students do not respond positively to practical activities				
3	The learning disabled prefers singing to playing of musical instruments				
4	The learning disabled loves both singing, dancing and playing of musical instruments				
5	The learning disabled general attitude towards music is not encouraging				

6. What are the problems and challenges militating against the teaching-learning of music amongst the learning disabled in Christie Toby Inclusive Education Centre?

S/N	Items	SA	A	D	SD
1	Lack of qualified music teachers				
2	Poor teaching method employed				
3	Poor availability of teaching resources				
4	Attitude of the music teachers/teachers towards the learning disabled				
5	Attitude of the non-disabled children's parents towards the learning disabled				
6	Comprehension of music writings				
7	The curriculum does not accommodate the learning disabled				

7. What are the roles of the school (Christie Toby Inclusive Education Centre) in providing for the learning needs of the learning disabled?

S/N	Items	SA	A	D	SD
1	Do not provide special teachers to provide the				

	learning needs of the learning disabled				
2	Provide the necessary materials adequate for teaching/learning of the learning disabled				
3	Lack of training and retraining for teachers on the methods of teaching students with learning disabilities				
4	Review of school curricula to include the basic needs of the learning disabled along with their abled counter-parts is not carried out regularly.				

APPENDIX III
INTERVIEW WITH THE PRINCIPAL OF SPECIAL SCHOOL OF THE
HANDICAPPED CHILDREN (VISUALLY IMPAIRED AND
MENTAL RETARDATION, CREEK ROAD PORT HARCOURT),
MRS. TOMSON ROSELYN

Researcher: What is your name?

Mrs. Tomson: My name is Mrs. Tomson Roselyn

Researcher: Is the school government own?

Mrs. Tomson: Yes, it is owned by the government

Researcher: Is the same attention given to the hearing and visually impaired?

Mrs. Tomson: Yes, they are given maximum attention because they are also part of the special children though with series of repetition.

Researcher: What is the case of music in this school, are there music teachers?

Mrs. Tomson: The school does not have music teachers but there are two teachers that volunteered to teach them music especially practical music like singing and dancing.

Researcher: Does your school follow the general curriculum?

Mrs. Tomson: Yes they do. We seat for junior WAEC together and they usually try their best.

Researcher: Are the teachers specially trained to handle these set of students?

Mrs. Tomson: Yes, 70 percent of our teachers are trained while others are not but are given opportunity to go through trainings once in a while.

Researcher: What is the role of the government in this school?

Mrs. Tomson: Yes, the government is trying in terms of providing some basic needs of the students for example, speech therapy materials for those with speech impairment, braille machine for those with visual impairment and hearing aids. The hearing aids are used to test the students in order to ascertain the level or degree of deafness.

Researcher: What year was the school established?

Mrs. Tomson: The school was established in the year 1985 though the junior section
was carved out in 2006.

Researcher: Thank you very much ma.

APPENDIX IV
INTERVIEW WITH A TEACHER OF SPECIAL SCHOOL OF THE
HANDICAPPED CHILDREN (HEARING IMPAIRED AND
ORTHOPEDIC, CREEK ROAD PORT HARCOURT), MRS. MICAH
UKPONG

Researcher: Good morning ma!

Mrs. Ukpong: Good morning ma!

Researcher: What is your area of specialization?

Mrs. Ukpong: I am specialized in hearing impairment

Researcher: What is the case of your students?

Mrs. Ukpong: Their case is that of learning disability

Researcher: Which area of learning disability?

Mrs. Ukpong: Speech impairment, psychomotor (slow writers), cognitive impairment
(very slow learners)

Researcher: How many of them do you have in your class?

Mrs. Ukpong: They are six (6) in number

Researcher: What methods do you employ?

Mrs. Ukpong: Repetition, individualized, and group method. Each concept is repeated
for a very long time and broken down to their level. They are very slow in
understanding

Researcher: What is your name?

Mrs. Ukpong: My name is Mrs. Micah Ukpong.

APPENDIX V
INTERVIEW WITH ONE OF THE CARE GIVERS OF SPECIAL SCHOOL
OF THE HANDICAPPED CHILDREN (VISUALLY IMPAIRED
AND MENTAL RETARDATION, CREEK ROAD PORT
HARCOURT), MISS CHARITY ADA

Researcher: What is your name?

