UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SPECIAL EDUCATION

INCLUSIVE EDUCATION IN TWO PILOT SCHOOLS IN

MANYA KROBO DISTRICT

ELIZABETH AKU DOGBATSE

SEPTEMBER, 2010

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ELIZABETH AKU DOGBATSE
B.ED (SPECIAL EDUCATION)

**A Dissertation in the DEPARTMENT OF SPECIAL EDUCATION, of the
FACULTY OF EDUCATIONAL STUDIES, submitted to the School of Research
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the requirement for the award of Degree of MASTER OF EDUCATION IN
SPECIAL EDUCATION of the**

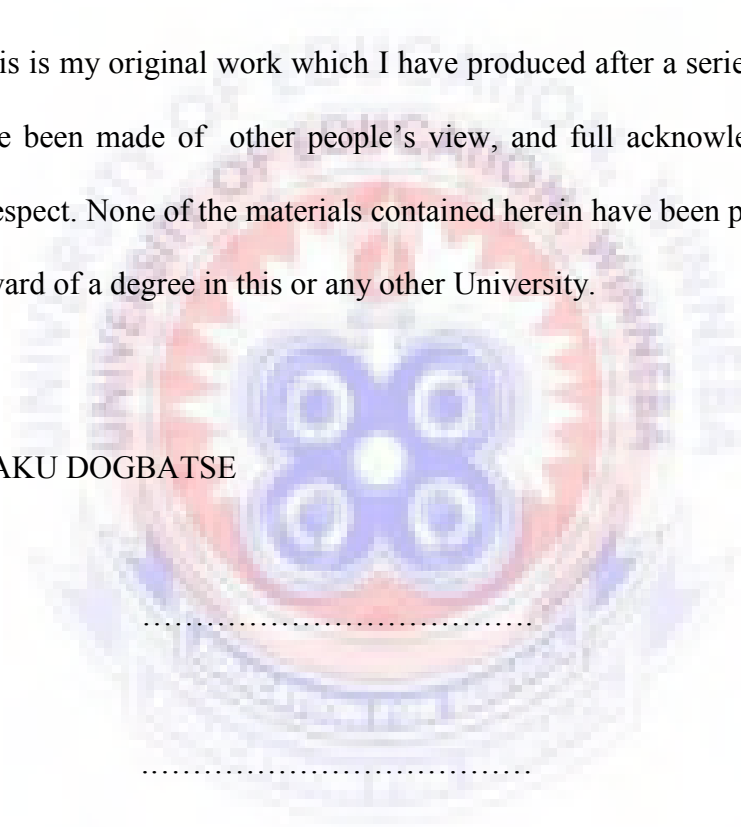**UNIVERSITY OF EDUCATION, WINNEBA.**

SEPTEMBER, 2010

DECLARATION

I certify that this is my original work which I have produced after a series of research, which quotations have been made of other people's view, and full acknowledgement have been made in that respect. None of the materials contained herein have been presented in whole or parts for the award of a degree in this or any other University.

ELIZABETH AKU DOGBATSE

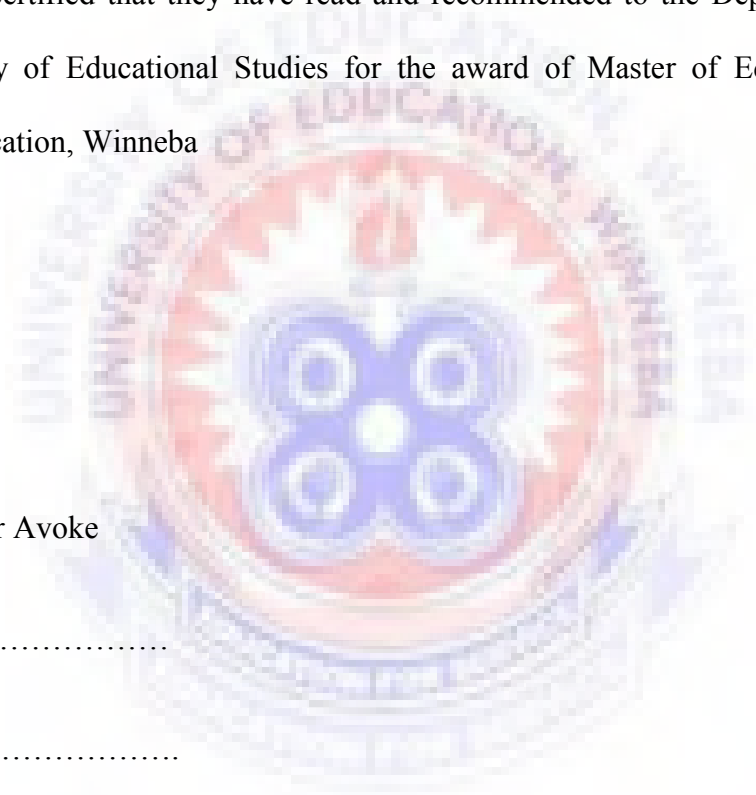SIGNATURE: …………………………….

DATE: …………………………….

CERTIFICATION

The undersigned certified that they have read and recommended to the Department of Special Education, Faculty of Educational Studies for the award of Master of Education degree of University of Education, Winneba

Supervisor

Professor Mawutor Avoke

Signature………………………

Date…………………………….

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To you Mr. Doamekpor (Toujour), Ruben and Mr. Nicholas Kuleke accept my gratitude for painstakingly typing this work. Mr. Stephen Djaba and Mr. Ashie Dickson accept my gratitude for typesetting my work

DEDICATION

To the blessed memory of my Father Thomas Nani Dogbatse although an illiterate, wished the ultimate for me in terms of education.

For my lovely sons Etornam and Elikem

And my Sweet Mother Alberta who comforted me anytime she saw my face wet.

TABLE OF CONTENTS

ABSTRACT

This study is about inclusive education in two pilot schools in Manya Krobo District. The methodology utilized was qualitative. It mainly involved the use of interviews and observation as the method for data collection.In all 31 respondents were conveniently sampled for the study and were made up of 12 teachers and 19 pupils from four different categories of disabilities. Analysis of the data revealed that the teachers had no idea about inclusive education. The teachers were not adequately prepared for the concept. Rather a teacher from each school was provided   in-service training. The attitude of some of the teachers was also a barrier to the programme. Also four (4) of the nine (9) categories of disabilities were identified in the schools under study.Finally, recommendations were made in the light of the findings, and this included among others a day or two observation training at any of the special schools to enable teachers handle the different categories of disabilities in the classrooms, annual in-service training should be organized, to build confidence in the regular teachers and officers of special Education Division should pay periodic visit to the schools to evaluate the progress of special needs children.

CHAPTER ONE

INTRODUCTION

1.0   Background of the study

In the past special needs children were exempted from public schools until the arrival of the white missionaries in Ghana. Prior to the missionaries' arrival the traditional cultural beliefs influenced the attitudes of the communities to reject, abuse and kill the children with disabilities in Ghana. In 1945 the missionaries established the first segregated school for children with disability (Ocloo, 2000). These segregated schools at that time saved and protected the disabled from hunger and death. Some parents for fear of stigmatization and other hazards genuinely sent their disabled children to be trained at the various segregated schools established in the country. The world declaration of Education For All, states that equal access to education should be provided to all categories of disabled persons. Ghana being a signatory to this declaration had to open up the regular schools for children with disabilities to attend.

Unlike the policy of segregation which separated special needs children from their peers and led to labeling and discrimination, this policy is to allow disabled children attend their neighborhood schools, interact in the society and be participants in the society. The shift in paradigm from segregation to inclusive permits children with disabilities to be enrolled full time in a regular schools with adequate resource support. This implies that children of mild to moderate special needs will be educated in regular schools alongside their non disabled counterpart.

Prior to the 1990s, in Ghana very few students with disabilities were included in regular education classrooms. The needs of many of these children were also not met by the Government of Ghana and some parents. Mitchell and Desai (2003) state that providing education to vast number of children with disabilities in regular school requires a number of challenges and issues to be address as such much attention is not given to issues concerning children with disabilities.

Ghana's educational strategic plan 2015 is focused on including all persons with disability in the main stream by 2015. As such some schools are operating the inclusive education on pilot bases until 2015 when it will be fully implemented all over the country (ESP 2003-15). Government is to provide equal educational opportunities for children and youth with special needs at pre-tertiary levels to promote access and participation, quality and inclusion (National Report 2004).This implies that as a result of providing education for all children, teachers in regular schools must provide instruction and other educational services to meet the needs of a diverse student population. Also, teachers must be prepared to teach all kinds of pupils, including those who present special needs in the classrooms

The researcher spotted some pupils with disabilities at Nuaso Presbyterian Primary School and Mount Mary Demonstration Primary School both in the Manya Krobo District of Eastern Region of Ghana during books presentation with the Director of Volta River Authority Schools and this prompted me to have interest in the inclusive schools.

1.1   Statement of the problem

Ghana's Education Strategic plan is focused on including all persons with disability in the mainstream by 2015. Although Government is in support of inclusive education, little has been made in terms of adequately preparing regular classroom teachers which is very crucial in educating children with disabilities in the regular classrooms.

Owing to inadequate data and research on disability issues in the Manya Krobo District in the Eastern Region of Ghana, there is lack of information on teachers practicing inclusive education and how pupils with disabilities in inclusive schools are

being catered for. This goes a long way to affect teacher attitude which plays a central role in the achievement of the goals of education for any nation. The teachers have little idea of pupils coming to their schools and lack the methodology of teaching them. Many of them do not believe in inclusive education where they have to teach special needs children.

1.2   Purpose of the study

The study seeks to find:

- How knowledgeable teachers are of inclusive education at Nuaso Presbyterian and Mount Mary Demonstration primary schools.

- How prepared are the teachers for the inclusive education at Nuaso Presbyterian and Mount Mary Demonstration primary schools.

- The attitudes teachers hold towards inclusion of pupil with disabilities at Nuaso Presbyterian and Mount Mary Demonstration primary schools.

- Types of disability that exist in Nuaso Presbyterian and Mount Mary Demonstration primary schools.

1.3   Research Questions

1. How knowledgeable are teachers of inclusive education at Nuaso Presbyterian and Mount Mary Demonstration primary schools.

2. How are teachers prepared for inclusive education at Nuaso Presbyterian and Mount Mary Demonstration primary schools?

3. What attitudes do the teachers hold towards the inclusion of pupils with disabilities at Nuaso Presbyterian and Mount Mary Demonstration primary schools?

