UNIVERSITY OF EDUCATION, WINNEBA

PERCEIVED SCHOOL FACTORS AFFECTING THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN TWO SCHOOLS IN THE EFFUTU MUNICIPALITY, WINNEBA IN THE CENTRAL REGION

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JULY, 2021

DECLARATION

Student's Declaration

I, Seth Opoku, declare that this Thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: ....

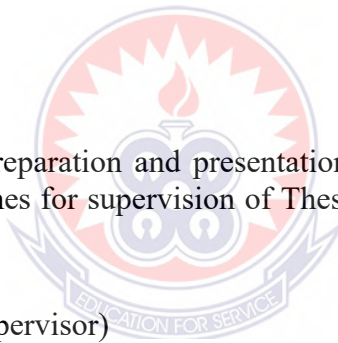Date: ....

Supervisor's Declaration

I, hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Thesis as laid down by the University of Education, Winneba**.**

Dr. Kwame Odei-Tettey (Supervisor)

Signature: ....

Date: ....

DEDICATION

I dedicate this work to my family especially my father, siblings, loved ones and to the staff

of Methodist Rafiki Village Satellite, Winneba.

ACKNOWLEDGEMENTS

I extend my heartfelt gratitude to my research advisors and supervisors, Dr. Kwame Odei-Tettey and Dr. Judith Bampo for their support and patience. Every meeting with them enhanced my understanding and professional growth in research. I would like to acknowledge Prof. Dominic K.D Mensah and Dr. Hinneh Kusi for their assistance in academic work.

Also, special thanks to my parents, my siblings, Abigail Grant-Fyn and Mr. Frederick Amoako of Morovia House, Winneba for their support and encouragement.

My deepest love to all my colleagues in the MPhil class and staff of Methodist Rafiki Satellite, Winneba, especially Seth Opare Asare, I appreciate your contributions to the success of this work.

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GLOSSARY

CEC	Council for Exceptional Children
CRS	Catholic Relief Service
DfID	Department for International Development
EFA	Education for All Progrmme
EMEO	Effutu Municipal Education Office
ERP	Economy Recovery Programme
ESP	Education Strategic Plan
FCUBE	Free Compulsory Universal Basic Education
FUPE	Free Universal Primary Education
GDP	Gross Domestic Product
GER	Gross Enrollment Rate
GES	Ghana Education Service
GET Fund	The Ghana Education Trust Fund
GNAT	Ghana National Association of Teachers
IEP	Individualized Education Plan
JSS	Junior Secondary Schools
MDG	Millennium Developmental Goals
MOE	Ministry of Education
NCSE	National Council of Special Education
NDC	National Democratic Congress
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
NPP	New Patriotic Party
PTAs	Parent-Teacher Associations
PWD	Persons with Disability

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SEN   Special educational Needs

SMCs   School Management Committees

SPED   Special Education Division

TEWU   Teachers and Educational Workers Union

TUC   Ghana Trades Union Congress

UN   United Nations

UNESCO   United Nation Educational, Scientific and Cultural Ogranition

UNIPRA   University Pratice

WHO   World Health Organization

ABSTRACT

This study investigated on the perceived school factors affecting implementation of inclusive education in two schools in the Effutu Municipality, Winneba. It employed a case study, qualitative research designs, grounded in the interpretivist paradigm. A semistructured interview guide and a focus group discussion guide were used to collect data from 10 purposively selected participants, comprising 2 headteachers and 8 teachers from the two selected schools. Data collected was analysed thematically. Among others, the study revealed that the teachers understood what inclusive education policy was about but teachers tend to develop negative attitudes towards the implementation of Inclusive Education due to the child"s condition, limited knowledge and skills as well the school environmental factors. Also, the study revealed that the school environment was not accessible for children with special needs and disabilities. The schools also had limited resources (assistive device and human resources) to support the implementation of Inclusive Education. The study concluded that although teachers were aware of the Inclusive Education Policies in Ghana, they tend to find it difficult to comply. The Government of Ghana, through the Ministry of Education and the Special Education Division (SPED) should make school environment accessible to all persons including those with special educational needs and disabilities and also provide schools practicing inclusive education the needed resources (assistive device and human resources) that will help teachers develop positive attitudes towards children with special education needs in the implementation on inclusive education. Also, in-service training, seminars and workshop should be organized for teachers on regular basis to help teachers develop their social, personal, academic and professional competency on inclusive education.
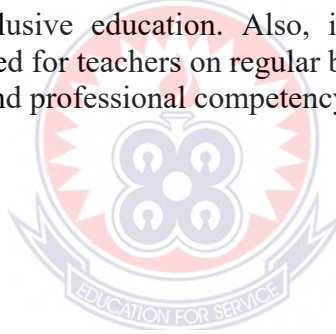
CHAPTER ONE INTRODUCTION

1.1 Background of the study

All over the world education is accepted as the process by which individuals acquire knowledge, skills and attitudes which enable them to develop their facilities in full. The main purpose of education whether formal or informal is to produce a person who will be useful member of a society. Educating people including those with special educational and disabilities will enable them live independently with or without support from their families and society. Persons with disabilities are excluded in all facets of life of which education is not excluded. Inclusion is a new movement towards educating children with special educational needs. Inclusion education is seen as a social movement against exclusion from and in the education.

Historically, according to Ocloo (2002) individuals with special educational needs were exempted from public schools until the arrival of the white Missionaries in Ghana. Prior to the missionaries" arrival the traditional cultural beliefs influence the attitudes of the communities to reject, abuse and kill children with disabilities in Ghana.

He further opined that in 1945 the missionaries established the first segregated school for children with disability. 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 school established in the country.

According to Yepkle and Deku (2011) 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. This shift in paradigm from segregation to inclusive permits students with special

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educational needs to be enrolled full time in regular schools with adequate resource support. This implies that children of mild to moderate special needs will be educated in general inclusion schools alongside their non-disabled counterpart. Prior to the 1990‟s, in Ghana very few students with disabilities were included in regular education classrooms.

At the World Conference on Special Needs Education held in Salamanca, Spain in June 1994, it was noted with concern that very few children with disabilities have access to education, and also millions of adults with disabilities lack even the rudiments of basic education (UNESCO 1994). In line with the Salamanca conference declaration, most of the 92 government‟s representatives who attended the Conference of which Ghana was a signatory reaffirmed their commitment to Education for All (EFA), which set out an overall vision: universal access to education for all children, youth and adults, and promoting equity. This means being proactive in identifying the barriers that many children and youth encounter in accessing educational opportunities and identifying resources needed to overcome those barriers (UNESCO, 2009).

The Salamanca Conference of 1994 gave birth to the international movements towards inclusion of children with disabilities or special educational needs in regular classroom rather than in segregated institutions (Hayford, 2013).

The concept of inclusive education came from the term inclusion, the meaning of which is perplexing in itself. Inclusion means different thing to different people, authorities and professionals in different countries (Hayford, 2013).

According to UNESCO (2009), inclusive education aims at eliminating exclusion that is a consequence of negative attitudes and a lack of response to diversity in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability.

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Inclusive education should not be seen as a marginal issue rather it is a central to the achievement of high-quality education for all learners and the development of more inclusive society. Inclusive education is essential to achieve social equity and is consistent of lifelong learning.

Early efforts at providing education or training for learners with disabilities were through separate special schools (special schools), usually targeting specific impairments, such as the school for the visual impairment, hearing impairment and intellectual disabilities. Inclusion education focused on those groups which in the past have been excluded from educational opportunities. These groups include children living in poverty, those from ethnic and linguistic minorities, girls (in some societies), children from remote areas, those with disabilities or other special educational needs, the gifted and the talented children (Hayford, 2013).

The Government of Ghana has in principle adopted inclusion as its official policy and consequently its educational strategic plan seeks to include all children including those with special educational needs. Ghana‟s Strategic Plan 2015 aimed on educating individuals with disability and special educational needs in the mainstream by 2015. As such some schools are operating the inclusive education on pilot basis until 2015 when it will be fully implemented all over the country (ESP 2003 – 2019). Government is to provide equal educational opportunities for children and youth with special needs at basic school levels to promote access and participation, quality and inclusion . This implies that for inclusion education policy to be successful, school environment should be barrier free in order to accommodate all learners with special educational needs and teachers should also be equip with the necessary skills and knowledge about the inclusion policy to provide

the necessary support services in order to ensure the equity and quality education for persons with special needs.

Inclusion Education has been piloted in Effutu Municipality, Winneba since 2003 in some selected schools which include; UNIPRA South Basic, Presby Primary, D/C Primary and AME Zion Basic School, under the direction of the Special Education Division (SPED) of the Ministry of Education Science and Sports (Vandepuye, 2013).

Currently all basic schools in Winneba are practicing inclusion education. However, almost every regular school in the country has children with SEN receiving education in them. According to the Persons with Disability Act 715 (Government of Ghana, 2006), mandates that no school in the country should reject any child, the only exception being where assessment results show that regular education placement is inappropriate. That is when assessment results reveal that the child''s SEN is severe and would require special school placement. Thus, it is legally binding in every school to enroll children with SEN and to provide quality education for them. Schools must ensure that children with SEN are accepted in class and that their needs are met to ensure their educational success (Vanderpuye, 2013).