Miss Charity: Miss Charity Ada

Researcher: What is the case of your student?

Miss Charity: learning disability

Researcher: What is her name?

Miss Charity: Nathaniel Amiah

Researcher: What are the challenges you encounter?

Miss Charity: She cannot read, write or do certain basic things like go to toilet, take her bath. She is also autistic

Researcher: What is your result so far?

Miss Charity: I have tried to be patient with her in order to encourage her. Gradually, Nathaniel can now go to the toilet, make some sounds and handle things unlike before. I make use of repetition in order to attract her attention. I also make use of individual method.

APPENDIX VI

INTERVIEW WITH THE PRINCIPAL OF CHRISTIE TOBY INCLUSIVE EDUCATION CENTRE, MR. KENNETH EZEBUIRO

Researcher: What is your name?

Ezebuio: My name is Mr. Kenneth Ezebuio

Researcher: How old are you?

Ezebuio: I am forty-six years (46) old.

Researcher: What is your qualification?

Ezebuio: I hold a Master's certificate in Business Administration.

Researcher: How long have you been the principal of this school?

Ezebuio: I have been here as a principal for one year and three months.

Researcher: When was this school established?

Ezebuio: The school was established in October, 2009.

Researcher: What is/are the reason/reasons of establishing an inclusive school?

Ezebuio: First, it was based on the United Nation's instruction on establishing inclusion schools thereby giving every child the opportunity of equal education. Secondly, the proprietor, Dame Dr. Christy Tobi believes that no child is uneducable and therefore every child, disabled or non-disabled is equal to every educational right in the same environment and classroom.

Researcher: Does the school have the capacity to run this kind of programme?

Ezebuio: Yes, the school is trying her best to make sure the programme is successful.

Researcher: Are the two sections of the school (basic and secondary) involved in inclusive education?

Ezebuio: Yes, the basic and secondary sections of the school run inclusive education.

Researcher: What are the challenges encountered by the school in course of running this programme?

Ezebuio: The major challenge the schools encounters is that of finance. Inclusive education is very expensive and requires a lot of facilities or resources in order to meet the needs of the various pupils and students with different abilities and disabilities.

Researcher: Is the school curriculum planned in a way to accommodate the learning needs of the learning disabled?

Ezebuio: Yes, but to an extent.

Researcher: How?

Ezebuio: They are not adequately provided for with respect to remedial lessons as it should. They are only given few minutes to complete a lesson task after the normal forty (40) minutes lesson.

Researcher: Why?

Ezebuio: That is because the school cannot afford to pay teachers who will take them on remedial or tutorial classes.

Researcher: Can't the pupils and students involved be asked to pay for such services?

Ezebuio: The school will not want to do that because the students are already paying heavily though the money is basically used to provide for those with hearing and visual impairment.

Researcher: What programme then is available in your school to take care of the learning needs of pupils and students with learning disabilities?

Ezebuio: Nothing special, in order words, no special programme.

Researcher: What is the general response of the learning disabled towards this kind of programme (inclusive education)?

Ezebuio: They exhibit positive attitude towards the programme but sometimes they feel neglected in the classroom because of the nature of their disabilities that is not catered for.

Researcher: Thank you very much.
You are welcome, God bless you.

APPENDIX VII

INTERVIEW WITH THE VICE PRINCIPAL OF CHRISTIE TOBY

INCLUSIVE EDUCATION CENTRE, MRS. CHARLES HELEN

Researcher: What is your name?

Helen: Mrs. Helen Charles

Researcher: How old are you?

Helen: I am 38 years old

Researcher: What is your qualification?

Helen: B.A. in English

Researcher: What is your position here?

Helen: Vice Principal

Researcher: How long have you been here?

Helen: Four years

Researcher: Do you also teach?

Helen: Yes, I teach Literature in the Regular and Skill Acquisition Programme

Researcher: How did you come about this programme (Inclusive programme) in your school?

Helen: What lead to this was the vision Dame Dr. Christie Toby had on those with special needs which was aroused by the question God asked her with respect to those with special need. This is what gave birth to the establishment of the school. She built the place so spacious and conducive for both the disabled and normal children

Researcher: What are the challenges in running this kind of programme?