4. What are the types of disabilities that have been identified at Nuaso Presbyterian and Mount Mary Demonstration primary schools?

1.4 Significance of the study

The result of the study will enable teachers become effective in the management of pupils with disabilities. The result will furthermore help pupils succeed in their learning. It is anticipated that the result of the research will make parents happy with their wards in that they may feel that their children are receiving quality education. Finally, the result of the study will assist the District Directorate (Manya Krobo Education Office) to support the two schools to find solution to some of the challenges of the regular school teachers.

1.5. Delimitation

The study is delimited to two inclusive education pilot schools and four categories of disabilities common in the pilot schools.

There are different categories of disabilities but these four (4) are paramount among the pupils; intellectual disability, cerebral palsy, low vision and hearing impairment can be found in the pilot schools of study which are Nuaso Presbyterian and Mount Mary Demonstration Primary Schools.

1.7 Definition of terms

For the purpose of this study, the following terms are operationally defined as follows:

Inclusive education: Placing all children with disabilities into regular classrooms irrespective of their disabilities.

Preparation: Making an individual ready with a skill beforehand.

In-service training: training given to people who are already on the job to acquire new skills.

Mental retarded: A condition where by an individual exhibits low mental abilities when compared to other people.

Deaf: Inability to hear sounds like others.

Low vision: A partially sighted person.
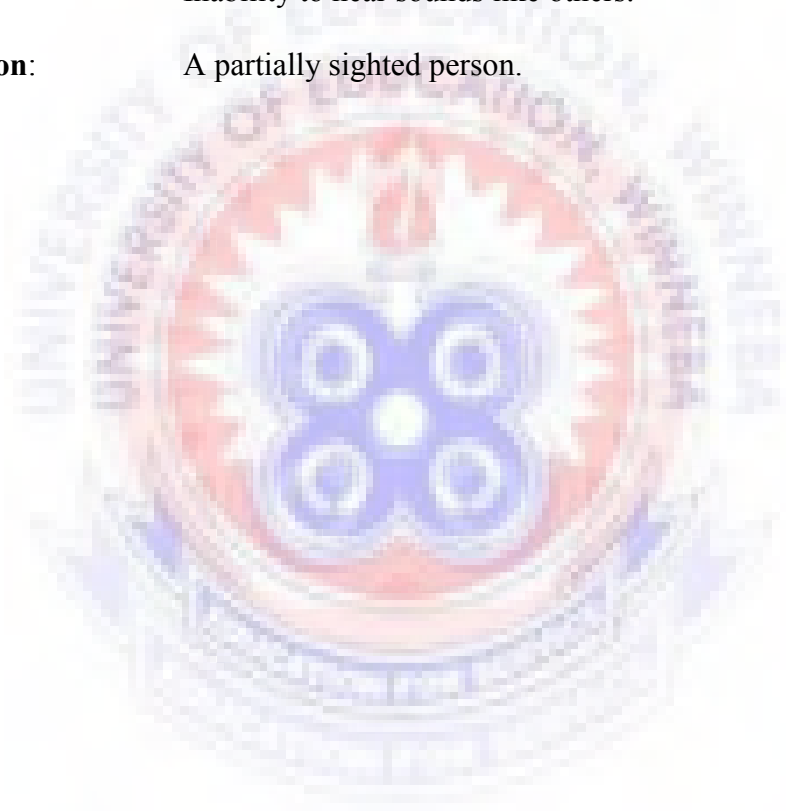
CHAPTER TWO

LITERATURE REVIEW

In this chapter related literature was reviewed under the following sub-headings:

2.1   Concept of inclusion education

2.2   Teacher preparation

2.3   Attitudes of teachers

2.4   Identified disabilities

2.1   Concept of inclusion Education

Reynolds (1989) cited by (Shea and Bauer, 1997) state that special education has moved from a distal (a point far from) to a proximal (a point near to) arrangement with general education. Special education programs began in residential and separate schools, which frequently required the placement of children away from their families and communities. There has been a dramatic and continuing trend from such separate programs for learners with disabilities. The writer also indicated that as a discipline, special education moved from making primary selection or rejection decisions to making placement decisions with regard to the characteristics of individual students. Today, decisions are made on the criteria of placing and serving learners with disabilities where they will have the best opportunity to achieve and experience education like most of their peers. Reynolds also wrote that current emphasis on inclusion is an effort to continue the movement of learners with disabilities into general education settings.

Inclusive education is the term currently used to describe the least restrictive environment. Inclusive education means that every exceptional child should be educated with non-disabled children to the maximum extent appropriate. What is appropriate for one exceptional child might not be appropriate for another. Inclusive education does not require classroom for every exceptional child, every hour or

everyday. Inclusive education encompasses a continuum of educational services for children with exceptional conditions. The regular classroom teacher helps provide the prescribed special education services according to an Individualized education program (IEP) (Giangreco, Cloninger and Iversion)). The authors further wrote that this instructional program is developed with input from a trans disciplinary team of specialists in the child's area of exceptionality with input from the regular classroom teacher, family and the child when appropriate. Inclusive in the regular classroom does not mean that the regular classroom teacher provides all of the prescribed instruction alone. The continuum of services provides consultation to the teacher for the least disabled students and supplementary instruction and services for more disabled students.

Further, inclusion expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep with the other students). Proponents of inclusion generally favor newer forms of education service delivery.
Wisconsin Education Association Council (WEAC). Retrieved 2nd April, 2008.

Giangreco, et al indicated that the supplementary instruction may be done by an itinerant specialist or a school based specialist in the regular classroom in a resource room (pull out). Some children with disabilities are enrolled in an inclusive education in order to have daily contact with non exceptional children in extracurricular activities, each exceptional child's abilities and strengths are stressed. Non disabled

peers are helped to accept each child's area of disability with understanding and empathy and without fear.

Although (Ballard, 1999) support the idea of inclusive education Ballard wrote that efforts should be made to identify and remove all barriers to learning for all children, and that this means we must attend to increasing participation not just for students with disabilities, but also for all those disadvantaged. Barton (1997) noted that inclusive education is about confronting all forms of discrimination as part of a concern to develop an inclusive society based on social, justice, equality and democracy. This comment underpins the importance of eliminating discrimination for those who are cognitively or physically disadvantaged and also about improving provision for vulnerable children who suffer relentless economic deprivation as stated by O'Brien (1998).

The support or recommendation for inclusive education has not been without contrast. Fuch and Fuch (1998) indicated that Lynn and William Stainback strong advocates for inclusion stand for full inclusion of special needs children in the regular school. Fuch and Fuch further explained that the advocates argue for a complete dismantling of special education placement, no more special education teachers and no more special education students.

Stainback and Stainback (1998) define an inclusive school as a place where everyone belongs, is accepted, supports and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met. James Kauffman of the University of Virginia view inclusion as a policy driven by unrealistic expectation that money will be saved. Furthermore, he argues that trying to force all students into the inclusion mold is just as coercive and discriminatory as

trying to force all students into the mold of special education class or residential institution. There are also large groups of educators and parents who are confused by the concept itself. They wonder whether inclusion is legally required and wonder what is best for children. They also question what it is that schools and schools personnel must do to meet the needs of children with disabilities.

Wisconsin Education Association Council (WEAC) Retrieved 2nd April, 2008

Mittler, (2000) indicates that inclusion involves a radical rethink of policy and practice and reflects a fundamentally different way of thinking about the origins of learning and behavior difficulties. Mittler is of the view that inclusion is socially biased; there is a shift from defect to social life. Mittler went further to explain that inclusion involves a total reform and restructuring of the school system to ensure that all children have complete access to educational and social opportunities in the school environment. These should include access to the curriculum, pedagogy, instructional materials, sports, leisure and recreational opportunities. Stainback and Stainback (1998) contends that special needs children should be integrated in the society and describes inclusion as a place where everyone belongs, is accepted, supports and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met (p.3). Oppong (2003) sees inclusive educations as the adoption of the school curriculum to make it accessible to children with disabilities. His comments emphasis on the curriculum friendliness to the disabled child. Kauffman and Hallahan (1985) define inclusion as an educationally bankrupt band wagon.

Inclusion Education in Ghana

The 1994 conference on inclusive education in Salamanca, Spain led to the policy statement that proposed that the development of schools with an inclusive orientation was the most effective education for majority of children, and ultimately improving the cost – effectiveness of the entire educational system (UNESCO, 1994). The importance of this policy statement was embraced by several countries including Ghana to implement inclusive education programmes in recent years.

However, in the 1980s few pupils with disabilities were included in regular education classrooms in Ghana. The government of Ghana launched the inclusive education program to reform the system of educational provision for disabled children when it found out that the needs of many of the children with disabilities were not met.

Ofori-Atta and Kotoku (1996) noted that, in Ghana, the implementation of public policy with respect to persons with disabilities has been saddled with curriculum plans in schools. The authors raised capacity for the effective implementation of the inclusive education program in Ghana.

Further, Ofori-Atta, Worgbeyi and Tay (1999) also state that the Ministry of Education in Ghana had adopted a train - the trainer approach to in-service professional development at the introduction of the inclusion program in regular schools. Such an approach was necessitated by the lack of adequate prolonged training programs. The writers explained that this situation resulted in the implementation of short, less intensive and to a large extent single – day training sessions for teachers.

Ghana's Educational strategic plan 2015 for example is focused on including all persons with disability in the mainstream by 2015.The ESP is the strategic framework

that guides and inform the development of education in the country. The plan is very comprehensive and sector wide and covers all levels and aspects of education, including children with special needs. Also, Government is to provide equal educational opportunities for children and youth with special needs at pre-tertiary levels to promote access and participation, quality and inclusion (National Report, 2004).

This will enable Government address the special learning needs of pupils in the regular schools and urgently mobilize financial, human and material resources towards the provision of educational opportunities for children and youth with special needs.

The 715 Act of the parliament of the Republic of Ghana Disability Act, 2006, empowers persons with disabilities the right to be recognized.

A portion of the article reads.

> "*Where a person with disability has to be in a specialized establishment, the environment and living conditions of the establishment shall, except as otherwise required by the condition of the person with disability, be as possible to those of a person without disability of the same age as the person with disability*" page 13-14

What this implies is that the law of Ghana empowers the persons with disability to be enrolled in the regular classroom if there is a need. However, before the National Policy of Disability Bill was passed on the education of the disabled in Ghana, the supervisory body for teachers in the Ministry of Education, Ghana Education Service had already adopted inclusive education as educational policy for the country and many inclusive education pilot schools are operating including Nuaso Presbyterian and Mount Mary Demonstration Primary Schools.