According to the Salamanca statement and framework for action and special needs education (1994), developing inclusive schools that cater for a wide range of pupils in both urban and rural areas requires: the articulation of a clear and forceful policy on inclusion together with adequate financial provision, an effective public information effort to combat prejudice and create informed and positive attitudes, an extensive programme of orientation and staff training, and the provision of necessary support services. Changes in all the following aspects of schooling, as well as many others, are necessary to contribute to the success of inclusive schools: curriculum, buildings, school organization, pedagogy,

assessment, staffing, school ethos and extra-curricular activities. In terms of infrastructure/ architectural designs most inclusive school buildings are inaccessible. Many school buildings have no rails and ramps which makes it very difficult for persons with disabilities to have easy access to it. Also, equipment and learning materials are inadequate such as braille text books, mobility sticks, and microscope for enlargement of prints for the blind, hearing aids for the deaf and inappropriate support services for persons with educational needs (Gadagbui, 2006).

A study conducted by Subbey (2018) has revealed that most basic school teachers are unaware of the inclusive policy in Ghana especially those teachers who have been teaching for no more than 25 years (that is long before the concept of inclusion gained acceptance in 1994 and ratified by the United Nations). Most teachers have heard of the term inclusion education but seemed not to be aware of the existence of a policy on the practice of inclusion. Awareness creation about the policy guiding the education of persons with disabilities is vital to the success of inclusive education.

Now the question is, are children with special educational needs been effectively taught in inclusive schooling and if not, what are the school factors that affects the implementation of inclusive education policy in the Effutu Municipality, Winneba.

1.2 Statement of the problem

Currently, Ghana is piloting inclusive education across the country. The piloting began with 35 schools from 10 District Education Directorates of three regions – Greater Accra, Central, and Eastern – at the beginning of the 2003/2004 academic year (Republic of Ghana, 2008). This was expanded to 46 districts in all ten regions (Ministry of Education, 2013, 2015).

All the schools used for piloting IE in Winneba were previously regular schools that enrolled both children with and without special educational needs. Little has been done in order to provide friendly school environment for persons with special educational needs in order to ensure equity and quality in terms of adequately preparing regular classroom teachers, providing adequate teaching and learning facilities, physical accessibilities and resources which is very crucial in educating children with special need in inclusive classroom (Mamah et al., 2011).

It appears that in terms of infrastructural design most school buildings are inaccessible for persons with disabilities. Many school buildings have no rails, pavements and ramps which makes it very difficult for persons with special needs especially the visually impaired and the physical disability to have access to such buildings. Also, equipment and learning materials are inadequate to support persons with special needs. The lack of specialized resources and support services limit the ability of children with special needs to study in the same classrooms as their peers without special needs (Gadagbui, 2003).

Finally, there appears to be the problem of teacher perception of inclusive education. For example, teachers" deficiencies in knowledge about Inclusive Education policy made teachers to label children with special needs and also find it very difficult to adapt the curriculum to suit the needs of children with special needs. Report shows that teachers" negative attitude such as labelling children with special educational needs results in stigmatization either by teachers or peers, this makes individuals with special educational needs stay away from school (Gadagui, 2010). These problems came to light through the observation and interaction between the researcher and teachers during his internship programme at Methodist Primary A and B, Winneba in 2015 and also gave the researcher

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the reasons to investigate the school factors that affects the implementation of inclusive education policy in two schools in the Effutu Municipality, Winneba.

1.3 Purpose of the study

The study sought to investigate the perceived school factors that affect the implementation of inclusive education policy in the two schools in the Effutu Municipality, Winneba.

1.4 Research objectives

The following objectives were formulated:

1. To investigate the nature of the implementation of inclusive education policy in the two schools in the Effutu Municipality, Winneba.

2. To investigate teachers" attitude towards the implementation of inclusive education in the two schools in the Effutu Municipality, Winneba.

3. To assess the physical environment and how it affects the implementation of inclusive education in the two schools in the Effutu Municipality, Winneba.

4. To identify the material resources available to facilitate the implementation of inclusive education in the two schools in the Effutu Municipality, Winneba.

5. To find out whether teachers have developed the competencies for working with persons with special needs in the two schools in the Effutu Municipality, Winneba.

1.5 Research question

The study sought to answer the following research questions:

1. What is the nature of the implementation of inclusive education policy in the two schools in the Effutu Municipality, Winneba?

2. What teacher attitude affects the implementation of Inclusive Education in the two schools in the Effutu Municipality, Winneba?

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3. How does the physical environment affect the implementation of inclusive education in the two selected schools in the Effutu Municipality, Winneba?

4. What resources are available to facilitate the implementation of inclusive education in the two schools in the Effutu Municipality, Winneba?

5. What competency do teachers have to developed for working with persons with special needs in the two schools in Effutu Municipality, Winneba?

1.6 Significance of the study

Results from this study seek to inform policy makers to create a friendly environment for the inclusion of learners with special needs. The study seeks to inform stakeholders like teachers and headteachers to develop positive attitude for students with special needs in an inclusive environment.

In addition, the study also seeks to inform the MOE to provide the necessary resources and adequate funding to schools practicing inclusive education in other to provide the required support services for persons with special needs. This study seeks to inform the MOE to provide mandatory in-service training for all teachers so as for the policy of IE to be effective.

Furthermore, the study seeks to ensure that all institutions that train teachers should offer programs that will adequately prepare teachers in inclusive education system.

The study seeks to inform policy makers to provide seminars and in-service training for teachers who are in the teaching field already to give them confidence that they can do it.

1.7 Limitations of the study

Limitation of the study refers to conditions beyond the researcher"s control that might place challenges on study conclusion and its application to other situations. Limitations are infleunces that the researcher cannot control. They are the shortcomings, conditions or influences that cannot be controlled by the researcher that place restricts on the methodology and conclusions (Best and Kahn, 2016). The main limitation of this study was that data were collected from headteachers and general classroom teachers who are from a restricted geographical area. Therefore, their responds may not be representative of schools in Ghana, the scope of the study could have covered a larger area or more district and given more holistic picture of the issue under study. The time frame for the final presentation of the project, as well as inadequate financial support did not permit for a wide coverage of the study. Due to small sample size, the researcher does not intend to generalize the findings.

1.8 Delimitation of the study

Delimitations are choices made by the researcher which should be mentioned. They describe the boundaries that you have set for the study. The study focused on only two selected basic primary schools in in the Effutu Municipality of Winneba. The head teachers and teachers of public basic primary schools in the two selected schools were the respondents, who were the implementers of IE. Due to the scope of the study, it only focused on inclusion of special needs learners in regular schools. It could not capture all the areas of inclusion in inclusive education.

The study assessed about teachers" attitude towards the implementation of IE, the physical environment of schools in the implementation of IE, resources available to facilitate the

implementation of IE and the competencies teachers have to develop in the implementation of IE.

1.9 Operational definition of terms

The following terms were defined in the context of this study;

Blind: a blind person is one who has no vision or limited light perception.

Children with special needs (challenged) refers to those that experience conditions, barriers or factors that hinder normal learning and development of individuals. These include visual, speech, language, learning, mental visual impairment among others.

Deaf: a deaf person is one whose hearing disability precludes successful processing of linguistic information through audition, with or without a hearing aid

Disability: is an evolving concept that results from the interaction between persons with impairments, attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others.

Handicap: it is a limitation imposed on the individual either by the environment demands or a person"s disability and is related to the individual"s ability to adapt or adjust to those demands.

Inclusion: is seen as a process of addressing and responding to the diversity of needs of all children and youth, through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

Inclusive Classrooms: this refers to a classroom that have multiple levels of learning with appropriate learning tasks and materials.

Inclusive Education: means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic, gender or cultural minorities and children from other disadvantaged or marginalized areas or groups.

Integration: refers to an arrangement where the challenged child attends the same school with peers in the same neighborhood but is confined to a special room/unit. He/she only interacts with able peers during co-curricular activities

People with Disabilities: are those who have long-term physical, mental, intellectual or Sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.

Special needs education: refers to an education with appropriate modification in curricula, teaching methods, educational resources, medium of communication or the learning environment in order to cater for individual difference

Special education needs: refer to learning needs which may not ordinarily be met by regular services of mainstream educational institution

Influence: refers to the capacity to have an effect on something else.

Impairment: it refers to any loss or abnormality of psychological, physiological or anatomical structure of functioning (impairment and disability connote the same idea)

Implementation: refers to put into practical effect of an educational system in order to produce the intended result and objectives of the educational system.

School factors: refers to the characteristics of the school that may influence inclusive education.

Segregation: this refers to a situation where schools a purposely build for persons with special educational needs.

1.10 Organization of the study

The study is organized in five chapters. Chapter one deals with the introduction comprising of the background of the study, statement of the problem, purpose of the study, objectives of the study, questions of the study, significance of the study, limitation of the study, delimitation of the study, definition of significance terms and organization of the study

Chapter two includes the literature review comprising of introduction, theoretical framework, education in the colonial era, education in the post-colonial era, current state of education in Ghana, the concept of inclusive education, teachers" attitude towards inclusive education, physical environment of inclusive schools and resources available for the implementation of inclusive education.