Helen: The most challenging factor is that of the parents who feels bad having both their wards that are normal learning together with the disabled. Secondly, the challenge of placements, for example a child of 14-15 years in the same class (Basic One) with pupils of 6-7 years. Thirdly, we also have the challenge of finance. Running this kind of

programmerequires money a lot to be able to provide both for the regular pupils and students and also the disabled. Parents are really very annoying because of the way they see the disabled people

Researcher: Do you have the learning disabled in your class?

Helen: Yes, they are two

Researcher: How are they catered for in your class?

Helen: I give them more attention but not kept in a different classroom. I try to praise and motivate them in a little task

Researcher: Are they given extra time in the course of the learning?

Helen: No, we do not give them extra time except during examination when they are separated from the gifted and talented. They are given enough time during that time to complete up any task. For those that are not really coping academically, they are given vocational training

Researcher: What are the challenges you face teaching?

Helen: The challenges are basically time consumption. I have challenge with them in spelling and writing. We also make use of extra teaching aids/instructional materials in order to really carry them along. Making correct sentence is usually a problem

Researcher: Are they given remedial lessons?

Helen: No because of those in the boarding house who are usually given prep. Moreso, those with writing challenges are given writing activities and they given a special not (red and blue line) for writing. The parents are also encouraged to engage them at home with writing activities

Researcher: How has it been coping with your duties as the vice principal and teaching in the classroom?

Helen: I have been coping very well. It just needs one to be determined and hard working

Researcher: Thank you for your time

Helen: You are most welcome

APPENDIX VIII
INTERVIEW WITH THE MUSIC TEACHER
IN THE SECONDARY SECTION OF CHRISTIE TOBY INCLUSIVE
EDUCATION CENTRE, MR. INEMESIT F. SMITH

Researcher: What is your name?

Smith: My name is Inemesit F. Smith

Researcher: What subject do you teach?

Smith: I teach Music.

Researcher: What is your area of specialization?

Smith: I hold a Bachelor of Arts (B.A.) in Music Performance.

Researcher: How long have you been teaching in this school?

Smith: I have been a music teacher here for two (2) years.

Researcher: How many Music teachers do you have in this school?

Smith: We are just two Music teachers in the whole of this school. The other Music teacher handles the basic section while I handle the secondary section.

Researcher: Does the school have sufficient musical instruments?

Smith: The school do have musical instruments but not sufficient.

Researcher: How many musical instruments does the school have?

Smith: The instruments are about twelve in number.

Researcher: Can you name them please?

Smith: The musical instruments owned by the school includes: three (3) trumpets, one saxophone, one cornet, one guitar, one keyboard, one drum, and local musical instruments like *udu* (pot drum), metal gong, beaded rattles and, whistle.

Researcher: How many times do they learn music in a week?

Smith: Twice in a week.

Researcher: Are there students with learning disabilities in your school?

Smith: Yes. Infact over sixty percent of students in junior secondary section are learning disabled?

Researcher: Can you please tell me your experience in the course of teaching them?

Smith: They find it difficult to learn and understand especially theoretical music easily. I always need to teach and go extra mile before leaving them. They do not learn and understand like every other normal student. Their understanding level is quite different and the teacher needs to be patient with them. They need a teacher who can understand their disabilities and be patient with them. Infact, they need teachers who are trained in the field. Most times, we neglect them and just forge ahead with our lessons in order to meet up with the curriculum of the subject in time. The only students that benefit more from our lessons are the average and gifted students. We do not really have all the time that may be required by the learning disabled in order to meet their learning needs.

Researcher: Are they not given extra lessons before or after the normal lessons?

Smith: No. the school does not have such provisions for them rather are given just ten (10) minutes to complete any written tests in the class after the normal forty (40) munities before the next teacher comes in.

Researcher: What if they are unable to meet up within the ten (10) minutes?

Smith: They will be asked to submit their notes or stop writing while the next teacher comes in.

Researcher: Is there no further provision that can be made for them to finish up a required task?

Smith: None.

Researcher: What musical activities do the learning disabled appreciate more?

Smith: They appreciate singing very well. Most of them also love to play some musical instruments but are not given the opportunity because of their

slow learning nature. Some of them also love dancing very well. Infact, they appreciate practical musical activities more.

Researcher: What method do you use in teaching them?

Smith: I make use of normal teaching method and discussion method.