2.2   Teacher preparation

a) Training of teachers

Obi & Mensah (2005), citing (Avoke, 2004) posit that in 1992 a special education course of study was introduced by the University of Education for all would be teachers graduating from the school. The authors further explained that at about the same time elements of special education was introduced in the country's Teacher Training Colleges for all teachers' trainees. Also the University of Cape Coast are training special teachers for special roles either as support staff in inclusive settings or as special teachers in special schools. Although special education has been introduced in the Teacher Training Colleges, not much has been done. The importance of this course has not been stressed so far as the individual with special needs is concerned. However, the contents of the general teacher preparation should have a specific course, possibly run throughout the training on the importance of inclusive education.

Avoke and Avoke (2004) in stressing the importance of teacher preparation towards the teaching of special needs children in the regular schools reported that teacher training and preparation in some of the universities in Ghana were focused purely on methodologies and assessment practices that were not tailored to the needs of the children with disabilities in inclusive schools. Methodologies at initial teacher training programs continued to be directed towards practices of regular schools. Consequently, teachers do not teach towards differential learning outcomes since the approaches adopted by many teachers in Ghana tend to be exam driven. These researchers further explained that, schools have encouraged assessment practices that alienate children with disabilities that struggle to meet the learning and achievement targets of the general curriculum. Friends and Bursuck (1996) also in support with the above authors wrote that when teachers are not well trained for inclusion before inclusion is fully implemented the programme might face a problem.

Furthermore, Smith and Neisworth (1998) succinctly captured the general responsibilities of classroom teachers to all students, those with disabilities inclusive, as follows:

a)   Educating and managing behavior;

b)   Making major instructional decisions, determining the pace and monitoring progress;

c)   Following a curriculum that reflects normal development and identifying any child whose progress is discrepant;

d)   Managing instruction for a heterogeneous, diverse population through grouping and individualization;

e)   Seeking, using and managing assistance for students with educational needs that differ significantly from those of their peers.

These observations by Smith and Neisworth further support the need for a comprehensive content for the teacher education programmes. Reasons why optimal performance may elude students with disabilities in our schools according to Friend & Bursuck, (1999) and Siegel (1997) are:

•   Discrepancies between the expectations of the classroom teachers and the abilities of students. When there is no congruence between the teacher's expectations and the students abilities failure is likely to occur. The expectations of the teacher should therefore be communicated properly to all the students and the teacher should also take into account the different abilities of the student in the class;

•   Students lack of understanding about the demands of the classroom;

•   Classroom teachers lack of understanding and knowledge about students with disabilities.

From the above indication it becomes imperative that the foundation for effective inclusive education is dependent on the content of education programmes for teacher preparation. In other words, the success of inclusive education has a direct relationship with the type of preparation we give to the general classroom teachers. The teacher's preparation should be such that the needs of all categories of students (disabled and nondisabled) must be taken into consideration.

However, it is necessary to point out that the general teachers' preparation should focus not only on in-depth mastery of subject matter, but it should include equipping them with the skills and knowledge that will enable each teacher to adapt to changing situations. Changing situations may include having to teach students with disabilities in the same class with no disabilities.

Researchers posit that training and education are not only critical for successful implementation of inclusion programs (McKleskey, Henry and Axelrod, 1999) but are critical to the development of positive teacher attitudes towards the concept of inclusion (Vaidya and Zaslavsky, 2000). Although training positively influences the attitudes teachers hold about inclusion and its implementation, few teachers report receiving sufficient training on inclusion.

However Scruggs and Mastropieri (1996), suggested that teachers may favor the inclusion of students without feeling that they have had sufficient training to serve exceptional students. Thus the exact influence training plays in the establishment of education of special needs children in the regular schools.

University special education programs are also to develop teacher training programs which will prepare teachers to teach handicapped children such as the trainable mentally retarded, visually impaired, hearing impaired and others. For example,

Gadagbui (1996) found that teachers need to appreciate what the child who is hearing impaired is going through. This can be achieved through experience, explanation and training. Teachers need to know about amplification of speech sounds and other sounds, use of hearing aids suitable to the individuals needs. Improper seating arrangement for the children in the classrooms has to be remedied to suit the child in question. Preferably, the child can be seated close to the teacher in order that the adverse environmental noise and its many reflections due to bare walls and ceiling may not interfere with the signal or speech from the teachers. The researcher continued that teachers need to be aware that if children use hearing aids, they have to be checked for effective performance.

A study conducted by Essel, (1996) on improving teacher-preparation stated that "Introduction of Special Education" as a course at the University of Education, Winneba has been designed to prepare the ordinary classroom teacher to recognize the need to identify cases of handicap in the classroom and to make efforts at helping those children so identified. Again, he indicated that it also prepares the teacher to be ready to meet and accept children with the varying degrees of impairment. The knowledge also helps the teacher to improve his or her preparation for teaching. And finally the teacher, having recognized that not all children have the same abilities, can provide a useful link between the child and the parents some of whom have aspirations far above what the children can reach. Hayford (1996) stated that once teachers acknowledge that a sizable proportion of students in regular classrooms have special needs they would be obliged to adopt measures to meet such needs to ensure that all their students benefit from the classroom activities and other learning experiences. He continued to explain that with the knowledge that teachers have acquired, teachers have to apply a variety of teaching styles and principles. This

include direct instruction, systematic teaching, discovery learning, co-operative learning, one-to-one, small group activities, peer teaching and activity methods. Teachers would offer individual attention as much as possible in every learning situation.

Oppong, (2003) is of the view that traditional teachers who had their training programmes without some amount of introductory course at least in special needs programme usually find themselves wanting during teaching and learning process

b) In-service training

Teacher competency influences social integration in a variety of ways. It is obvious that people are more enthusiastic about engaging in experiences in which they feel confident and competent rather than in experiences in which they feel threatened and apt to fail. Second, the competence of the teacher can determine whether handicapped students achieve academic success in the classroom and thus receive the status and respect that are outcomes of such success.

McCullum and Catllett (1997) are of the view that in-service training as a variety of ongoing training and learning experiences and opportunities should be provided to teachers while they are on the job to enable them expand and grow within the profession. The writers further noted that continued in-service training on techniques and practices will help many teachers in the field who have not had the benefits of exposure to successful ways of including children with special needs and promoting their developmental growth and independence.

Friends and Bursuck (1996) agrees with McCullum and Catllet when they reported that before the introduction of any new educational policy, teachers are supposed to be both cognitively and psychologically prepared. Schulz and Turnbull, (1984) agree

with the above authors when they explained that in order to build confidence in the classroom teachers they must be re-trained to enable them handle any new policy with ease.

The works of Gadagbui (1996), suggested that in-service training can be a desirable improvement in the teaching of hearing impaired children in the regular schools and this may influence programs for the implementation of inclusive pilot schools. This implies that teachers can actually and appropriately teach when they are familiar with the learning styles of the handicapped children in the regular classroom.

2.3   Attitudes of teachers

a) Educators perception

The negative attitudes towards the handicapped have been a universal issue. This has made us to understand that persons with handicap have been misunderstood because of the nature of their disabilities. Cultural prejudices and traditional beliefs have encouraged the individual with disability to be ostracized. Children who were born with any form of disability were at times denied access to education.

Adima (1985) citing Gearheart and Litton (1979) stated that even among the developed countries individuals with special needs have been considered creatures incapable of human feeling and undeserving of human passion. Society has placed limitations upon individuals with disabilities with regard to their academic work and majority of them feel excluded from societal life. Persons with disabilities are seen as people who can pollute the society.

Ghana like any other country is striving hard to give opportunities to special needs children to enable them live normal lives like their non-disabled counterparts, in this part of the society.

However, teachers' attitudes can influence their behavior towards students, so it is important to examine teachers' attitudes towards including children with disabilities in general education classrooms, particularly as a large number of special needs students have moved into the regular school settings.

The attitudes of teachers toward learners with disabilities are key variables to the success of these students in the inclusive schools.

b) Teacher Attitudes

Teacher variables that can influence the degree of social integration include teachers' attitude toward handicapped students and their level of competency in teaching handicapped students. Scruggs and Mastropieri (1996) found that teachers hold positive attitudes towards the concept of inclusion, but that they hold negative attitudes about the implementation of inclusion programs within their own school (Sodak, Podell and Lehman, 2000). In contrast, DePauw and Goc Karp (1990) found that future educators expressed negative attitudes about teaching individuals with disabilities in general classes. Researchers posit that the negative attitudes held by teachers may result, in part, from their lack of experience with well designed programs, as well as their resistance to change (McLeskey, Henry and A. Elrod 1999) Clearly, despite over 40 years of research investigating teacher perspectives concerning inclusion of persons with disabilities in the general classrooms, Scruggs & Mastropieri, (1996), indicated that the exact nature of teachers' attitudes concerning inclusion is unknown and contradictory at best. Findings within the extant literature concerning teacher attitudes regarding inclusion in general, and specific attitudes of the implementation of inclusion programs within their classrooms, have been inconsistent and somewhat paradoxical. For example, it has been reported by

Bowman (1986), Pastor and Jiminez (1994) that while teachers agree theoretically on the idea of inclusion, they hold a negative attitude towards its implementation as has be observed by Scruggs and Mastropieri (1996). Again according to Hayes and Gunn (1988) and Thomas (1985), cited in Padeliadu and Lampropulou (1997), several studies have revealed that regular education teachers do not hold positive attitudes towards the inclusion of students with special needs. Some regular teachers, Pastor and Jiminez (1994) associate the presence of students with disabilities in their class with trouble. Research studies conducted by Okyere (1999) in Ghana and Nigeria on attitude of classroom teachers towards including children with disabilities in regular classroom also indicated that most of the teachers had negative attitudes.

Clough and Lindsay (1991) stated that teachers' attitudes to inclusion will be largely affected by several factors including the following:

- Teaching experience – the length of service and type of child served, and personal experience with the disabled.

- The support available – depending on the experience with the disabled.

- Personal ideology – whilst some dwell mostly on stimulating learning among pupils, others emphasize development of interpersonal and social skills, subject matter or development of the whole child.

Schulz and Turnbull (1984) in citing Rosenthal and Jacobson (1986) reported that teachers view of students are a strong force in determining the nature of the interaction between teachers and students. Also teachers constantly communicate important attitudinal messages to students about individual differences. For instance it becomes obvious to all students whether or not teachers favor high achieving

students; feel respect, pity or disgust for students who have special problems; believe that every person has inherent value; or are prejudiced against those who are different.