Chapter three covers the research methodology and includes the philosophical approach, research approach, rational for the research approach, population, sample size and sampling procedures, research instruments, data collection procedures, analysis techniques and ethical considerations. Chapter four deals with data analysis, interpretation and discussions.

Chapter five is summary of the research findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical framework of this study which is consisted with the aid of varied perspectives on the subject of inclusive education. The basics discussed are based on the under listed concepts that are derived from the research questions:

   i.   Education in the colonial era ii.

        Education in the post-colonial era.

  iii.   Current state of education in Ghana.

  iv.   The concept of inclusive education

   v.   Teachers" attitude towards the implementation of IE

  vi.   Physical environment of inclusive schools.

 vii.   Resources available for the implementation of IE. viii.   Teachers"

competence for inclusive education.

2.1 Theoretical Framework

As noted, the idea of IE is mainly to ensure quality and equitable access, participation and engagement of all learners irrespective to their race, culture, gender, disability and among others. In order to achieve this, school factors that causes barrier in the environment, learning and social interaction in the implementation of inclusive education should be eliminated.

As a study attempting to assess school factors affecting the implementation of IE, it is premised on the Social Model of Disability. The social model of disability, therefore, breaks the causal link between impairment and disability (Oliver and Barnes, 2012). The social model of disability was advocated by People with Disability (PWD), the

sociological perspectives, is of the view that "disability" is not caused by impairment but by social organizational barriers (structural and attitudinal) that people with impairment (physical, intellectual, and sensory) face in society (Oliver, 1990; Thomas, 2008). Avoke (2002) stated that the social model views social restrictions for the disabled as consequence for their dysfunction. It is the social systems or set ups that act as a barrier to the participation of the disabled. From their viewpoints, disability is caused by the failure of society to respond or accept individual differences and welcome people with different abilities by providing services and modifying aspects of society to enable full participation of persons with disabilities in all areas of social life (Oliver, 1990; Oliver and Barnes, 2012; World Health Organization [WHO], 2001).

The social model of disability considers the environment which has disabled the individual not the condition. This in turn affects the person`s academic work and performance as well as the service provisions put in place for them

This model encourages the society to view the issue of including the Persons with Disabilities from a human right and equality perspective rather than a focus on the PWDs as faulty. In an inclusive setting, it is the school"s responsibility to re-adjust or rearrange the environment to suit the learner"s need but not the learners to adjust to meet the school"s requirements. Persons with disabilities are not required to meet the school standards rather the school should meet the needs of all children.

According to Kamene (2009), within the social mode theory there are three barriers which include; environment, social and economic. The environment disables impaired people by not being accessible enough for them to move function and communicate as effectively as people without impairments. A great deal of environment is designed by non-impaired people for non-impaired living for example a person in a wheelchair is

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only disabled if the environment is not designed for wheelchair. The school environment does not have ramps, rails and pavements at their appropriate places to make the environment conducive for persons with disability.

Economically society does not provide the same opportunity to people with impairment this starts at school and continues throughout ones" career. Disable people are more than twice as like as non-disabled people to have no qualifications and only about half of impaired people of working age who can work are in work, compared with 80 percent of non-disabled people of working age. At school lessons are designed for non-impaired people using environment and teaching methods that are not suitable for some individuals with impairments. In most schools there are inadequate assistive devices such as hearing aids, brailles, Headphone, hearing aid, Amplified telephone, hearing loop and many other which does not enable persons with disability to understand concepts in class as their peers without disability. Most often the costs of these assistive devices are very expensive for an individual to afford
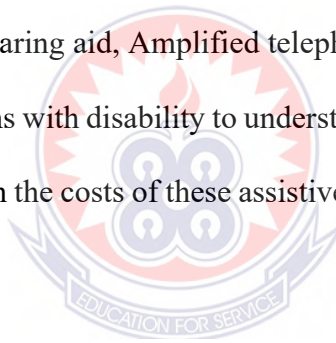
According Swain, Finkelstein, French and Oliver, (1993) as cited by Kamene (2009), culturally society lets impaired people down because of their prejudicial views and negative shared attitudes of non-impaired community towards people with physical and psychological impairments. Prejudice is associated with the recognition of differences and disabled are not seen as normal in the eyes of the non-disabled people. For instance, in the school environment some teachers" and students without disability show negative attitude towards individual with special education needs due to their condition. With the social model, society and people must change attitudes and perception about persons with disabilities.

Inclusive education is based on the social model and demands the adaptation of the existing regular education school system to include everyone, celebrate difference, support learning, respond to individual needs and combat discriminatory attitudes (UNESCO, 2009, 1994).

The social model theory is applicable to this study because implementation of IE in schools depend on how well school factors such as the physical environment and resources have been modified and adapted to meet the needs of the SNE learners. This makes SNE learner to achieve his/her full potential in life since disability it is not inability

2.2 Ghanaian education in the colonial era.

This section discusses about Ghanaian education system during the colonial era According to Oduro (2000), at independence, Ghana had a relatively good educational system. The only weakness of that system was its huge colonial imprints. That system was criticized for not being responsive enough to the unique developmental challenges that faced the country at the time. This necessitated the need for major reforms so that education at all levels would meet the developmental aspirations of the country. Formal education in Ghana dates back to 1592. The current educational system is therefore an outcome of several decades of transformation from a structure inherited from the missionaries and the British colonial administration.

During the colonial period, the focus of education was on spreading the gospel and creating an elite group to run the colony. As was the case in many other colonies, education in the Gold Coast began with colonial administrators and the merchant setting up schools in their forts and castles to educate the children (mulatto) they have had with native women. Christian missionaries were very instrumental in the introduction of

formal education in Ghana. They needed well-educated local assistants to spread the gospel.

By 1874, before the British took full authority of the Gold Coast as crown colony, the missionaries had already established a number of mission schools particularly in the southern part of the country. For instance, by 1881, more than 139 schools had been established with an enrolment of about 5,000 students. Thirteen years later, the Basel missionaries established a Teacher Training College, 3 grammar schools, 7 boarding schools and 98 day schools.

During that period, there was a wide variation in the educational system in terms of curriculum and management of the schools. This prompted the authorities to draw up plans in 1882 to guide or standardize educational development in the country. As a result, the proposed targets for the development of education were set in 1918 by Sir Hugh Clifford. They included the following:

1. Primary education for every African boy and girl;
2. A training college for teachers in every province;
3. Improved salaries for teachers; and
4. A royal college to improve access to education

The authorities instituted a poll tax in 1852 to expand educational facilities. But the measure became unpopular and was abolished after nine years of its implementation. Several industrial schools were established, focusing on technical and agricultural education. At the Prince of Wales College scholarships were awarded to students to continue their studies in British universities. A separate department of education was created to take charge of education in the neglected northern territories.

In the early part of the 1930s emphasis was placed on the training of teachers by the government. This additional impetus to education development can be traced to

Governor Guggisberg"s ten-year Development Plan, announced in 1919, in which education was given a special place. His policies did not only stress the need for improved teacher training, vocational training, and equal education for girls but also Europeans were replaced with well-educated Africans in many administrative set ups in the Gold Coast. Even though English remained the principal language of instruction in the school system, local languages (vernacular) were also allowed in primary schools. Textbooks were published in some local languages. It is clear from the foregoing that the colonial administration laid a solid foundation for the development of formal education in Ghana. By the 1950s there were about 3000 primary and secondary schools in Ghana and about seven percent of the population of 4.2 million was in school.

2.3 Education in the post-independence era.

According to Oduro (2000), post-independence education was given a further boost by the Nkrumah Government. Nkrumah saw education as the key to national development. Nkrumah introduced the policy of education for all. Basic education was made free and compulsory by the Education Act, 1961 (Act 87) which made education compulsory and free. There were free textbooks for all students and local education authorities were created and charged with the responsibility for buildings, equipment and maintenance for primary schools (Asiedu-Akrofi, 1982). The objective was to bring about Free Universal Primary Education (FUPE). The pre-university system of education at this period was structured as follows: 6 years of primary education; 4 years of middle level education; 5 years of secondary education and 2 years of sixth form education (i.e., the 6-4-5-2 system). This was followed by four years of university education for those who qualified to enter the university. Students, who could not qualify for sixth form, could proceed to do two years

of pre-vocational or three years of post-secondary training college. There was a dramatic increase in the number of elementary and secondary schools as well as in enrolment during the reign of Kwame Nkrumah. Between 1951 and 1961, the number of schools had increased from 571,580 to 875,980 (a 53 percent increase). Within the same period the number of secondary schools increased almost six-fold from 12 to 68, while the number of training colleges nearly doubled from 19 to 32. Primary and middle schools together increased fivefold from 1,592 to 7,660. The phenomenal growth in the number of schools led to an equally phenomenal increase in school enrolment. For instance, in 1961, the total enrolment for secondary schools and training colleges were 19,143 and 4,552 respectively. But the system of education was said to be too long and academic. These concerns led to some educational reforms in 1974 with the introduction of the Junior Secondary Schools (JSS). The JSS brought with it practical subjects allowing students to acquire occupational skills. The JSS system started on a trial basis and never survived the experimental phase due to a number of challenges. The challenges included the severe economic decline in the 1970s, bureaucracy and sheer lack of political interests in the system. Between the mid-1970s and the early 1980s the Ghana education system was in a state of crisis and had begun to slip slowly into decline prompting several commissions of inquiry. Apart from disruptions by military coups, the system was challenged with drastic reduction in government financing, lack of educational materials, deterioration of educational infrastructure, low enrolment levels and high dropout rates. According to White (2004) in the World Bank Report, between

1976 and 1983, Ghana‟s education sector budget as a share of GDP, declined from 6.4 to 1.4 percent. The poor conditions at home led to a large scale exodus of qualified teachers to Nigeria where new found oil wealth was funding a rapid expansion of basic education.