Researcher: Do you go round during the lesson to checkmate the works of the learning disabled especially those with writing difficulties?

Smith: No. I do not do that.

Researcher: Why?

Smith: Because I don't have all the time. I have my eyes more on those with visual and hearing impairment, and then the gifted and talented students.

Researcher: What is the general response of the learning disabled to music?

Smith: The learning disabled loves and appreciates music so much.

Researcher: How do the learning disabled feel learning side by side with their non-disabled counterparts?

Smith: They feel rejected and neglected.

Researcher: How do the gifted and talented students feel having them in the same classroom?

Smith: Sometimes they feel they are being dragged behind by the learning disabled.

Researcher: During what occasion do you make use of music in your school?

Smith: Music is used extensively during our morning assemblies. The students sing hymns, simple choruses which are accompanied by some musical instruments like trumpets, saxophone and cornet. Music is also used during end of term parties and Christmas parties. The students sing, dance and play different musical instruments.

Researcher: Thank you very much.

Smith: You are welcome.

APPENDIX IX

INTERVIEW WITH THE MUSIC TEACHER IN THE BASIC SECTION OF CHRISTIE TOBY INCLUSIVE EDUCATION CENTRE, MR. OBIALO JOHN

Researcher: What is your name?

John: I am John Wilson.

Researcher: What subject do you teach in the school?

John: I teach Music and Christian Religious Knowledge.

Researcher: What is your area of specialization?

John: I hold a National Certificate in Education (NCE) in Music Theory and Christian Religious Studies.

Researcher: How long have you been teaching in this school?

John: I have been teaching for over eight (8) months here.

Researcher: Do you have learning disabled pupils in your class?

John: Yes, I do. Infact, over seventy percent of the pupils in my class are learning disabled.

Researcher: Please can you tell me something about the pupils and music?

John: Music motivates them a lot. They can sing the whole day; they prefer singing to any other musical activity. The songs are taught within their mental and physical grasp that will arouse and hold their interest for music. They prefer very short and simple songs that will not task their brain. They prefer play and practical music to any other subject or activity. They find it difficult to do theoretical works.

Researcher: What are the problems you encounter in teaching them music?

John: The problem I encounter in teaching them is the problem of time. The pupils are very slow in learning and require enough time to be spent on them before the stated objectives can be achieved. They find it difficult to understand easily. Their memory is very low; the teacher needs to be

patient with them. You have to teach them several times before they can understand. They need somebody that is trained in special education to be able to handle them properly.

Researcher: What method do you use in teaching them?

John: The method I use is discussion method and sometimes play way method.

Researcher: Are the learning disabled pupils given extra or tutorial lessons?

John: No. There is no such provision for them rather they are given ten (10) minutes after the normal lessons to complete a given tasks.

Researcher: Do you usually evaluate them in the process of the lesson in order to know if they are following up?

John: Not always, once in a while.

Researcher: Are they given the opportunity to learn musical instruments?

John: No

Researcher: Why?

John: Because of their slow nature of learning.

Researcher: Thank you very much Mr. John.

John: Thank you and God bless you.

APPENDIX X
INTERVIEW WITH A TEACHER IN THE BASIC SECTION OF CHRISTIE
TOBY INCLUSIVE EDUCATION CENTRE,
MRS. EHEBE JULY

Researcher: Ma, what is your name?

Mrs. Ehebe: My name is Mrs. July Echebe

Researcher: What is your area of specialization?

Mrs. Ehebe: Learning disability.

Researcher: How long have you been teaching in this school?

Mrs. Ehebe: I have been teaching here for a year and three months.

Researcher: How many learning disabled do you have in your class?

Mrs. Ehebe: The learning disabled in my class is thirteen (13) pupils out of twenty-seven (27) pupils in my class.

Researcher: What are the challenges you face while teaching them?

Mrs. Ehebe: One of the challenges I face in teaching these sets of pupil is repeating a particular thing for a long time yet they find it difficult to understand. Most of them cannot read or write, therefore, I have to keep repeating myself here and there.

Researcher: What method do you use in teaching them?

Mrs. Ehebe: I apply play-way method. Most of the times you have to sing and dance for them in order to arouse their interest.

Researcher: Does it work?

Mrs. Ehebe: Yes, it does because most times they are happy.

Researcher: What is their general response to musical activities?