Clark (1980) in support of the above authors concluded that teachers typically are uncomfortable with handicapped students and have negative attitudes about their placement in regular classes. Clark continued that, teacher attitudes have been identified as crucial to the success of any mainstreaming program. Macmillan, Jones and Meyers (1976) also explained that teacher attitudes not only set the tone for the relationship between teachers and handicapped students, but also substantially influence the attitudes of non-handicapped classmates. This means that a teacher's view and behavior can be extremely influential in defining respect for differences within the classroom.

A meta-analysis of research cited by (Scrugg and Mastropieri, 1996) dating as far back as 1958, found that of the 10,500 general educators surveyed across the years, approximately two thirds have positive attitudes towards inclusion but are concerned with many other classroom issues such as resource supplies, collaboration and support. This implies that Scrugs and Mastropieri (1996) are of the view that teachers hold positive attitude towards the concept of inclusion, but that they hold negative attitudes about the implementation of inclusion programs within their own school. Teachers' attitudes towards disabled children are perceived as important, in the teaching of handicapped children among non-handicapped peers.

In support for inclusive schools (Stainback and Stainback 1992) mention that Inclusive schools generally start with a philosophy, that all children learn and belong in the same mainstream of school and community life. That is, in these schools, no student, including those with disabilities, are relegated to the fringes of the school by

placement in segregated wings, trailers or special classes (Stainback and Stainback, 1992) posit that it is expected that personnel in inclusive schools purposefully foster community – a sense that everyone belongs, is accepted and supported by peers and other members of the school.

Further (Macmillan, Jones and Meyers (1976). extant literature have indicated that teacher attitudes have been identified as crucial to the success of any mainstreaming program.

Teacher attitudes not only set the tone for the relationship between teachers and handicapped students, but also substantially influence the attitudes of non-handicapped classmates. A teacher's views and behavior can be extremely influential in defining respect for differences within the classroom this implies that teachers should check themselves constantly, because people sometimes tend to avoid handicapped persons without realizing it. If teachers believe that handicapped students are just as worthy as other students, the extra investment of time and effort does not create negative barriers between teacher and handicapped students.

Orlansky and Heward (1981) also argue that the fact that teachers have limited opportunities to develop positive attitudes toward handicapped persons does not mean that they cannot begin to develop them. An important strategy for teachers is to get to handicapped people as people. The fear of the unknown can be overcome by finding out handicapped persons likes and dislikes, strengths and weaknesses, hobbies, interests and future plans. It is also important to know the student as an individual and furthermore, to find joy and naturalness in the relationship.

Further, Heward (1996) observed that how teachers react to a child with disabilities is at least as important as the disability itself. Many children with disabilities suffer from

excessive pity, sympathy and overprotection; others are cruelly rejected, stared at teased and excluded from participation in activities with non disabled children. All children, whether or not they face the challenges presented by a disability, need to develop respect for themselves and to feel that they have a rightful place in their families, schools and communities. Heward continued to explain that effective teachers accept these children as worthwhile individuals, rather than as disability cases. They encourage the children to develop a positive, realistic view of themselves and their physical conditions. They expect the children to meet reasonable standards of performance and behavior. They help the children cope with disabilities whenever possible and realize that beyond their physical impairments these children have many qualities that make them unique individuals.

Several approaches have been advocated to confront and modify teacher attitudes Bricker (1995) acknowledged the work of Heward when he noted that the successful inclusion of young children is influenced by three major factors attitudes, resources and curricula. Adults in care given roles must be made aware of how influential their words and attitudes can be to young children. The negative attitudes displayed by teachers toward a child with disabilities can significantly impact the attitudes of peers as well and have a detrimental effect on all levels. In support of the above authors, Beveridge (1993) indicated that teacher attitudes towards expectations of pupils and the extent to which these are communicated are fundamentally important. They can influence not only the way in which individual pupils perceive themselves, but also the way they are viewed by their peers.

2.4   Identified Disabilities

One of the largest groups of students with special needs in the school system and the most visible are those formally classified as disabled. According to Smith, Polloway, Patton and Dowdy (1995), students with disabilities are those who exhibit one of special specific conditions that result in their need for special education and related services to facilitate academic, social and emotional development. General disability categories include cognitive deficits, processing deficits, emotional and behavioral problems, physical disorders, sensory problems and health-related disorders. Within the general areas are many different specific disabilities that can affect the success of students in school. These include mental retardation, learning disabilities serious emotional disturbance, Visual impairment, Hearing impairment, Speech impairment, other health impairment, orthopedic impairment, traumatic brain injury and autism.

Further, Smith et al. (1991) explained that school personnel need to be aware that many different types of students are found in the ten categories. For example one of the broad disabilities is "other health impaired" and this includes students with cardiac problems, asthma and sickle cell anemia and many others.

a) Intellectual disability

The defect of a tiny gene can influence the complex behavior of children. McClearn (1993) stated that genes influence the protein that is critical to the functioning of the organ system that determines functioning of the organ systems that determine behavior (p.39). He continued that genes can influence an atomical systems and their functions; the nervous system, sensory system and musculature. Kirk and Gallagher (1979) in citing Waisman and Gerritsen (1964) state that there are ninety nearly diseases that can be traced to inborn errors of metabolism and that those diseases are transmitted genetically by means of a heritable trait. Kirk and Gallagher in support of

McClearns literature indicates that a defect in some genes which controls a certain enzyme system necessary for the normal function of a body tissue can lead to some genetic diseases.

However, one of the most common and easily recognized genetic disorders is Down syndrome.

Kirk, Gallagher and Anastasiow (2000) an extant literature of Kirk and Gallagher (1979) in support of different types of Down syndrome emphasized that another form of chromosomal abnormality causing Down syndrome results from translocations; in this case the child is found having forty-six (46) chromosomes, but a pair of one is broken and a third type is called Mosaic syndrome.

Further, Loveland and Tunali – Kotoski (1998) indicate that the effects of Down syndrome extend well beyond the child's early development. The authors stressed that school age children with Down syndrome appear to have higher social and adaptive skills than would be expected given their slow intellectual development and less developed language and communication skills.

According to Paasche, Gorrill and Strom (2004) Cerebral palsy is usually caused by a lack of oxygen to the brain, resulting in permanent but nonprogressive damage to the motor center of the brain. These authors posit that damage usually occurs during the pregnancy, immediately before birth or during birth. Also not all the symptoms may be evident until the child is about 18 months of age after which time this conditions is non progressive. There may also be problems in speech, swallowing, vision, hearing and or perception. Hardly (1983) in support with Paasche et al. indicated that cerebral palsy refers to dysfunction of the neurological motor system resulting from a non-progressive brain abnormality that occurred before, during or shortly after birth.

The author explained that any condition that adversely impacts the brain may result in cerebral palsy, including maternal infection, chronic disease, fetal infection and birth injury. In addition to difficulties in the area of motor functioning, learners with cerebral palsy may have mild to severe communication disorders, hearing impairment, visual impairments, intellectual deficits, seizure disorders, perceptual difficulties and many learners with cerebral palsy have multiple disabilities. Although Hardy did not categories cerebral palsy according to the occurrence of conditions and Shea and Bauer (1997) were also silent on seizure disorders and intellectual deficits the authors still share the views on difficulties of the learners of cerebral palsy.

However, Kirk, Gallagher and Anastasiow (2000) maintained that the damage results in cerebral palsy can occur before birth, during the birth process or after birth from an accident or injury thus a blow to the head or lack of oxygen, also the condition affects muscle tone and interferes with voluntary movement and full control of the muscles and delays gross and fine motor development. The views espoused above by Kirk et al is stressed by Batshaw (1997) when the author reported that in spastic (pyramidal) cerebral palsy, muscle tone is abnormally high (hypertonia) and increases during activity. Muscles and joints are tight or stiff and movements are limited to affected areas of the body.

According to Batshaw (1997) some children are hemiplegic: just one side of the body (either left arm and left leg or right arm and right leg) is affected. Others are diplegic: their whole body is involved, but their legs are more severely involved than their arms. . Still others are quadriplegic: involvement is equally distributed throughout the body. With spastic quadriplegia, all four limbs are spastic and other disorders such as visual and hearing impairment always exist.

Most of the persons with cerebral palsy can be identified by the difficulty they experience controlling their legs and arms and their gait is unsteady. Children can have one or a combination of these types of cerebral palsy. The form and degree of physical involvement varies from child to child. A child with mixed type cerebral palsy noted by Shea and Bauer (1997) has severe problems with balance and coordination, which affect ambulation. Cerebral palsy children in any form have difficulty with their mobility and posture as well as other motor disorders.

b) Hearing impairment

Heward (1996) have indicated that hearing impairment is a generic term which ranges from mild to profound and it exist when an individual is not sensitive to the sound normally heard by its kind. In acknowledging the work of Heward. Shea and Bauer (1994) states that hearing impairment includes both 'deaf' and 'hard of hearing' individuals who are deaf, have hearing impairment that precludes successful processing of linguistic information through hearing with or without amplification. Hearing impairment is the decreased ability to hear and discriminate among sounds, hearing impairment that is present at birth is called congenital hearing impairment whilst those that develop late in childhood or during adulthood is adventurous hearing impairment. This implies that the inability to hear sound or distinguish among different sounds will result in problems with speech and language development. It deals with the various degrees of hearing loss.

Heward, (1996) and Kaplan (2006) have categorized hearing impairment under the following headings

- the amount of the hearing loss

- the part of hearing apparatus that is affected

- the age of onset

Hallahan and Kauffman (1996) also categorized hearing impairment as hard of hearing. The writers wrote that people who cannot process linguistic information are classified as deaf and those who cannot designate the point at which people with normal hearing can detect the faintest sound are classified as hard of hearing.

Deiner (2005) knowing the exact type of the loss has implication for treatment and education as well as long term implication. Deiner mentions the following as the type of hearing loss; conductive hearing loss, impairment of the middle ear, sensorineural hearing loss, and central auditors hearing loss as the types of hearing loss. According to Deiner (2005) there are five types of hearing impairment which is in contrast with the three types indicated by Gadagbui (2003). Hearing impairment is also categorized by its severity and by the age of onset. The persons with the same severity of hearing loss will experience it quite differently if it occurs early or late in life, furthermore, a loss can occur only on one side (unilateral) or on both (bilateral)

Ontario Association of Families of Children with communication disorders (OAFCCD). Retrieved August 30th 2008.