Consequently, untrained teachers filled the places of those who left. According to Colclough with Lewin, (1993) there was a steady fall in gross enrolment ratios from 80 percent in 1980 to 70% in 1987.

In 1987, education was further reformed based largely on the recommendations of the Dzobo Commission and with assistance from various development partners such as the World Bank and UK Department for International Development (DfID) The 1987 reform which formed part of the economy recovery programme (ERP) described as one of the most ambitious programmes of educational reforms in sub-Saharan Africa. The 1987 reforms re-introduced the Junior Secondary School system and made it a nationwide educational system and replaced the 6-4-5-2 pre-tertiary school system with 6-3-3 (i.e., 6 years of primary education, 3 years of junior secondary and 3 years of senior secondary) thus shortening pre-tertiary education from 17 to 12 years.

In 1996, ten years after the implementation of the new system, government introduced an education sector policy known as "Free Compulsory Universal Basic Education (FCUBE)". The FCUBE programme was an effort to ensure that all school-age children received free quality basic education. The FCUBE created the framework for donor support to education through a coordinated sector programme, and brought about educational decentralization with greater recognition of the important role of community participation in the management of schools through School Management Committees (SMCs) and Parent-Teacher Associations (PTAs).

Thus, there have been three major educational reforms in the post-independence era - 1961, 1967 and 1987. There have also been several reviews of the education system. They include the reviews in 1966, 1974, 1993, 2002 and the most recent one in 2008.

2.4 Current state of education in Ghana

Currently, Ghana has the 6-3-3 pre-tertiary system (i.e., 6 years of primary education, 3 years of Junior High School education, 3 years of Senior High School education) and 4 years of University (Bachelor's) education. Students who pass the SHS examination can also pursue courses at the polytechnics and teacher training colleges. The search for an 'ideal' education system for Ghana has, however, remained elusive. The government of Ghana, under the leadership of the New Patriotic Party (NPP) proposed changes in the education system in August 2007. A new 6-3-4 pre-tertiary system was introduced in 2008 (i.e., 6 years of primary; 3 years of Junior High School and 3 years of Senior High School). Key among the reforms was the shift from 3 to 4 years of secondary education as well as the focus on technical and vocational education. But these changes were reversed by the NDC Government in 2009 even before they were implemented.

Broadly, the existing national educational system is made up of two components: Pre-tertiary and higher education. The pre-tertiary education is subdivided into: pre-school education (below 6 years); primary education (6-12years); junior secondary education (13 years and above); and senior secondary/technical/vocational education. As the foregoing shows, the education system in Ghana has undergone many changes since independence. The last two decades alone have witnessed series of initiatives with the support of some development partners. These initiatives have all aimed at addressing inequities in the educational system and to improve overall quality of educational outcomes. While a number of policy reforms and interventions (e.g., capitation grant, school feeding and Free Compulsory Universal Basic Education (FCUBE) have improved access to education for the school-age population across the country, instructional quality, student achievement, teacher motivation and retention remain critical challenges.

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Over the last decade, there has been some improvement in physical infrastructure for schools. Enrolment at most levels has also increased significantly partly as a result of some of these policies and interventions. For instance, between 2003 and 2006 the Gross Enrollment Rate (GER) at the primary school level increased from 87 percent to 92 percent. Gross enrollment at the secondary level increased from 73 percent to 77 percent. Currently (in 2009), the gross enrolment at the primary level stands at about 95 percent. Net enrolment rate (NER) has also witnessed significant improvements in the past two decades.

Despite the increase in physical infrastructure (i.e., the number of educational institutions) and improved access to education, the critical issue has always been inadequate resources for the education sector. Schools at all levels of education continue to lack the very basic and essential inputs such as textbooks which are necessary for effective teaching and learning. School buildings and their contents – furniture and equipment – are often left in dilapidated conditions. Above all, the poor teacher motivation and shortage of teachers still exist at all the levels of education. The proportion of Gross Domestic Product (GDP) devoted to education declined from 6.4 percent in 1976 to about 1.0 percent in 1983 before increasing to 1.7 percent in 1985 (World Bank, 1996). But the situation has improved significantly after the 1987 educational reform which was considered as the most fundamental reform ever undertaken in the educational system after independence. For instance, for the period between 2000 and 2005, public expenditure on education increased from 3.8 percent of GDP to 5.6 percent. In 2006, central government allocation to the education sector increased further to 7.2 percent of GDP but fell to 5.9 percent in 2008. Government's desire for improved educational outcome is also reflected in the increased resource allocations to the education sector compared to other sectors.

2.5 The nature of inclusive education

This section discusses about the concept of inclusion education, the benefits of inclusion education to children with special educational needs, children without special educational needs and some of the challenges that hinders the implementation of inclusive education.

Inclusive education was introduced into the education system with the notion that students with special educational needs and disabilities were marginalized, discriminated and excluded from receiving regular education due to their disabled condition and misunderstandings about what a disabling condition meant in terms of learning ability from a classroom context (Ainscow and César, 2006).

According to Florian (1998) there are many definitions of inclusion put forward in multiple contexts, and that no single definition had been universally accepted. However, authors and organizations have placed their own lens on what they describe or justify as practices of inclusion thereby underlining „the dilemmas of generating a vocabulary for and theory of inclusive educational practice‟ (Slee, 2001).

The definitions of inclusion differ in their focus. Some emphasize on rights; others emphasize values and community while others focus on school capacity to cater for difference. This study is basically going to focus on school capacity to cater for differences.

According to UNESCO (1994) inclusive education is a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education. This means that inclusive education helps to remove the barriers in education which limits children to function effectively on the school environment. Formally, school environments were not user friendly in terms of building infrastructures, teaching and learning materials and support services were not also

made available for persons with special needs and also negative attitudes from their peers without disabilities and teachers which does not allow persons with special educational needs to participate fully in the school environment.

In addition to that, according to Ajuwon (2008), the Centre of Excellence for Research in Inclusive Education defined inclusive education as an "education system for all to participate and achieve based on the notions of human rights, respect and equity". The idea of Inclusive education is to break the negative school factors surrounding the notion of disability as a problem and to accept all students with special educational needs and disability in the mainstream classes as much as possible, they can both benefit fully in the regular education system.

Furthermore, an international definition of inclusion provided as the Salamanca Conference Resolution in Inclusion International (2009) stated that: we understand inclusive education to be the process where mainstream schools and early years setting are transformed so that all children/students are supported to meet their academic and social potentials and which involves removing barriers in environment, communication, curriculum, teaching, socialization and assessment at all levels (Inclusion International, 2009). Thus, inclusive education aims to remove all school barriers that serve as obstacles for persons with special educational needs and disability in order to improve equity and quality.

Supported by the Ghana"s IE Policy (2013), inclusive education approach is to create an education system that is responsive to learner diversity and to ensure that all learners have the best possible opportunities to learn.

Moreover, the Centre for Studies in Inclusive Education define inclusion as all children and young people – with and without disabilities or difficulties – learning together in ordinary pre-school provision, schools, colleges and universities with appropriate networks of support. Inclusion means enabling all students to participate fully in the life and work of mainstream settings, whatever their needs. There are many different ways of achieving this and an inclusive timetable might look different for each student (CSIE, 2002). This emphasis, therefore, is on the dynamic and evolving nature of inclusive educational practices. It also reframes inclusion as an issue of school reform and school development rather than a process of fitting children into existing structures.

In order to promote a successful implementation of inclusive education for students with special needs in regular classrooms a number of provisions should be provided and be made available in order to suit their needs which include the following: accepting special need students into the school without any discrimination; creating a conducive learning environment; giving teachers the necessary knowledge and skills to teach students with diverse needs; and providing them with the necessary learning and teaching materials that will facilitate learning. To achieve this goal, teachers and pupils also have to develop positive social skills, ethical values and empathic abilities among peers in mainstream classrooms to eradicate negative attitudes of able people towards disabled people (Schmidt and Čagran, 2006).