Mrs. Ehebe: Musical activities are highly appreciated by these set of pupil. In order words, it is mainly musical activates that makes them happy. If a topic is set to music, they also appreciate it as it helps them to comprehend a little.

Researcher: Are they given extra time in course of teaching and learning?

Mrs. Eebe: Yes. It is very necessary because of the nature of their disabilities. A lesson that is meant to last forty (40) minutes takes over fifty to fifty-five (50-55) minutes just to accommodate.

Researcher: Is the ten to fifteen minutes extra really enough for them?

Mrs. Eebe: Not at all but that's the only assistance we can give to them.

Researcher: Don't you think remedial lessons will go a long way to help them?

Mrs. Eebe: I think so but no provision by the school for such programme.

Researcher: Have you tried recommending such?

Mrs. Eebe: Not really. I have not done that.

Researcher: Do you usually go round in course of the lesson to put the learning disabled in check?

Mrs. Eebe: Well, I do that once in a while.

Researcher: Don't you think it is necessary to do that always because of the nature of their disabilities?

Mrs. Eebe: Yes. I think it is necessary. I will try doing that always.

Researcher: Thank you very much Mrs. Eebe.

Mrs. Eebe: God bless you.

APPENDIX XI
INTERVIEW WITH A TEACHER IN THE BASIC SECTION OF CHRISTIE
TOBY INCLUSIVE EDUCATION CENTRE,
MISS EBUBEAUGUSTINA

Researcher: What is your name?

Augustina: My name is EbubeAugustina

Researcher: How old are you?

Augustina: I am twenty-nine (29) years old

Researcher: What is your qualification?

Augustina: I have National Diploma in Office Technology and Management

Researcher: What area of specialization are you?

Augustina: I am a minder, care-giver for both regular and special pupils

Researcher: How long have you been in this school?

Augustina: I have been here for over a year now

Researcher: What are your experiences with the learning disabled in your class?

Augustina: One of the challenges is littering of the classes and convenience rooms unnecessarily

Researcher: What do you do when you observe them?

Augustina: I try to correct them with love, clean-up the places and show them how to keep the place clean

Researcher: Do they respond to your corrections?

Augustina: Yes, they do but not as quick as required

Researcher: Is there any special method you use to teach them how to take care of their selves and maintain a neat environment?

Augustina: Yes. We ask their parents to bring buckets, toothpaste, extra clothes, soap, towel, polish; with this, they are taught how to take care of their selves, bath and maintain general cleanliness

Researcher: Has there been any positive result from this?

Augustina: Yes. They have been trying to readjust and adapt

Researcher: Thank you for your time and responses

Augustina: You are welcome.

APPENDIX XII

INTERVIEW WITH A TEACHER IN THE BASIC SECTION OF CHRISTIE TOBY INCLUSIVE EDUCATION CENTRE, MRS. NWOKORIE PATIENCE

Researcher: What is your name?

Patience: I am Mrs. Patience Nwokorie

Researcher: How old are you?

Patience: I am thirty-five (35) years old

Researcher: What is your area of specialization?

Patience: I hold B.Sc in Special Education (Visually Impaired)

Researcher: How long have you been here?

Patience: I have been here for thirteen (13) years

Researcher: How many learning disabled do you have in your class?

Patience: Seven (7) pupils out of eight (8) are learning disabled

Researcher: How are they catered for?

Patience: I try my little during the normal period and stop them from going for break once in a while to see how best I can help them

Researcher: What are the challenges encountered in dealing with these set of people?

Patience: There are series of challenges but when you have passion for what you are doing, you'll keep pushing

Researcher: What are of the challenge do they really have?

Patience: Their challenge is more of psychomotor problem (writing)

Researcher: Do you give them some writing exercises often to help in boosting up their confidence?

Patience: Yes I do

Researcher: What provision does the school have for them?

Patience: They usually have vocational class for them every Friday where they go and learn a lot of musical skills

Researcher: What is their general response to musical activities?

Patience: Some of them have positive response to musical activities

Researcher: Thank you very much

Patience: God bless you.

APPENDIX XIII

INTERVIEW WITH A TEACHER IN THE BASIC SECTION OF CHRISTIE TOBY INCLUSIVE EDUCATION CENTRE, MRS. OGUMGBEMITAIWO

Researcher: What is your name?