Kauffman and Hallahan (1996) Deiner(2005) and Kaplan (2006) agree that two people with the same severity of hearing loss may experience it quite differently depending on when it occurred either early or late in life. Deiner noted that hearing loss can occur either in one ear or both ears.

Kirk, Gallagher and Anastasiow (2000) classified hearing impairments according to the area of defects and function:

- conductive losses

- sensorneural losses

- mixed losses

However, Gadagbui (2003) also categorized the types of hearing as follows.

- conductive

- sensorneural

- Retocochlear hearing loss

Heward (1996) identified two types of hearing impairment and those are:

- Conductive hearing loss

- Sensorineural hearing

In addition, Heward indicated that mixed hearing loss is a third type of hearing loss. All the authors agree on conductive and sensorineural hearing loss but differ in the third type of hearing loss.

Conductive hearing loss according to Shea and Bauer (1994) is caused by impairment of the outer and middle ear that prevents the transfer of sound to the inner ear. Kirk, Gallagher and Anastasiow (2000) posited that conductive hearing loss reduces the intensity of sound reaching the inner ear.

Gadagbui (2003) in agreement with Shea and Bauer and Kirk, Gallagher and Anastasiow noted that conductive hearing loss starts from the outer ear to the middle ear with hearing loss never exceeding 60-65db. Gadagbui also wrote that conductive hearing loss can be medically or surgically treated.

c) Low vision

Barraga (1986) describes a person with low vision as an individual who has limitation in distance vision but is able to see objects and materials within a few metres away.

Bishop (1971) cited by Ocloo (2000) supports Barraga when the author posit that the child with low vision is the one whose visual condition is such that it interferes with efficient learning but who is still able to use print as his chief medium of learning. World health organization programme advisory group on prevention of blindness which was also cited by Ocloo. (2000) states that a person with low vision is the one who has an impairment of visual functioning even after treatment and or refractive error correction and has visual acuity of less than 6/18 to light perception or a visual field of less that 10° (degrees) from the point of fixation, but uses or is potentially about to use vision for the planning or execution of task.

Avoke, Hayford , Ihenacho and Ocloo (1998) are of the view that the human eye like any other organ in the human body can be affected by diseases, malformation, accidents and hereditary factors and these conditions can impair the integrity of vision in three major ways; and these are visual acuity, colour vision and restriction of field of vision. This means that the individual affected may not see all things in the visual field. The authors further stressed that those who have a visual acuity of better than 20/200 up to 20/70 are considered partially sighted (low vision). General research have shown that visual problems in children are known through four basic means namely, behaviour, appearance, complaints and clinical screening.

Ghana has not been exempted in the situation where low vision children are found in the regular schools. A survey for instance conducted by the Ghana Eye Care Programme of the Ministry of Health (1995) cited by Ocloo (2000) confirmed that Ghana has about 30,000 children of school going age who work with low vision in the schools.

However, Keefe (1995) also identified some factors that can affect how well a person can see. These includes; distance of objects, detail and simplicity of the objects, contrast against the background, colour of the object, whether the objects are still or are moving, position of the object(s) and time available for looking at the object.

The above observation underpins the importance of what have been indicated by Best (1992) when he stated that the need of low vision children demand that they should be assessed to know what the individual child may use in learning situations because children with low vision are not a homogenous group. Teachers need to know that these categories of children are not blind even though some may have to combine visual information with tactile clues in the classroom setting.

Keefe (1995) maintains that the amount and direction of light are important for best visual functioning. The author continued that the amount of light cannot always be changed. A person can move to different position to alter the amount of light from direct sunlight to shade or from a shady area to a bright position. The importance of what have been mentioned by keefe has been stressed by Avoke, Hayford, Ihenacho and Ocloo (1998) that the effects of light vision and the ability to see print or objects which have poor contrast may reveal differences among low vision children. Erwin (1993) cited by Kirk, Gallagher and Anastasiow (2000) emphasis that merely placing the child with low vision within a normal school setting without careful planning and without support personnel will produce no good results.

Programming for Disabilities

Slavin (1987) note that cooperative teaching has been promoted as a means of facilitating the inclusion of students with disabilities into general education classrooms. It can be defined as classroom techniques that involve students in-group learning activities with recognition and reinforcement based on group performance. Slavin (1987) in acknowledging the above writers state that the key feature is that individual students success directly affects the success of other student's. The importance of cooperative teaching was stressed by (Bauwens, Hourcade, and Friends 1989) and Slavin (1987) when they post that cooperative teaching involves a team approach to supporting students within the general classroom by offering the content expertise of the classroom subject combined with certain pedagogical skills of the special education teachers. The writers explained that cooperative teaching can be considered the essence of the movement toward pre-referral interventions because it establishes a vehicle for prevention and correction of learning problems in addition to an alternative vehicle for the remediation of identified deficits. It can be an excellent vehicle for providing general classroom support for students with disabilities as well as other students experiencing learning difficulties. Schniedewind and Salend (1987) mentioned that a variety of formats can be used to implement cooperative learning and these include peer teaching group projects, the jigsaw technique, and student-teams achievement division. In support of what have been mentioned by the above writers Bauwens et al. (1989) also state that complementary instruction team teaching and supportive learning activities are related forms of cooperative teaching.

Wedemeyer and Lehman (1991) Bauwens, Hourcade, and Friends (1989) and Slavin (1987) and Cooke, Heron and Heward (1983) indicated that peer teaching or peer tutoring is a relatively easy system of cooperative learning to manage. This program

can benefit both the students being tutored and the individual providing tutoring. Research clearly indicates that children can effectively teach them other skills.

Further Cooke, Heron and Heward (1983) emphasized that children can be highly effective tutors when the peer tutoring program is highly structure, when there is an emphasis on repetition, when learning reaches mastery levels before the tutee advances, when a review system is incorporate, and when tutors are trained skills to a peer. Thirdly, with a peer-tutoring program, both the content and pairs can be individualized to meet each students needs.

Fourthly, peer tutoring allows for intensive one-to-one instruction without requiring the rest of the class to work on "independent seat work". Fifthly, one-to-one instruction can substantially increase the number of opportunities a child has to give correct responses and receive immediate feedback on those responses. Sixthly, peer tutoring is an excellent tool for successfully mainstreaming handicapped and regular education students can be taught valuable social skills through a structured and positive peer-tutoring program (P.2).

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This section deals with methodology in obtaining information for the research. It involves the research design, population for the study, sample and sampling technique, description of instrument, procedure for the data collection, validity and reliability of instrument, data collection procedure and data analysis.

3.1   Research design

The design is a case study through which teachers at two pilot schools for inclusive education were observed and interviewed to find answer to the research questions raised. Case studies are a strategy for doing research, which involved empirical investigation of a particular phenomenon within its real context using multiple sources of evidences (Robson, 2002). Gall, Gorg and Gall (1996) also indicates that a case study involved an in depth study of instances of a phenomenon in its natural context and from the perspective of the participant involved in the phenomenon. Considering what these authors have said and the intent of this research which is looking into the operation of two inclusive education schools on pilot bases, case study design was deemed appropriate.

3.2   Target Population

The target population for the study consists of all teachers in inclusive schools. Whilst the accessible population is all teachers and pupils of inclusive pilot schools of Nuaso Presbyterian Primary and Mount Mary Demonstration Primary schools. The estimated population is sixty-four (64) participants.

3.3   Sample

The sample for the study was 31 comprising 12 teachers, Six each from the two inclusive schools; Nuaso Presbyterian Primary School at Odumase and Mount Mary Demonstration Primary School, also at Odumase. In addition were 19 pupils, 11 from Nuaso Presbyterian Primary School and 8 from Mount Mary Demonstration Primary School.

3.4   Sampling Technique

Purposive sampling technique was employed in selecting twelve (12) teachers from Nuaso Presbyterian and Mount Mary Demonstration primary schools respectively. In addition were nineteen (19) pupils from the respective inclusive schools; eleven (11) from Nuaso Presbyterian Primary School and eight (8) from Mount Mary Demonstration Primary school. The researcher used purposive sampling as the number of teachers teaching in the inclusive schools at Manya Krobo District because the teachers were not many.

Amoani (2005), Creswell (2005), contend that purposive sampling respondents are hand picked to be included in the sample that is satisfactory in relation to the researcher's need. Amoani further stated that the researcher must pick process that will counter balance each other. Purposive sampling method is adopted when respondent can provide useful information to answer questions for the purpose for which the study is being done (Amoani, 2005).

3.5   Instrumentation

The following instrument was used for the study.

(a) Observation

(b) Interview

(c) Checklist

(a) Observation

Observation of teachers in the classroom and their activities during break and extracurricular was conducted. Observing classroom and extracurricular activities was to enable the researcher find out the kind of activities and interactions that goes on during teaching and learning as well as extracurricular period. It enabled the researcher acquaint herself with the kinds of methods, activities and skills that are used by the teachers to teach special needs children during teaching and learning and the support given them outside the classroom.

Observation was used because it enabled the researcher to obtain information in its primary form, because observation put little or no pressure on the respondents. It gave the researcher the opportunity to verify information obtained with other instrument. Groservon and Rose (2001) cited by Avoke (2005) states that observation is combined with other data collection methods, it can be a useful part of the researcher's battery of techniques. Amoani (2005) also states that observation generally enable the researcher to obtain information in its primary form. Additionally observation gives the researcher the opportunity of recording events spontaneously as they occur and provide data that relates to the typical behavioral situations. In the view of Macmillan and Schumacher (1997) observation also has an advantage of the researcher not worrying about the limitation of self reporting bias, social desirability and the information is not limited to what can be recorded as it occurs naturally.

The observation was a naturalistic one using an observation guide on the following areas; location of schools, classroom activities, out of classroom activities, interaction between teachers and pupils, and extra curricular activities. Avoke (2005) explains

that observation is basically an opportunity of looking for what is happening or has taken place. The observation also enabled the researcher to get the real life in the world of what is practiced in the school; it gave the researcher the opportunity to find out things on the ground personally. For example the observation revealed that most of the teachers do not prepare for the special needs children in the classroom. However, the teachers who have the "deaf" pupils in the class use the blackboard and their own innovations to teach them. Most of the teachers interacted with the pupils as if they were not disabled but few of them did not allow them to approach them and made derogatory remarks for others to laugh during games and gardening sessions.

Frankel and Wallen (2003) indicated that naturalistic observation involves observing individuals in their natural settings. The researcher makes no effort whatsoever to manipulate variables or to control the activities of individuals but simply observes and records what happens at the classroom, out of classroom activities, and the interactions between student and teachers on the playground.