To crown it all, inclusive education is when schools are transformed from their traditional setups to meet the educational needs of all students in order to cater for individual differences. The aim of inclusive education is to remove all negative school factors such as negative teachers‟ attitude, physical inaccessibility of the school environment,

inadequate resources and among others in order to enhance the smooth implementation of inclusive education in schools.

2.5.1 Rationale for inclusive education

The most compelling rationale for inclusive education is based on fundamental human rights. The human rights movement resulted ultimately in the imperative to value and treats everyone equally and according to need. Education is a fundamental human right, as enshrined in the Universal Declaration of Human Rights (United Nations, 1948). Children with or without disabilities have the same rights to educational opportunities under the United Nations Convention on the Rights of the Child (United Nations, 1989).

Segregated education is viewed as potentially violating the students" rights to appropriate inclusive education in their own local area. It may also limit their capacity to benefit from educational opportunities in the future. The aim of inclusive education is to bring all children together under the same school environment irrespective to their disability, race, ethnical background, gender and many others,
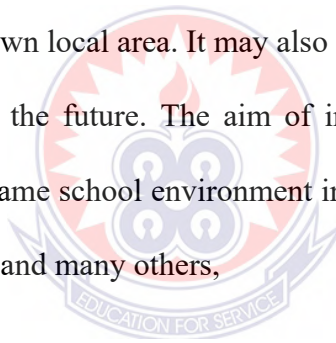
2.5.2 Principles of inclusive education

At the core of inclusion is the principle that students with special or additional learning needs or disability belong in mainstream education. The fundamental principle of an inclusive school is that all children should learn together, regardless of any difficulties or differences. To be an inclusive school, therefore, means that the school accommodates the needs of all students and welcomes diversity as a way to enrich learning for everyone. To exclude a student because of a particular disabling condition is to diminish not only the student but also the enriched learning that can take place within the school community. The underpinning principle of inclusive education is that all children and young people, with and without disabilities or other special needs, are learning effectively together in

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ordinary mainstream schools, with appropriate networks of support. This principle means that we enable all students to participate fully in the life and work of mainstream settings, whatever their needs. There are many different ways of achieving this and inclusion may take different forms for individual students (Ghana"s IE Policy, 2013).

2.5.3 The inclusive education policy

An educational policy in this sense refers to a plan of action for guiding, directing or administering affairs to achieve a set of target or goal in education for children. Policies are therefore goal – motivated and goal- targeted (Yekple and Deku, 2011). Ghana fully endorses and supports the Education for All initiative through national and international commitments and committed itself through signing the UN Convention on the Rights of Persons with Disabilities and the Salamanca Accord among others. The national and international commitments are show in the table below:

Table 2.1: Inclusive education policies

National commitment	International commitment
The 1992 Constitution of Republic of Ghana	World declaration for education for all (1990)
The Children"s Act, 1998	Standard Rules on the Equalization of Opportunities of Persons with Disabilities (UN, 1993)
The Disability Act, 2006	Salamanca Statement and Framework for Action (UNESCO, 1994
The Educational Act 2008	UN Convention on the Rights of the Child (CRC)(1998)
The National Youth Policy, 2010	Flagship initiative
The Education Strategic Plan 2010-2020	The Millennium development
	The Dakar frame work for action
	UN Convention on the Rights of Persons with Disabilities (2006)

Source: Draft IE Policy, (2013).

National commitments

In Ghana, there are several policies issues championed by various governments towards access and enrollment of children in education. Some of these major policy initiatives for education are discussed as follows:

a) **The Constitution of the Republic of Ghana (1992)**

Article 25 (1) states that all persons shall have the right to equal educational opportunities and facilities, with a view of achieving the full realization of that right: basic education shall be free, compulsory and available to all. According to article 27 (3), women shall be guaranteed equal rights to training without any impediments from any person.

b) **The Education Strategic Plan (2010-2020)**

The Education Strategic Plan stipulates that, the Ministry of Education shall ―provide education for those with physical and mental impairments, orphans, and those who are slow or fast learners, by including them, wherever possible, within the mainstream formal system or, only when considered necessary, within special units or schools.

c) **The Education Act 778, (2008)**

The objective of Act 778 enacted in 2008, is to provide for the establishment of an educational system intended to produce well-balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes. Lift deleted to implementation strategies.

d) **The National Youth Policy of 2010**

The theme of the National Youth Policy is towards an empowered youth, impacting positively on national development‖. The purpose of the policy is to empower and

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actively involve the youth of Ghana in productive activities; to enable each Ghanaian youth to develop his or her full potential and self-esteem and; to inspire the youth to develop the aptitude for creativity, innovation and self-discovery in improving their quality of life.

International commitments

Reaffirming the right to education of every child due to the long historical neglect and expulsion, has led to many international declarations enjoining all nations in the world to improve access to education for majority of those with special needs still unreached (Yekple and Deku, 2011). Ghana has ascribed to the following international conventions:

a) **United Nations Convention on the Rights of the Child (1990)**

Ghana was among the first countries to ratify the United Nations Convention on the Rights of the Child (CRC) in February, 1990. Thus, Ghana has pledged its commitment to ensure that all children are given the opportunity to exercise their rights.

b) **UN Convention on the Rights of Persons with Disabilities (2006)**

This convention for which Ghana has ascribed to requires all member states (including Ghana) to ensure equal access to primary and secondary education, vocational training, adult education and lifelong learning for all.

c) **The Dakar Framework for Action**

The Dakar Framework for Action, according to UNESCO (2009), paved the way for inclusive education as one of the main strategies to address the challenges of marginalization and exclusion in response to the fundamental principle of EFA, which demanded that all children, youth and adults should have the opportunity to learn.

d) **World Declaration on Education for All Jomtien (1990)**

The 1990 World Declaration on Education for All, adopted in Jomtein, Thailand, set out an overall vision to universalize access to education and promote equity by ensuring girls, women and other under -served groups gain access to education.

e) **Standard Rules on the Equalization of Opportunities of Persons with Disabilities (UN, 1993):** By this commitment, Ghana is expected to ensure that all obstacles to full participation are identified and remove. Three important objectives of the Standard Rules are:

i. To achieve full participation and equal opportunities; ii.

To identify and remove remaining obstacles and; iii.

Governments are responsible for the necessary measures.

f) **Salamanca Statement and Framework for action (UNESCO, 1994)**

The Salamanca Statement on Principles, Policy and Practice in Special Needs Education‖ (UNESCO, 1994) provides a framework and guidance on developing inclusive education internationally. It enjoins Ghana to:

i.   Design and implement educational programmes implemented to take into account the wide diversity of these characteristics and needs.

ii. Ensure that persons with special educational needs have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting these needs.

g) **Dakar Framework for action (UNESCO, 2000)**

The Dakar Framework for Action affirms the international community‟s

collective commitment to pursue a broad -based strategy for ensuring that the basic learning needs of every child; youth and adult are met within a generation and sustained thereafter. Hence Government of Ghana is expected to

h) **The Millennium Development Goals**

The new international targets outlined in the Millennium Development Goals (MDGs) include access to and completion of Universal Primary Education by 2015. However, if marginalized groups of learners, such as those with disabilities, continue to be excluded from primary education, it will not be possible for countries to achieve the MDG on education.

2.5.4 Benefits of inclusive education.

Inclusion of children with special education needs together with their peers without special education needs is of great importance to both the children in the classroom.

According to Tuggar (2014), the inclusion of children with special needs among their peers without special educational needs is of great significant. Among the benefits of IE to children with and without SENs include:

Firstly, promotion of friendship among both students. Thus, promotes greater interaction between children with and without SENs, as in children without SENs name the feelings in their mind that being with those with SENs improve their self-concept, increase their social awareness and acceptance of others and also reduced their fear of human differences. Both children are able to interact with one another and also develop a sense of belonging among each other.

In addition, it increases achievement of individualized educational programme goals. IEP designs for students with SENs helps to identify their strength and weakness in a particular area and this helps to improve students‟ area of their weakness such as communication and social skills, increasing positive peer interaction, educational outcomes and also post school adjustment. It also helps individuals with SENs appreciate and accept their differences and do have the feelings of one another such as they have care, love and feelings of accommodating each other. Thus, the IEP helps to build the individual confidence in his/her area of confidence.

Moreover, it increases student- staff collaboration. Inclusion education does not involve only one classroom teacher always standing in front of the marker board such as what happens in the regular school but involves a multidisciplinary team that is a group of professionals from various fields. Inclusion settings allow children with SENs to interact with their peers and also in classroom settings. In inclusive settings, there are many staff supported services which will help the individual with SENs to act independently in the classroom settings such as the support from the school nurse, behavioral therapist, audiologist and many others. Collaboration with these therapists will help the teacher use interventions strategist an increase students‟ needs within school settings and enhance teacher‟s independence. Thus, the classroom teacher will be equipped with the necessary skills and adopt the requisite strategies for each learner with special educational needs.

On the other hand, inclusive education is also of benefit to children without special educational needs. According to Kusuma and Ramadevi (2013) revealed some of the benefit of inclusive education children without special educational needs include:

a. Children without disabilities or giftedness can benefit from improved instructional technologies in the classroom.