Taiwo: I am OgumgbemiTaiwo

Researcher: How old are you?

Taiwo: I am thirty (30) years old

Researcher: What is your qualification?

Taiwo; I hold a National Certificate of Education (NCE)

Researcher: What is your area of specialization?

Taiwo: Special Education (Hearing Impaired/Social Studies)

Researcher: How long have you been here?

Taiwo: I have spent two (2) years here

Researcher: How many learning disabled are in your class?

Taiwo: They are three (3) in number

Researcher: What are the challenges?

Taiwo: Its quite challenging teaching them. To get understand most times is quite difficult. The period of handling and getting them to understand is longer than the normal period. They are given extra thirty (30) to forty (40) minutes in any given period

Researcher: Do you have time to attend to them individually?

Taiwo: Yes, once in a while

Researcher: Is there remedial lesson for them?

Taiwo: No, except for those in the boarding house who usually observe their prep. During the lessons, I go round to observe them.

APPENDIX XIV

INTERVIEW WITH A TEACHER OF CHRISTIE TOBY INCLUSIVE EDUCATION CENTRE, MR. ISAAC CHABE

Researcher: Sir, what is your name?

Isaac: My name is Mr. Isaac Chobe

Researcher: How old are you?

Isaac: Thirty-three (33) years old

Researcher: How long have you been here as a teacher?

Isaac: I have taught here for two (2) years now

Researcher: What is your qualification?

Isaac: B.Sc (M.Ed in hearing Impaired in view)

Researcher: What is your area of specialization?

Isaac: HH (Special Education in Hearing Impaired and Biology)

Researcher: Do you have hearing impaired in your class?

Isaac: Yes. I have one in SS3 and one in SS1. The one in SS3 has speech impairment and the one in SS1 has all-round learning disability

Researcher: What are the challenges you face in teaching them?

Isaac: One of the challenges is that of time consumption in order to achieve a task. Secondly, they require often revisions to enable them remember.

Researcher: Do you really have such time to sacrifice since it requires more time?

Isaac: Yes. They both are both boarders; therefore, we make use of their prep time most times. But if they are exhausted you cannot achieve anything so you have to really observe them to know when they are in better mood

Researcher: What do you do for them during the regular class?

Isaac: I try to engage them in class activities making sure they at least flow with the class

Researcher: Do you go round to checkmate them in order to find out if they are in line with the lesson?

Isaac: Yes, we do that having known their weaknesses

Researcher: Does the school give them concentration with respect to remedial lessons?

Isaac: No. There is no such provision because of the time of closure which is within 2.30 to 3pm. Moreso, majority of them are boarders and may need to go back to the hostel, take a nap before their prep.

Researcher: Thank you very much sir

Isaac: You are most welcome.

APPENDIX XV

THE NEW 9-YEAR BASIC EDUCATION CURRICULUM STRUCTURE BY NERDC

The 9-Year Basic Curriculum is divided into the following components:

- Lower Basic Education Curriculum for Basic1-3
- Middle Basic Education Curriculum for Basic 4-6
- Upper Basic Education Curriculum for Junior Secondary 1-3

The subjects and contents flow systematically from Basic 1 to JSS 3; thus they are building blocks for the learning of future contents.

LOWER BASIC EDUCATION CURRICULUM	MIDDLE BASIC EDUCATION CURRICULUM	UPPER BASIC EDUCATION CURRICULUM
(PRIMARY 1-3)	(PRIMARY 4-6)	(JSS 1 -3)
<p>CORE COMPULSORY SUBJECTS</p> <ol style="list-style-type: none"> 1. English Studies 2. One Major Nigerian Language (Hausa, Igbo or Yoruba) 3. Mathematics 4. Basic Science and Technology 5. Social Studies 6. Civic Education 7. Cultural & Creative Arts (CCA) 8. Christian Religious Studies/Islamic Studies. 9. Physical & health Education (PHE) 10. Computer Studies/ICT 	<p>CORE COMPULSORY SUBJECTS</p> <ol style="list-style-type: none"> 1. English Studies 2. One Major Nigerian Language (Hausa, Igbo or Yoruba) 3. Mathematics 4. Basic Science 5. Social Studies. 6. Civic Education 7. Cultural & Creative Arts (CCA) 8. Christian Religious Studies/Islamic Studies. 9. Physical & Health Education (PHE) 10. French Language 11. Computer Studies/ICT 	<p>CORE COMPULSORY SUBJECTS</p> <ol style="list-style-type: none"> 1. English Studies. 2. One Major Nigerian Language (Hausa, Igbo or Yoruba) 3. Mathematics 4. Basic Science 5. Social Studies 6. Civic Education. 7. Cultural & Creative Arts (CCA) 8. Christian Religious Studies/Islamic Studies. 9. Physical & Health Education (PHE) 10. French Language 11. Basic Technology 12. Computer Studies/ICT
ELECTIVE SUBJECTS	ELECTIVE SUBJECTS	ELECTIVE SUBJECTS