The observations gave the researcher the opportunity to find out things in the setting personally. For instance observation confirmed to the researcher the fact that special needs children in inclusive schools have been accepted by some of their teachers

(b) Interview

A semi-structured interview was conducted for teachers at the inclusive schools. The interview for this study was one-on-one between the researcher and the respondent where the former asked questions and expected a response from the latter. Robson (2003) states that interviews typically involves you as a researcher, asking questions and hopefully receiving answers from people you are interviewing.

Koul (1997) further explains that although the series of questions to be asked and the procedure to be followed are decided upon before hand, the interviewer is largely free to arrange the form and timing of the questions and also the interviewer can rephrase the questions, modify them and add some new questions to the list. The rephrasing and modification of the questions enable the researcher had an in-depth awareness of the facts and detected problems of the interviewee.

(c) Checklist

Ary, Jacobs and Razavieh (2002) states that the simplest device used in data gathering is a checklist. It presents a list of the behaviours that are to be observed. The observer then checks whether each behavior is present or absent. The authors further explained that the behaviours in a checklist should be readily observed. A checklist with responses (yes/no) was used to identify the types of disabilities that exist in the schools of study.

3.6 Pilot Study

A pilot study involving four (4) teachers at an inclusive school was conducted. The four teachers were from Akro Junior High School at Manya Krobo District. The interview was one-on-one lasting twenty minutes each and on different days to find out the efficacy of the interview questions. The researcher realized that some of the interview questions were   beyond the teachers understanding. This therefore guided the researcher to simplify the interview questions to suit the exact level under which the teachers operate in the main study. A period of one and half weeks was used for the pilot study. Observation was made on some of the teachers involved in the teaching of special needs children and the pupils in and outside the classroom, and extra curricular periods, this was done in a friendly manner. The interview took the

form of discussions which questions could be rephrased if necessary. The researcher asked the respondents to comment and recommend suggestions to improve the instrument. This was done to avoid ambiguous statements. According to Creswell (2005) pilot test of interview is a procedure in which a researcher makes changes in an instrument based on the feedback from a smaller group of individuals who complete and evaluate the instrument. Oppenhein (1992) Wilson and McLean (1994) indicate that pilot testing instruments used in data collection in a research performs several functions by principally increasing the reliability, validity and practicality of the interview it thus serves.

3.6   Validity and reliability of instruments

Validity is one of the basic principles of research and it is the ability to produce findings that are in agreement with the theoretical or conceptual values; in order words to produce accurate results and to measure what it is supposed to measure (Sarantakos 1998). A valid measure produces true results that reflect the true situation and condition of environment it is supposed to study.

After the instruments were designed, it was revisited to determine mistakes that might not have been detected during the setting stage. After the researcher has designed the interview questions, the questions were given to colleagues to review and see if they yielded the right responses as related to research questions raised. Ambiguous items were restructured or deleted.

To ensure validity of the findings, respondents views which were recorded manually were read to them to listen. Better sill, those who were not satisfied with what was read to them were provided the opportunity to read the manual version of the transcript to ascertain the themes that was capture in the manual version was the true

reflections of their view. Those perceived as not representing the view of the respondents were restructured and undesirable ones ignored.

Furthermore, validity and reliability was ensured as a variety of instrument like interview and observation was employed in the study. Kerliger (1970) cited in Cohen, Manion and Morrison (2003) suggest interview used in this study perform other function like of validating the other instrument; documents and observation and perform other function like generating data.

3.7   Procedure for data collection

The researcher sent letters to the schools personally, introduced herself and sought permission from the head teachers and discussed what the study was about. At that moment, the interview schedule for the teachers was discussed: including rules, venue and duration for the interview. The researcher met all the teachers and discussed the mission with them and the date and time was agreed upon not to inconvenience them. The researcher also developed observation guide which she use to observe the teachers and children in the school setting. Observation technique was employed to find out what went on in and outside the classroom and especially the type of interaction between teachers and the children with disabilities, teachers attitude towards pupils and pupils activities during extra curricular activities. Cohen and Manion, (1994) citing Bell, (1987) explain that as soon as you have an agreed project outline and have read enough to convenience yourself that the topic is feasible, it is advisable to make a formal, written approach to individuals and organization concerned, outlining your plans. A period of two months was used for data collection, conducting interviews and making observations. Class teachers were asked to tick behaviours under checklists.

3.8   Data Analysis

Data analysis is defined by Creswell, (2005) as a process which involves drawing conclusions and explaining findings in words about a study. Montgomery, (1991) also describe data analysis as a careful examination of collected information in an organized form in order to understand the growing trend in any situation.

Data that was collected from interviews were transcribed and analyzed descriptively using a thematic approach. Inferences from the literature review and other relevant studies and literature were drawn to support findings. The verbatim expressions of some respondents were indicated at some instances. As the study was about inclusive education pilot schools, the researcher summarized and described data from the respondents and came out with a conclusion and some recommendation

3.9 Limitations

Taking into consideration the geographical location of the remaining inclusive education pilot schools and the time available to complete the research, the researcher could not have worked with all the schools hence the choice for Nuaso Presbyterian and Mount Mary Demonstration Primary Schools at the Manya Krobo District in the Eastern Region. Additionally, there was the lack of adequate finance to carry out the study in all the inclusive pilot schools in the country. Thus the researcher has to limit herself to two schools.

Finally logistics such as transport was not at the disposal of the researcher. This could not permit a wide scale study to be conducted in all the schools operating the pilot study.

CHAPTER FOUR

PRESENTATION OF ANALYSIS AND DISCUSSION

Introduction

This chapter deals with the presentation, analysis and the discussion of finding of the study. The findings are presented according to the four main research questions posed to guide the study and the emerging themes within each question.

4.1   Research Question 1

How knowledgeable are teachers of inclusive education before its implementation at Nuaso Presbyterian and Mount Mary Demonstration primary schools?

Concept

Analysis of the interview revealed that all the teachers interviewed did not have any idea of inclusive education before their schools were selected for the pilot study. Some of the teachers involved in the teaching of children with disabilities commented as follows.

> *'I completed training college many years ago so I have no idea about this inclusive education (verbatim expression of a teacher Mount Mary Demonstration Primary School).'*

According to one teacher:

> *'I think the officer in charge of the disabled children should have educated those of us in the classroom on this inclusive education but failed to do so (verbatim expression of a teacher Nuaso Presbyterian Primary School).'*

A comment from another teacher:

> *'No officer came to talk to us*
> *About inclusive education*
> *(verbatim expression of a teacher*
> *Nuaso Presbyterian Primary School)'.*

From the comments stated by the respondents it was evident that the teachers were not conversant with inclusion education before the pilot study took off in the schools.

Teacher's knowledge of inclusive education increases ability to provide modifications for pupils of diverse needs in the same classroom. Also teacher knowledge is a positive contributor to the quality education, and central to the success of inclusion. (De Bettencourt, 1999). The Ministry of Education in Ghana had adopted a train-the trainer approach to in –service professional development at the introduction of inclusive program in regular schools (Ofori-Atta, Worgbeyi and Tay, 1999).

However, It appears this approach has not been effective in providing educators with adequate knowledge for inclusion Such an approach was necessitated by the lack of adequate and sufficient resources needed to organize prolonged training programs. This situation resulted in the implementation of short, less intensive and a large extent single-day training sessions for teachers. Interview revealed that each teacher was giving five day in-service training at Ajumako. The intensity and adequacy of training required to equip teachers for inclusion were clearly lacking in the schools of the study. However, Larrivee (1981) posit that the limited teacher knowledge of inclusion implies a limited capacity on the part of teachers to instruct pupils with disabilities.

Embracing the concept

Even though the teachers did not have any knowledge about inclusion education before the implementation in their schools they embraced the concept after the peripatetic officer had met them as well as the parents of the pupils in the schools and briefed them on the concept.

A teacher remarked:

'The policy is good, some of us can now interact with the disabled pupils. Also both the disabled and nondisabled children play together (verbatim expression of a teacher Nuaso Presbyterian Primary School).'

Another teacher also said:

> *'It has enabled us to understand these disabled pupils*
> *better than before (verbatim expression*
> *of teacher Mount Mary Demonstration*
> *Primary School).'*

The underlying consensus amongst the respondent's show that, the inclusive educational policy have been accepted by the regular classroom teachers, even though they did not initially no about it. Interestingly, Ghana's Educational strategic plan 2015 for example is focused on including all persons with disability in the mainstream by 2015.The ESP is the strategic framework that guides and inform the development of education in the country. The Government of Ghana is to provide equal educational opportunities for children and youth with special needs at pre-tertiary levels to promote access and participation, quality and inclusion (National Report, 2004) Although the teachers did not have any knowledge about inclusion education before the implementation in their school they claim the policy was good because it enabled them to associate themselves with the disabled pupils in and outside the classroom. However, before the national policy of disability bill was passed on education of the disabled in Ghana, the supervisory body for teachers in the Ministry of Education, Ghana Education Service had already adopted inclusive education as educational policy for the country and many inclusive education pilot schools are operating in the country.

Research Question 2

How are teachers prepared for inclusive education at Nuaso Presbyterian and Mount Mary Demonstration Primary Schools?

In-Service Training

It was evident that the teachers were not taken through suggested teaching strategies in inclusive schools only one in-service training was given to a teacher from each of the schools four years ago.

In one of the schools, for instance a particular teacher's statement reflected the general impression in the schools

> *"We were not given any in-service training (verbatim expression of a teacher Nuaso Presbyterian Primary School)"*

In another school, what emerged was that it was only one member of staff who was trained and she also refused to train her colleagues afterwards.

> *"The only teacher who was trained could not train any of us either. (Verbatim expression of a teacher Mount Mary Demonstration Primary School)"*

Some of those who had not had the opportunity of formal training were using their own theories of teaching and innovations.

Some of those who had not had the opportunity of formal training were using their own theories of teaching and innovations.

A teacher remarked:

> *"No in-service training, so I am using my experience to teach them. It helps them to understand what I teach (verbatim expression of a teacher Mount Mary Demonstration Primary School)".*

In general, all teachers were not given in – service training before the pilot study took off. Dessent (1994) is of the view that, the teacher is the main deliverer of educational and therapeutic intervention, it is therefore important that teachers are periodically

updated since this has some influence on their competencies. Schulz and Turnbull, (1984) share the same view when they commented that teacher competency influences social integration in a variety of ways. It is obvious that people are more enthusiastic about engaging in experiences which they feel confident and competent rather than in experiences in which they feel threatened and apt to fail. The teachers were not even sure whether they were on the right path or not. The authors continued to stress that the competence of the teacher can determine whether handicapped students achieve academic success in the classroom and thus receive the status and respect that are outcomes of such success, and lastly the teacher's skill in systematically implementing the students oriented social interventions.