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b. They can be benefited from increased funds in the classroom. These funds can be used in a variety of ways to provide additional learning experiences that benefit all children such as guest speakers outside of the school.

c. These children are benefit from higher classroom staff ratios like additional staff and specialist teachers" or paraprofessionals.

d. They involve in peer-tutoring situations this can benefit from improved selfesteem and mastery of academic content.

e. They can have the opportunity to learn additional skills such as braille or sign language.

f. They can learn to value and respect children with diverse abilities in inclusive classrooms.

2.5.5 Challenges of inclusive education

According to Ofori A. E. (2018), there are some factors that disrupt the implementing and the practice of inclusive education for the various stakeholders such as the government, teachers, parents and also children with SENs and disabilities. Among some of these factors may include;

Firstly, parents and societies negative attitudes. In order for the implementation of inclusive education to be easy, parents and societies must first develop positive attitudes among their children with disabilities as many of them may find it very difficult to show up their children with SENs in the community because of the stress they will go through (Tchintcharauli and Javakhishvili, 2017). In Ghana, most families see the birth of children with disability as a misfortune and as such, do not tolerate them (Yepkle and Deku, 2011). Therefore, it is very important for authorities to educate the parents and the society as a

whole about the policy of inclusive education and its importance in other to encourage them to send their wards with SENs to school. A study conducted by

Gadagbui (2010) has also revealed that most parents also do not allow their children to play with individuals with disability because of the fear that their children will be affected by the disability.

In addition, teachers" negative attitude. Another challenge that affects the implementation of inclusive education is teachers" negative attitude. Teachers with negative attitude about children with SENs tend to label teachers who teach student in the mainstream schools and also students with SENs (Gadgabui, 2010). According to Obeng Asamoah (2016) as cited in Ofori A. E. (2018), teachers can develop positive attitude towards children with SENS when they receive the necessary skills and knowledge about children with SENs but becomes a challenge for them when they have no knowledge and skills on how to handle children with SENs especially those with behavioral disorders. Kuyini and Maingope (2011) has argued that in other for teachers to develop positive attitude it is important that teachers and school leaders becomes aware of what inclusive education is all about and this means they need to be introduced about the concept. Introduction to the concept of inclusive education means teachers need to be trained in Teacher Training College in order for them to be equipped with the necessary skills and knowledge in order for them to handle children with SENs.

Moreover, lack of facilities and infrastructures. The provision of the necessary facilities and infrastructures in schools such as classrooms, adequate teaching and learning materials and among others will make the implementation of IE more effective as teachers will be motivated to teach individual with SENs and disability (Boitumelo et. al., 2011). In a similar study Boitumelo et. al., (2011) have opined that lack of facilities and infrastructures

can contribute to teachers developing negative attitudes towards persons with SENs and disabilities as teachers may think that they should be excluded.

They further argued that limited resources, facilities and lack of training for teachers act as an obstacle to practicing and implementing inclusive education.

Inclusion of children with SENs and children without SENs in the same learning environment is an important way through which both students understand and learn from each other differences, accept and accommodate each other in their daily activities both in the school environment and outside the school environment (Tuggar, 2014).

2.6 Teachers' attitude affecting inclusive education

This section discusses about teachers" attitude towards the implementation on inclusion education in schools and further expatiates on some of the factors that influence poor teachers" attitude towards the implementation of inclusive education which include: child related variables, teacher related variables as well as educational and environmental related variables. Research has shown that teachers" attitudes are vital for successful implementation of inclusive education (Sharma, Forlin and Loreman, 2008). Teachers" attitude could either be positive or negative towards the implementation of IE. Positive teachers" attitude will lead to the successful implementation and practice of the inclusive education policy whiles negative teachers" attitude will disrupt the inclusion of education. Forlin (2001) has argued that teachers find the implementation of inclusive education challenging especially when they have inadequate knowledge and skills about IE policy. A positive teacher attitude towards IE may be the key to the success of including students with special needs (Cochran, 1998). The attitudes of these teachers play an important role in the success of school inclusion.

According to Daane, Beirne-Smith, and Latham (2000), have argued that teachers perceive themselves as unprepared for inclusive education because they lack appropriate training in this area. Inadequate training relating to inclusive education is associated with lowered teacher confidence especially in handling children with special educational needs (Whitworth, 1991). Teachers who have knowledge and equipped with skills in special educational needs and inclusive teaching was associated with more positive attitudes toward the inclusion of students with disabilities, while lack of training was associated with negative attitudes (Van Reusen, Shoho, and Barker, 2000). Teachers differing attitudes towards IE arise from numerous factors which are mostly interrelated. These factors are child related variable, teacher related variables, as well as educational and environmental related variables (Avarmids and Norwich, 2002).

2.6.1 Child related factors affecting the implementation of inclusive education.

Teachers‟ attitude towards the implementation of inclusive education may be due to the condition of the child with special educational needs or disability. The condition or degree of the child with special educational needs could be mild, moderate and profound.

Teachers accept inclusion of a child with mild to moderate disabilities and unanimously reject the inclusion of a child with severe disabilities (Ward, Center and Bochner 1994). This is because children with a sever disability tend to have disruptive behaviors which distract teaching and learning. A study conducted by Gyimah (2006) in Ghana reported that the degree of disability is the major bother to teachers in including children with SENs in inclusive education.

Cassady (2011) has found out that general education teachers held negative attitudes toward students with emotional and behavioral disabilities. Those students with behavior problems caused by their disability can cause a disruption in the classroom (Cipkin and

Rizza, 2010; Forlin and Chambers, 2011; Harvey, Yssel, Bauserman, and Merbler, 2010; Sosu, Mtika, and Colucci-Gray, 2010). Teachers are hesitant and often have a fear having disruptive students in their classroom. Behavioral interruptions lead to loss of instructional time for all students, jeopardizing the safety in the classroom (Glazzard, 2011).

2.6.2 Teachers related variables affecting the implementation of inclusive education

This refers to teachers‟ characteristics that affect the implementation of inclusive education. Teachers‟ characteristics such as gender, age, years of teaching, knowledge and skills, support services and personal factors influence teachers‟ attitude towards persons with SENs and disability (Avarmids and Norwich, 2002).

According to Haynes and O‟Brien (2000) as cited in Avarmids and Norwich (2002), the real key resource for successful inclusion lies inside the teacher‟s head. Some mainstream teachers have considerable reservations about the feasibility of inclusion in reality. These reservations tend to be related to the types and severity of students‟ difficulties, the teachers‟ own beliefs about the students and about their own ability to deal with them, and the insufficient capacity of mainstream schools to address the difficulties experienced by the students involved (Croll and Moses, 2000).

Central to successful inclusion are mainstream teachers who take ownership of inclusion and who believe in their own competence to educate students with special educational need. This may present a challenge since the underlying assumption has been that students identified as having special needs belong in a different place, as well as a different pedagogical category, and thus could not be taught successfully by ordinary teachers (Avramids et al., 2002).

Citing Avramids et al. (2002), Gyimah (2006) has reported that female teachers had more positive attitude towards children with SENs and disabilities than their male counterparts. However, Avramids et. al (2002) disagreed with the opinion that there were no significant influences of teachers" gender on the implementation of inclusive education.

Also, teachers" experience can also influence their attitude towards inclusion. A study conducted by Subbey (2018) as cited in Forlin (1995) has revealed that teachers who have been teaching for not more than 25 years (that is long before the concept of inclusion gained acceptance in 1994 and ratified by UN) had more experience and tend to accept children with SENs and disabilities and decline among their peers who have less teaching experience. This is because such teachers have been in the teaching field for a very longer time and has acquired the necessary skills to handle children with special educational needs. Mutisya (2010) has asserted that teachers who had long teaching experience in teaching learners with SENs and disabilities were found more tolerant and confidence in handling inclusive classes.
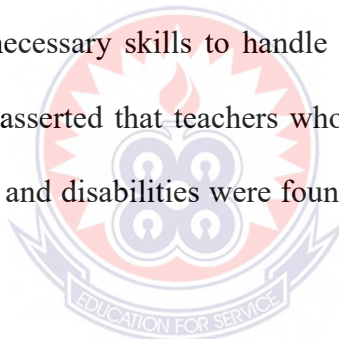
Furthermore, knowledge about children with SEN gained through formal studies during pre- and in-service training was considered an important factor in improving teachers" attitudes towards the implementation of an inclusive policy (Avaramids and Norwich, 2010). Teachers who have the necessary knowledge and skills through in-services programmes and other workshops tend to develop positive attitude towards children with SENs than their counterparts with inadequate knowledge and skills. A study conducted by Beh- Pajooh (1992) and Shimman (1990) as cited in Avaramids and Norwich (2010) have posited that teachers who had been trained to handle children with SENs and disabilities showed more favorable attitude and emotional reactions to students with SENs than those who had no training. Gadagbui (2010) in support of this has revealed that teachers"

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deficiencies in knowledge also made them to label children with special educational needs such as "buulu" (a person with dead head/no sense/a fool). Some teachers also label their colleagues teachers who teach children with SENs such as "mumu" teacher (a teacher for the hearing impairment).