<ol style="list-style-type: none"> 1. Agricultural Science 2. Home Economics 3. Arabic Language <p>Note: Must offer 1 elective, but not more than 2</p>	<ol style="list-style-type: none"> 1. Agricultural Science 2. Home Economics 3. Arabic Language <p>Note: Must offer 1 elective, but not more than 2.</p>	<ol style="list-style-type: none"> 1. Agricultural Science 2. Home Economics 3. Arabic Language 4. Business Studies <p>Note: Must offer 1 elective, but not more than 2.</p>
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NOTE: *All students must offer at least one elective subject but not more than two in primary school.

APPENDIX XVI

SENIOR SECONDARY EDUCATION CURRICULUM STRUCTURED BY NERDC

<u>COMPULSORY CROSS-CUTTING CORE SUBJECTS</u>	<u>SENIOR SECONDARY (HUMANITIES)</u>	<u>TRADE SUBJECTS</u>
<ol style="list-style-type: none"> 1. English Language 2. General Mathematics 3. One Trade with Entrepreneurship Studies 4. Computer Studies/ICT 5. Civic Education 	<ol style="list-style-type: none"> 1. Nigerian Languages 2. Literature-in-English 3. Geography 4. Government 5. Christian Religious Studies 6. Islamic Studies 7. History 8. Visual Arts 9. Music 10. French 11. Arabic 12. Economics 	<ol style="list-style-type: none"> 1. Auto-Body Repair & Spray Painting. 2. Auto Electrical Work 3. Auto Mechanical Work 4. Auto Parts Merchandising 5. Air Conditioning & Refrigerator. 6. Welding and Fabrication, Engineering Craft Practice. 7. Electrical Installation and Maintenance Work. 8. Radio, TV and Electrical Works 9. Block Laying, Brick Laying and Concrete Work. 10. Painting and Decorating 11. Plumbing and Pipe Fitting 12. Machine Wood Working 13. Carpentry and Joinery 14. Furniture Making 15. Upholstery 16. Catering Craft Practice 17. Garment Making 18. Textile trade 19. Dyeing and Bleaching 20. Printing Craft Practice 21. Cosmetology 22. Leather Goods Manufacturing and Repair. 23. Keyboarding 24. Data Processing 25. Store keeping 26. Book keeping 27. GSM Maintenance
<p style="text-align: center;">SENIOR SECONDARY (SCIENCE AND MATHEMATICS)</p> <ol style="list-style-type: none"> 1. Biology 2. Chemistry 3. Physics 4. Further Mathematics 5. Agricultural Science 6. Physical Education 7. Health Education 	<p style="text-align: center;">SENIOR SECONDARY (TECHNOLOGY)</p> <ol style="list-style-type: none"> 1. Technical Drawing 2. General Metal Work 3. Basic Electricity 4. Electronics 5. Auto-Mechanics 6. Building Construction 7. Wood-work 8. Home Management 9. Foods & Nutrition 10. Clothing & Textiles 	
<p style="text-align: center;">SENIOR SECONDARY (BUSINESS STUDIES)</p> <ol style="list-style-type: none"> 1. Accounting 2. Store Management 3. Office Practice 4. Insurance 5. Commerce. 		

		28. Photography 29. Tourism 30. Mining 31. Animal Husbandry 32. Fisheries 33. Marketing 34. Salesmanship
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NOTE:

- All students must offer all five (5) compulsory core crossing subjects.
- Students will offer 3 – 4 subjects from their field of specialization.
- One (1) elective subject may be offered outside their field of specialization.
- Total number of subjects should not be more than nine (9), the minimum number of subject is eight (8).