Adding to the above, in-service training is very important in the implementation of new policy. Friends and Bursuck (1996) agree with Dessent (1994) when they reported that before the introduction of any new educational policy, teachers are supposed to be both cognitively and psychologically prepared. Meanwhile, Gadagbui (1996) mentioned that in-service training for teachers can be a desirable improvement in the teaching of hearing impaired children in the regular schools. Schulz and Turnbull, (1984) argued that in-service preparation of staff must be a continuing process rather than a one short affair if it is to have substantial and lasting effect. Another theme emerging was:

Adequate Preparation

The regular classroom teachers were not adequately prepared for the teaching of special needs children. This is a remark from a teacher:

> *"We were not trained to teach these children"*
> *(Comment from a teacher Mount Mary*
> *Demonstration Primary School)"*

From Nuaso Presbyterian Primary School a teacher commented:

> *"An officer met the teachers and parents of the pupils in the school and talked to us. These handicapped have been admitted in the school without training us adequately (verbatim expression from a teacher, Nuaso Presbyterian Primary School)".*

From the above analysis, it is clear that the teachers were not adequately prepared before the implementation of the inclusive education. The importance of teacher preparation towards the teaching of special needs children in the regular schools was stressed when Friends and Bursuck (1996) wrote that when teachers are not well trained for inclusion before inclusion is fully implemented the programme might face a challenge. The ineffectiveness of the classroom teachers was exposed because the teachers lack understanding and knowledge of students with disabilities.

Siegel (1997) indicated that it becomes imperative that the foundation for effective inclusive education is dependent on the content of education programmes for teacher preparation. In other words, the success of inclusive education has a direct relationship with the type of preparation we give to the general classroom teachers. McKleskey, Henry and Axelrod, (1999) noted that training and education are not only critical for successful implementation of inclusion programs but are critical to the development of positive teacher attitudes towards the concept of inclusion. Vaidya and Zaslavsky, (2000) noted that although training positively influences the attitudes teachers hold about inclusion and its implementation, few teachers however report receiving sufficient training on inclusion.

Research Question 3

What attitudes do teachers hold toward the inclusion of pupils with disabilities at Nuaso Presbyterian and Mount Mary Demonstration Primary schools?

Teacher's Attitude

Analysis of the interview and observation made by the researcher during data collection revealed that most of the teachers do not plan and organize their teaching in a way which is responsive to individual needs of the special needs children. They also do not develop differential expectations of different pupils in the classrooms.

A teacher responded as follows:

> *"I do not prepare my work separately for the handicapped pupils and non handicapped pupils Mount Mary Demonstration Primary School)".*
> *(verbatim expression of teacher Mount Mary Demonstration Primary School)".*

Here is another teacher's remark:

> *"It is difficult trying to help all these children at the same time but I am doing my best (verbatim expression of teacher Mount Mary Demonstration Primary School)".*

A teacher from Nuaso Presbyterian Primary however reported differently.

> *"Anytime I am preparing my lesson notes and teaching I have this deaf girl in my class in mind. (comment by a teacher Nuaso Presbyterian Primary school)".*

Another teacher complained:

> *"This is my first time of coming into contact with these groups of children, so you can imagine it (verbatim expression of teacher Nuaso Presbyterian Primary school)"*

It was evident that most of the teachers did not provide individual attention to the special needs children in the classroom, except those teaching the. "deaf pupils" Hayes and Gunn (1988) and Thomas (1985) cited in Padeliadu and Lampropulou, (1997) wrote that several studies have revealed that regular education teachers do not hold

positive attitude towards the inclusion of students with special needs. Bowman (1996), Pastor and Jimenez (1994) wrote that while teachers agree theoretically on the idea of inclusion of persons with disability in regular classrooms, they hold a negative attitude towards its implementation. The writers further indicated that some regular teachers associated the presence of students with disabilities in their class with trouble. In agreement with the above authors Scruggs and Mastropieri (1996) are of the view that teachers hold positive attitude towards the concept of inclusion, but that they hold negative attitudes about the implementation of inclusion programs within their own school. It was realized that generally teachers' lack of association with disabled persons before the pilot study has influenced their behaviour towards the special needs children. Schulz and Turnbull (1984) in citing Thomas (1985) reported that teachers' views of students are a strong force in determining the nature of the interaction between teachers and student and in turn the students achievement.

Furthermore, research studies conducted by Okyere (1999) in Ghana and Nigeria on attitude of classroom teachers including children with disabilities in regular classroom also indicated that most of the teachers had negative attitudes. Macmillan, Jones and Meyers (1976) extant literature indicate that teacher attitudes not only set the tone for the relationship between teachers and handicapped students, but also substantially influenced the attitudes of non-handicapped classmates.

Another theme emerging was:

Extra Curricular Activities

It was evident that while some of the children are excluded from participating in activities with nondisabled children others were included. Teacher's attitude towards expectations of pupils and the extent to which these are communicated are fundamentally important.

According to one teacher,

> *"I allow the pupils to play football, fetch water, weed in the school garden, take part in sports and games and even converse with them, I mean those in my class (verbatim expression of teacher Mount Mary Demonstration Primary School)".*

Another teacher commented,

> *"I don't have any problem interacting with them outside the classroom activities. My niece who drools is at the special school at Battor (expression by a teacher Nuaso Presbyterian Primary School)".*

In addition a teacher remarked:

> *"Hmm, the truth is that whilst some of us are trying to prevent isolation others are creating barriers by the utterances they make and it is influencing the normal ones too (verbatim expression of teacher Mount Mary Demonstration Primary School)".*

This was a remark from another teacher:

> *"I join the class during other activities outside the classroom. I do interact with them. (comment by a teacher Nuaso Presbyterian Primary School)*

The researcher observed that the teachers who claimed to have constant interaction between them and the children with special needs rather pushed them away when they got nearer them especially when they felt nobody was watching. Some of the teachers made derogatory remarks about the special needs children for others to laugh. Notwithstanding such a critical role of attitudes, knowledge and instruction to successful inclusion, many regular school teachers' attitudes toward inclusion have unfortunately been found often not to be positive. (Avarimidis, Baylis and Burden 2000; Cooke, 2001; Mushoriwa, 2001; Scruggs and Mastropieri; 1996). The successful implementations of inclusive education program is contingent on several key factors, including positive teacher attitudes toward pupils with disabilities and adequate teacher knowledge of inclusion (Avarimidis, et al 2000; Beh – Pajooh, 1992;

Cornoldi, Terreni, Scruggs, Mastropieri; 1998 Leyser, Kapperman and Keller, 1994; Mangope, 2002; Friend and Bursuck, 2002; and Mastropieri and Scruggs 2000). The negative attitudes of some of the teachers goes to confirm what Stephenson (2008) explained that many people without disabilities tend to feel uncomfortable in the presence of a person with a visible disability and react with tension and withdrawal. Orlansky and Heward (1981) argued that the fact that teachers have limited opportunities to develop positive attitudes toward handicapped persons does not mean that they cannot begin to develop them. The authors continued to explain that teachers can examine their attitudes towards children with disabilities in general education classrooms, particularly as a large number of special needs students have moved into the regular school settings. An important strategy for teachers is to get to handicapped people as people.

Research Question 4

What are the types of disabilities that have been identified at Nuaso Presbyterian and Mount Mary Demonstration Primary Schools?

Checklist on Identifying Pupils with Disabilities

ITEMS	RESPONSES	
	YES	NO
Does child have swollen eyelids and inflamed or watery eyes	Yes	
Does child rub eyes excessively, shuts or covers on e eye.	Yes	
Does child have difficulty in reading or work requiring the use of sight at close range and blinks eyes more than usual?	Yes	
Does child squint eyelids or struggle to see.	Yes	
Can child cope with academic work?		No

Does child behave like peers of his/her age?		No
Can child follow one instruction at a time?		No
Does child cap ears when being talked to?		No
Does child perform instructions when asked to?		No
Does child look straight into the eyes when being talked to?	Yes	
Does child respond to conversation?		No
Does child have stiff legs and arms?	Yes	

The checklist indicated some of the children had intellectual difficulties - Down syndrome and others cerebral palsy. The researcher also during that observation identified some learners with cerebral palsy in the schools.

Those pupils with cerebral palsy have the joints of their legs and arms stiff. They have problems balancing their bodies.

Analysis from the checklist confirmed that there were low vision pupils in the inclusive schools. Ghana has not been exempted in the situation where low vision children are found in the regular schools. A survey which was conducted by Ghana Eye Care Programme of the Ministry of Health cited by Ocloo (2000) confirmed that Ghana has about 30,000 children of school going age who work with low vision. However, Keefe (1995) also wrote that some factors can affect how well a person can see. These includes; distance of objects, detail and simplicity of the objects, contrast against the background, colour of the object, whether the objects are still or are moving, position of the object(s) and time available for looking at the object.

Analysis from the checklist confirmed that there were two deaf pupils at Nuaso Presbyterian primary school. Also analysis on pupils' observation in and outside the classroom revealed that the pupils were deaf, consequently relied on their class teachers because of the use of the blackboard. The pupils cannot hear any sound at all.

Heward (1996) indicated that hearing impairment exist when an individual is not sensitive to the sound normally heard by its kind. The inability to hear sound or distinguish among different sounds will result in problems with speech and language development.

Hallahan and Kauffman (1996) explained that people who cannot process linguistic information are classified as deaf and those who cannot designate the point at which people with normal hearing can detect the faintest sound are classified as hard of hearing.

The interview conducted revealed that the pupils were deaf from birth and are siblings. Although Kirk, Gallagher and Anastasiow (2000) mentioned that genetic causes are disorders inherited from one or both of the parents, the parents of these pupils are not hearing impaired.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

This chapter deals with the summary, conclusion and recommendations made based on the findings from the study on Inclusive Education in Two Pilot Schools in Manya Krobo District.

5.1   Summary of study

This study sought to find out:

- How knowledgeable are teachers of inclusive education before its implementations at Nuaso Presbyterian and Mount Mary Demonstration Primary Schools.

- How are teachers prepared for Inclusive education at Nuaso Presby and Mount Mary Demonstration Primary School?