2.6.3 Environmental related variables that affect the implementation of inclusive education

This refers to the school environmental features that affects teachers" attitude towards the implementation of inclusive education. This may be due to inadequate teaching and learning materials, large classroom sizes, and lack of funds and among others.

To ensure that inclusive schools are capable of providing quality and equal educational opportunities for student of varied needs and abilities, the physical environment of inclusive schools must be accessible for teaching and learning. According to UNESCO (2004), an accessible environment comprises the psychosocial and physical setting (environment).

Smith et al. (1978), have argued that the physical nature of the environment and the manner of its arrangement has a profound effect on student and teacher behavior. Smith et al. (1978), further reiterated that constraints within the environment hinder the teaching of such activities like the supervision of a group discussion in an auditorium with unmovable seats. This means that the physical environment in and out of the classroom must be well managed to enhance teaching and learning.

Lewis and Doorlog (2003) postulated that for students and teachers to learn and teach respectively, factors such as lighting, ventilation, temperature and level of noise must be considered. Weinstein and Nignango (1992) asserted that, to influence behavior, thought

process and feelings of both students and teacher, the planning of the physical environment must be a pivotal part of classroom management. Studies show that the nature of a classroom, although of less impact on activities has an effect on behavior and attitude of students (Doyle, 1989).

According to Clough and Lindsay, (1991) as cited in Gyimah et al. (2010) revealed that a major factor that contributes to a successful implementation of IE is the availability to of support services at the classroom and the school level. According to Clough and Lindsay (1991) support services could be both physical such as teaching materials or a restructured physical environment, and human such as learning support assistance/ aides, special teachers and speech therapists. Gyimah et al. (2010) has argued that support from relevant authorities in the field is key and instrumental in allaying teachers" pretension and fear about workload levels in inclusive classes. School buildings should be made accessible to persons with physical disabilities, and the provision of adequate and appropriate equipment and materials were also instrumental in the development of positive attitude among teachers in the implementation of a successful IE. Lack of these facilities and support services makes the implementation of inclusive very difficult for teachers.

2.7 Effects of the physical environment of the school on the implementation of IE

This section discusses the physical environment of schools practicing inclusive education policy and further talks about the characteristics of classroom as a component of the school physical environment. The physical environment comprises the classroom and its furnishings, but more broadly, it denotes the school building and all contents including physical structures, infrastructure, furniture and the site on which a school is located and the surrounding environment with which all children may come into contact (World Health Organization, 2004).

Research investigations show that the nature of the physical environment of IE schools influences teacher and student behaviour, student learning and achievement, physical access, physical activity participation and feelings of belonging and acceptance in IE schools (Okyere and Adams, 2003; Sapon-Shevin, 2007). School environments that support IE: reduce unnecessary exclusionary barriers, and also increase presence, participation and achievement of all learners (Booth, Ainscow, and Kingston, 2006). In the light of this and for students with physical and mobility disability and other sensory disability especially, IE schools should avoid architectural elements such as flight of stairs to rooms and slippery outdoor surfaces, as well as heavy doors and narrow doorways (Winter and O,,Raw, 2010, Lewis and Doorlag, 2003), which may induce fatigue and exclusion or minimize use of facilities. The presence of these elements constitutes physical barriers to IE. Hence, the physical environment needs to be architecturally accessible and suitable usable so that no learner is denied equitable education and social experiences. For Sapon-Shevin (2007), IE schools are particularly comfortable when children with disability feel psychologically and emotionally safe, which engenders acceptance, participation and the recognition of all children as individuals. Such schools are devoid of characterization such as name-calling, ridicule and teasing or negative attitude projections. A carefully planned physical environment also enhances the psychological comfort of children and eliminates detrimental sensory reactions (Okyere and Adams 2003, Tanner, 2008; Lewis and Doorlag, 2003). Following this mentation, once all children get to school, their safety and comfort, and access to buildings and teaching and recreational areas should be guaranteed, if really schools are inclusive. When everyone feels safe and comfortable, learning may also be enhanced for all. Indeed, for Lewis and Doorlag (2003), eliminating architectural barriers such as small doorways and poor room spacing and layout, will ensure that children with disability are safe and can move freely in the school, which in

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turn, allows for more effective use of facilities. Consequently, schools that have elevators and ramps; wide doorways that allow wheelchairs to pass through, and; bathroom facilities (e.g., toilets and urinals) that are adapted or specially designed, are important for IE. Equally, in keeping with the philosophy of IE, schools should protect all children, and make them feel welcome and accepted, as they participate in the learning and social activities. Similarly, external and internal (chronic) noise impact classroom climate and comfort of children (Higgins et al., 2005). Because noise distracts students from their work or interfere with their ability to hear others speaking, it is essential to reduce unwanted environmental sounds or acoustics (Allen et al.2015; Higgins et al. 2005; Elkins 2005). Further research evidence shows that an appropriate physical environment means that the conditions of classrooms are pleasant and appealing to all learners (Engelbrecht et al., 2006; Tanner, 2008; Weinstein, 1979). When the classroom is comfortable and attractive, learning is likely to be enhanced. Many researchers (Cheryan et al. 2014; Engelbrecht et al., 2006; Higgins et al. 2005; Lewis and Doorlag 2003) agreed that classroom conditions such as temperature, ventilation, lighting and acoustics, are key factors that influence the learning and comfort of students and teachers in schools. In this light, Okyere and Adams (2003) have noted that effective IE requires a nurturing environment, if all children are to feel belong and part of the classroom. He further argues that aesthetically pleasing classrooms may enhance the learning, comfort levels and health of all learners. In order to promote IE, new schools are being designed to be accessible, barrier-free, welcoming, and generally more supportive of children with disability, especially those with physical disability.

In Ghana, however, the physical environment of most schools implementing IE appears to be user-friendly mostly for children without disability. The architectural design and physical layout of most school buildings are still tailored to fit and fix students without

disability (Ackah Jnr and Danso, 2018). Accessibility in this context refers to an enabler that allows children and adults with disabilities to enjoy their rights and entitlements. On the other hand, it is also a precondition for children and adults with disabilities to live independently and participate fully and equally in society (Topping and Trickey, 2014). Topping and Trickey (2014), further argues that schools are often the center of communities, both physically and figuratively. School facilities are frequently also the location for community meetings and other events, and are used as shelters in the event of emergencies such as natural disasters and conflict. As such, integrating accessibility into the design of schools benefits not only the children with SENs and disability but also the entire community. The design and improvement of physical accessibility of schools is part of the social change required to implement inclusive education.

Furthermore, schools are sometimes far from the home and there is a lack of transportation and lack of accessibility of travelling especially in slum areas in big cities, villages and remote areas. There should be all options of education, such as, open schools, regular schools, special schools, non-formal and alternative education systems, available to all children with disabilities but unfortunately appropriate services are rare or unavailable. Children with disabilities face barriers if the school is not within their easy mobility and reach zones. Within school premises, children face many difficulties in accessing the washroom, libraries, classroom, and playground.

Ackah Jnr and Danso (2018) opined that children with disability in Ghana, especially those with physical and neuromotor disability find it difficult to fit in or face daily challenges to have access to school facilities such as toilet facilities, classrooms, offices, library and navigating school settings and other public buildings. A study conducted by Gadaguia (2010) in one of the piloted schools in Winneba revealed that, in terms of infrastructural

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design most school buildings are inaccessible for PWDs especially those who are visually impaired, physically disabled and those with multiple disabilities as most school buildings have no rail, pavement and ramps which makes it very difficult for PWDs to fit and have access to the school environment.

2.7.1. Classroom

According to Winter and O"Raw (2010) in the National Center of Special Education (NCSE) providing a safe physical access to school building, classroom is very vital to ensure that students with SENs gain full access to the educational environment and be able to participate with their peers without SENs. A study conducted by Rivera-Batiz and Marti (1995) as cited in Winter and O"Raw (2010) posited that students in an overcrowded classroom score lower marks in both Maths and English comprehension as compared to students in less crowded classroom. NCSE in Winter and O"Raw (2010) has described some accommodations that can be made to ensure the classroom environment is conducive for inclusion, allowing all learners gain maximum benefit from their educational experience.

 To begin, adequate and appropriate lighting. There should be a proper lightening system in the classroom and ensure that all areas are well lit. It is recommended also that the use of natural light should be maximized and available daylight supplemented by electric lighting (Mitchell, 2008). Proper lightning system in the classroom enables students to see the information presented on the blackboard clearly and to attend to desk-based tasks. Furthermore, classroom seating arrangements. The seating arrangements in classrooms should be structured to enable not only greater physical access for all students, and access to the point of learning, but also as a means of controlling unwanted behaviour for those with behavioral difficulties. Classroom furniture such as tables, chairs and other teaching

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and learning materials can be arranged in such a way as to reduce unwanted movement around the classroom and minimize opportunities for students to disrupt other students at their workspaces (CEC, 1997).