F R I D A Y	JSS1	AGRIC	MUSIC	BAS. SC	C.R.S.	MATHS	B	CIVIC	ENGCOMP	LIT./IN.ENG	S	
	JSS2	CIVIC	COMP	MATHS	MAN/COMM	SOC.STD		C.R.S	P.H.E	H/ECONS		
	JSS3	COMP	B.TECH	P.H.E	MATHS	MUSIC		AGRIC	BUS. STD	F.ART		
	SS1A	ENG	MATHS	LIT/ COMM	CHEM P H.MING/FOOD & NUT	COMP	R	MATHS	AGR/GEO/HMGT	PHY	COMP	C
	SS1B											
	SS2A	MATHS	MATHS	ENG	ENG	BIO	E					I
	SS2B	MATHS	MATHS	ENG	ENG		A	LIT/COMM	HIS			A
	SS3A				COMP	ENG	K	BIO P				L
	SS3B	HISTORY	HISTORY	C.R.S	COMP	ENG						S

CHRISTIE TOBY INCLUSIVE EDUCATION CENTRE

PEACOCK ESTATE IRIBBE, PORT HARCOURT.

PRIMARY SCHOOL TIMETABLE

DAYS	7.30-7.40	7.40-8.00	8.10-8.55	8.55-9.40	9.40-10.10	10.10-10.55	10.55-11.30	11.30-12.00	12.00-12.40	12.40-1.20	1.20-2.00	
MONDAY	SPEED WEEK	DEVOTION	ENG. (GRAM.)	MATHS	HOME ECON.	VOC. APT.	QUANT. R.	B	HEALTH EDU.	CALLIGRAPHY	PRACT EXP.	H O M E
TUESDAY	"	"	MATHS	ENG. (COMPR)	VERBAL	SOCIAL STDS.	BASIC SC.	R	CRS	COMPUTER (PR)	MUSIC	W O R K
WEDNESDAY	"	"	ENG (COMP)	MATHS	SOCIAL STDS.	SPORTS	AGRIC SC.	E	FRENCH	CIVIC	FINE ARTS	A N D
THURSDAY	"	"	ENG. (GRAM)	MATHS	CRS	BASIC SC.	HEALTH EDU.	A	QUANT R.	COMPUTER		C L O S I N G
FRIDAY	"	"	MATHS	AGRIC	PHONICS	HEALTH EDU.	HOME ECON.	K	VERBAL	FINE ART	LIB./CLUB TIME	T I M E

APPENDIX XVIII
CHRISTIE TOBY INCLUSIVE EDUCATION CENTRE
ACADEMIC CALENDAR, 2017

SUN. 8th JAN, 2017- RESUMPTION FOR BOARDING STUDENTS/PUPILS

MON. 9TH JANUARY, 2017 - RESUMPTION FOR DAY STUDENTS, PUPILS &
BEGINNING OF LESSONS IN ALL CLASSES.

MON 22ND JAN. , 2017 - EXTENSION CLASSES FOR SS3

SUN. 5TH FEB., 2017- PARENTS VISITING DAY

MON.13TH – FRI.17TH FEB, 2017- MID-TERM EXAMINATION

FRI. 17TH FEB., 2017- PTA MEETING

18TH – 26TH FEB., 2017- MID-TERM BREAK

SUN. 26TH FEB., 2017 -RESUMPTION FROM MID TERM BREAK FOR
BOARDERS

SUN. 5TH MARCH, 2017 - PARENTS VISITING DAY

FRI. 10TH MARCH, 2017 - PARENTS OPEN DAY

27TH -31ST MARCH, 2017 - END OF TERM EXAMINATION

1ST – 5TH APRIL, 2017 - MARKING, PREPARATION AND SIGNING OF
RESULTS

THURS. 6TH APRIL, 2017- INTER HOUSE SPORTS COMPETITION

THURS. 6TH APRIL, 2017 - CLOSING

30TH APRIL, 2017 - RESUMPTION FOR BOARDING STUDENTS/PUPILS FOR
THIRD TERM 2016/2017.

TUES.2ND MAY, 2017 - RESUMPTION FOR DAY STUDENTS/PUPILS &
BEGINNING OF LESSONS FOR ALL.