- What attitudes do the teachers hold towards the inclusion of pupils with disabilities at   Nuaso Presbyterian and Mount Mary Demonstration Primary Schools?

- What are the types of disabilities that exist at Nuaso Presbyterian and   Mount Mary Demonstration Primary Schools?

The study involved two inclusive education pilot schools in Manya Krobo District namely; Nuaso Presbyterian and Mount Mary Demonstration Primary Schools. In all thirty one (31) teachers at the inclusive education pilot schools were involved.

There was also an observation on nineteen (19) children, eleven (11) from Nuaso Presbyterian Primary and eight (8) from Mount Mary Demonstration Primary School.

Also pupils interaction with their teachers was observed during class activities and out of classroom activities (assemble periods and break time). Convenient sampling technique was used for the selection of the schools and children whilst purposive sampling was used to select teachers. The researcher personally arranged with the teachers for the interview and observation on children for data collection. The following are the summary of the findings based on the themes which emerged from the study.

Concept

The findings revealed that the teachers had no idea about inclusive education although they were aware of the existence of special schools. Additionally, the findings of the study revealed that all the teachers were not briefed or lectured on what inclusive education is all about. The peripatetic officer met both teachers and learners once and briefed them about admission of special needs children in regular schools.. It was established that most of these teachers could not explain what the inclusive education concept is, even at the time of study. This means, there is no collaboration between the implementers of the policy and teachers.

Embracing the Concept

Findings on the above subject revealed that most of the teachers liked the idea of having special needs children in their classrooms, although a few of them felt uncomfortable with the disabled pupils around them. This was evidence in the way some of the teachers interacted with the special needs pupils when they felt no one was watch and the derogatory remarks they make about them.

In-Service Training

Findings from the study revealed that in-service training was not organized for all the members of staff. It was further revealed that a teacher from each school was selected to attend five (5) days course at Ajumako in the central region by the Special Education Division. The teachers who attended the course returned to their various schools without briefing other members of staff.

Adequate preparation

Teachers were inadequately prepared for the programme. They were not taken through the suggested teaching strategies of any of the disabilities. Some teachers went about their classroom work using the methodologies that they already knew to teach the disabled pupils in the classroom. Findings also revealed that the teachers teaching the 'deaf pupils' do not have formal training; they used their own theories of teaching and innovations to teach them.

Teacher's attitude

The research revealed that teachers were found to hold relatively positive attitudes toward inclusion of pupils with disabilities in the regular school setting. However, few of the teachers have built barriers between them and the disabled pupils preventing some of the special needs children from getting near them. This was usually done by the words they use when they think nobody was around.

Extra curriculum activities – sports and games

Findings on the above subject indicated that the special needs children were not all that discriminated against during sports and games. It was noticed that some of the teachers allowed them to participate for the fun of it yet the disabled children enjoy

this period. Some of the teachers are also of the view that they are incapable because of their disability.

Identified disabilities

A checklist was used to identify the different categories of disabilities in the schools of study. Four of the types of disabilities were paramount among the pupils in the schools. These are intellectual disability, cerebral palsy, low vision and hearing impairment

5.2   Conclusions

What has been gathered from the research is that teachers in inclusive education pilot schools at Manya Krobo District are not well vested in teaching special needs children.

It has been identified that in-service training is not being organized for the teachers as such some of the teachers are either having difficulty teaching or interacting with those disabled children. In general teachers showed relative positive attitude towards inclusion of pupils in the regular school setting, but had limited knowledge of inclusive practices.

5.3   Recommendations

 Based on the findings of the study, the following points are suggested for consideration:

• The teachers should have a day or two observation training to enable them handle the categories of disabilities in the classrooms

• Consistent in-service training should be organized for teachers to enable them manage the pupils with disabilities in and outside the classrooms.

- The Officers of special education should monitor the teachers to enhance effectiveness and prevent negative attitude by the teachers.

- Special education teachers should be attached to the schools operating inclusive education as resource teachers to promote teaching and learning

5.4 Suggestions for future research

Achieving the aim of full implementation of inclusive education as enshrined in Ghana's Educational Strategic Plan 2015, further studies need to be conducted to determine whether adequate training of teachers can help develop the individual child in totality and ease the difficulty of teaching both the disabled and nondisabled simultaneously in the inclusive schools and why there are more disabled pupils in some inclusive schools than others.
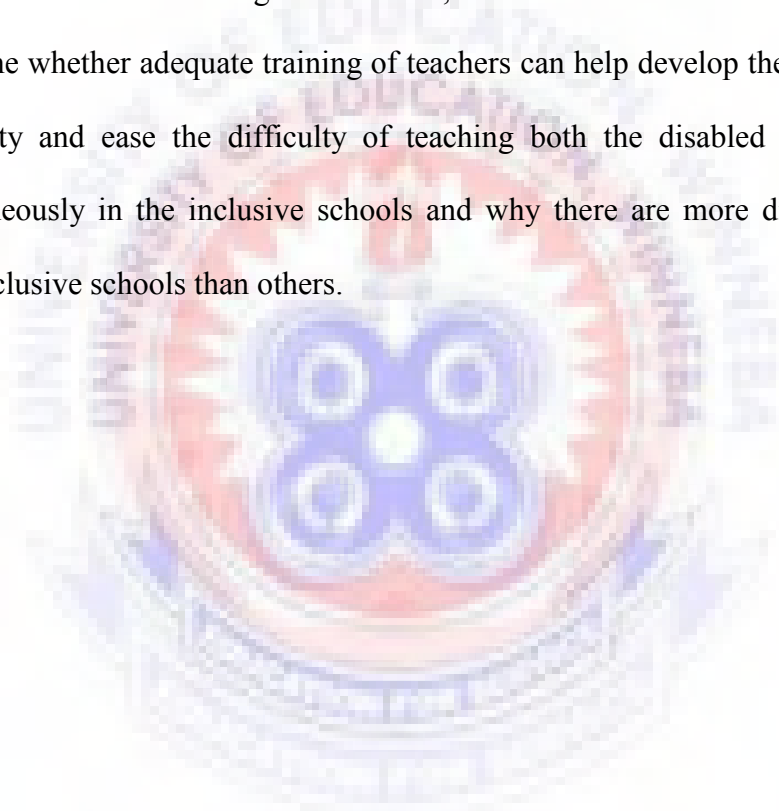
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APPENDIX A

SEMI STRUCTURED INTERVIEW GUIDE FOR TEACHERS

AT NUASO PRESBY PRIMARY AND MOUNT MARY DEMONSTRATION

PRIMARY SCHOOLS

AT MANYA KROBO DISTRICT

School: …………………………………………………………………………..

Region: ……………………….. Class ………………………………………….

Number of years teaching ………………………………………..…………

Interview date: ……………………..Duration ………………………...…

CONCEPT

1. Before the introduction of inclusive education did you have any idea about inclusive education?

2. How do you support inclusive education policy?

   Prompt: To what extent do you support the policy?

TEACHER PREPARATION

1. Were you given any in-service training towards the implementation of inclusive education in your school?

2. Was the in-service training given you enough for you in the teaching of special needs children in your school?

3. Was the in-service training you had conducted by Special Education Department of the University of Education Winneba or Special Education Division?

4. Were you adequately prepared for this inclusive education?

ATTITUDE OF TEACHERS

1.   How do you encourage and support children with special needs?

        Prompt: Were you having the feeling that these special needs children were going to infect you with their disability?

2.   How do you prevent them from feeling isolated and lonely in your school?

3.   When preparing your lesson notes do you have these children in mind?

4.   Have you been using the individual method of teaching in your class?

        Prompt: How is the response?

5.   What are your views concerning the inclusion of special needs children into the general education setting?

6.   What are some of the activities that you encourage the disabled and their peers to do outside the classroom/

        Prompt: How do the Special needs children react during these out of class periods.

IDENTIFIED DISABILITIES

1.   What are some of the disabilities that have been identified in your school?

        Prompt: How are you coping with them?

2.   What are some of the causes of these disabilities?

APPENDIX B

Observation Recording Guide

Variables Location of School	Recording
Class Activities:	
Out of classroom activities	
Interaction between teachers and pupils	
Extra curriculum activities	
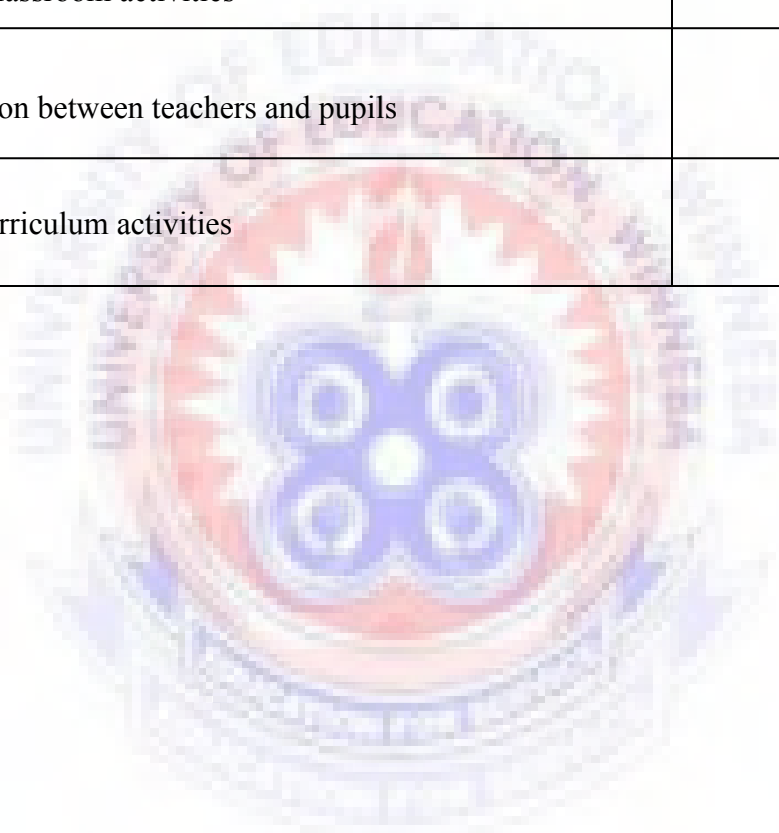
APPENDIX C

Identified Disabilities

School	Disabilities	Number of Pupils
Nuaso Presbyterian Primary School	Deaf	2
	Down Syndrome	3
	Cerebral Palsy	3
	Low Vision	3
Mount Mary Demonstration Primary School	Down Syndrome	3
	Cerebral Palsy	3
	Low Vision	2
Total		**19**