Students with visual or hearing impairments can be seated close to the blackboard or teacher, or next to a window to avail of the extra natural light. Likewise, students who may need more frequent monitoring or have difficulties staying on task should also be considered for preferential seating (that is near the teacher, or between well-focused students, away from distractions). For children who cannot stay still, staying seated for hours on end or sometimes even five minutes can be torture. Children who tend to move around a lot can be given two seats in the classroom, so that they have somewhere „legal‟ to go when they need to move around.

In addition, differentiated learning centers should be available in the classroom. Creating differentiated learning centers within the classroom allows students to take some time to focus on a particular task or theme in greater detail. At primary level, the classroom can have designated spaces for certain activities; these can include a reading corner, music and listening center, arts and crafts area and a writing corner. This helps to provide for the different learning styles of students and helps organize targeted learning activities. At secondary level, learning centers are usually designated places where all students can go during free or elective periods. These centers can contain a variety of equipment such as computers and a variety of materials and resources to encourage creativity and learning. Some schools staff these learning centers with both a general teacher and a special educator and students are encouraged to decide for themselves when they should avail of the learning Centre‟s facilities. As the center is available to all students, this presents an

innovative way of providing non-stigmatizing support to students who may have trouble with certain types of task, such as reading.

2.8 Resources available for the implementation of IE

The term resources refer not only to teaching methods and materials but also the time available for instruction, the knowledge and skills of teachers are acquired through training and experience Owoko et al. (2010). Teaching pupils with special needs in the inclusive classroom differs from teaching the "regular" school programme. Pupils with special needs may require more additional instruction time, other learning methods and professional knowledge which may not be required when teaching in a regular school.

This can be achieved by an increase in resources or by re-arranging available resources. Children with special needs are not required to meet the classroom standards rather the classroom meets the individual needs of all children (Okong et al., 2015).

According to Buhere and Ochieng (2013), resources include the school infrastructure, assistive equipment, material, knowledge and skills teachers have acquired through training and experience. In this study resources will include, material resources (TLMs and assistive devices) and the human resources (supportive services) available for persons with special educational needs and disabilities. In a research conducted in the Northern Region of Ghana by Casely-Hayford (2006) as cited by Subbey (2017) has revealed that inadequate teaching and learning materials such as Teachers" Guides for some subjects, syllabus, textbooks and appropriate teaching and learning materials for special learners was one of the challenges to inclusive education identified by the teachers interviewed. Subbey (2017) has also noted that other challenges of inclusive education practice included the lack of special methods to attend to special needs children who are disruptive in the classroom. He further noted that, for these challenges to be overcome therefore, teachers

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must have available resources and be able to effectively use appropriate pedagogy, teaching and learning resources for both children with disabilities and their non-disabled peers in inclusive schools. For policies and programmes to be effective, it is important that resources are considered and how these facilities influence the teaching of children with disabilities in regular schools.

Margaritoiu (2010) has opined that the availability and utilization of resources in an inclusive school sets the pace for the improvement of practical conditions for inclusion. The resources also enhance the learning and teaching experienced by all students, regardless of circumstances.

Oakes and Saunders (2002) as quoted by Wanjohi (2013) stated that the shortage of teaching and learning materials had a negative impact on learners especially those with SENs and disabled learners with less knowledge about a subject. They further indicated that lack of adequate resources to meet the educational needs of SENs and disabled learners in the regular schools caused most of the parents to have doubt as to whether the needs of their children were adequately met in these schools and consequently some of these disabled children were withdrawn to special schools with more facilities. They suggested that resources must be allocated to support services for the running of the schools. Appropriate technical aids should also be provided to ensure the successful operation of an integrated education system.

Puri and Abraham (2004) have emphasized that for easy access to the school environment, school should have ramps (for children with physical disabilities), handrail (for children with visual impairment), braille for reading and writing and wheelchairs are needed in order to ensure successful implementation of IE. They further argue that provision of these

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resources will help facilitate the implementation and practices of inclusive education in schools.

2.8.1 Assistive device

According to the international standards (2011), they defined an assistive product as any product (including devices, equipment, instruments and software), especially produced or generally available, used by or for persons with disability: for participation; to protect, support, train, measure or substitute for body functions/structures and activities; or to prevent impairments, activity limitations or participation restrictions. Initially, such devices were designed to perform one particular function or address one specific disability. However, disabilities cannot easily be categorized, and even two people with the same disability can have different degrees of impairment. The focus has therefore shifted to a more personalized, use-centered approach–from „low-tech‟ device to advanced assistive technologies that include sophisticated ICT, software, cyber-physical and stem –cell applications.
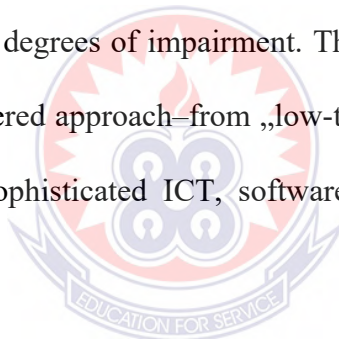
Also, the International Classification of Functioning, Disability and Health (ICF) also defines assistive products and technology as any product, instrument, equipment or technology adapted or specially designed for improving the functioning of a person with a disability. From the above definitions, assistive technology therefore refers to the devices, instruments and equipment‟s which are designed to assist persons with special educational needs in their daily routines such as teaching and learning, community participation and among others. Such devices help persons with special educational needs function independently in the schools or community with or without little support from their peers. In other words, assistive devices are all equipment that supports people with disabilities to

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be able to perform activities in their daily lives, such as wheel chairs and lift chairs, canes, glasses, hearing aids, artificial limbs, etc.

The table below shows the categories of disability and the type of assistive technology available

Table 2.2: Disability and assistive devices

	Assistive Devices
Mobility	Walking stick, crutch, walking frame, manual and powered wheelchair, tricycle Artificial leg or hand, leg or hand splint, clubfoot brace, corner chair, supportive seat, standing frame, adapted cutlery and cooking utensils, dressing stick, shower seat, toilet seat, toilet frame, feeding robot
Vision	Eyeglasses, magnifier, magnifying software for computer, white cane, GPS-based navigation device, braille systems for reading and writing, screen reader for computer, talking book player, audio recorder and player Braille chess, balls that emit sound
Hearing	Headphone, hearing aid, Amplified telephone, hearing loop
Communication	Communication cards with texts, communication board with letters, symbols or pictures, electronic communication device with recorded or synthetic speech
Cognition	Task lists, picture schedule and calendar, picture-based instructions Timer, manual or automatic reminder, smartphone with adapted task lists, schedules, calendars and audio recorder, adapted toys and games

Source: UNICEF (2013).

2.8.2 Benefits of assistive products.

An assistive device is of several importance when appropriate to the individual with SENs and also his\ her environment. According to UNICEF (2003) the merits of assistive equipments to learners with special educational needs may include;

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Firstly, assistive technology is a powerful tool to increase independence and improve participation. This helps the individuals with SENs to living independently in the school environment without receiving support from their peers as they are able to communicate more effectively, see and hear better and also increases their participation in classroom activities.

Moreover, assistive devices help children with SENs to access and enjoy their rights; do things they value; and bridges disparities between children with and without disabilities. Assistive devices enhance children with SENs to have access to and participate in all aspect of life such as educational, social and recreational opportunities; empowers greater physical and mental function and improved self-esteem; and reduces costs for educational services and individual supports.

Furthermore, by facilitating the participation and inclusion of children with disabilities in all aspects of life. Assistive technology can impact on self-image, self-esteem and sense of self-worth. The use of assistive technology enables teachers", community members and children without SENs to develop positive attitudes towards students with SENs. As they are able to live independently and also contribute to the social, cultural and economic vitality of their communities.

2.8.3 Human resources support.

In an inclusive school environment, qualified and trained human resources are one of the essential elements that determine the quality of education a child receives. Successful inclusion of with SENs and disabilities in education requires sufficient personnel (teachers, headmasters, specialists, administrative staff, caregivers) with adequate preparation, training, knowledge and skills about the polices of inclusion. These human resources provide the essential support services that will facilitate the well beings of persons with

special educational needs in schools in order to enhance the implementation of inclusive education in schools, supporting Sarpong and Kusi (2019), the role of human resources in the implementation of inclusive education is very essential since teachers are the main primary resources for achieving the goal of inclusive education. They further argued that it is very prudent for them to receive the necessary knowledge and skills for the successful implementation of the inclusive education policy. Cook, Semmel and Gerber (1999) as cited in Sarpong and Kusi (2019) observed that teachers lack instructional skills to meet the needs of students with disability in mainstream schools. **a. Support services**

The concept of Education Support Services (ESS) has many interpretations from one country to another**.** According to UNESCO (1994), ESS in inclusion education refers to the various groups of professionals offering advice and skills to aid the inclusion and general education of learners with barriers to learning and development. Also, Mosia (2011) has opined that ESS are support that various professionals provide for learners with special educational needs either in mainstream, inclusive or special schools. According to Sun and Hung (2016), school support services refer to the necessary resources provided by the school administration, including special education teachers and relevant professionals to assist regular classroom teachers in the face of the special needs of students with disabilities, such as teaching methods and behavioral consultation, in order that regular classroom teachers can develop strategies to make adjustments to their teaching methods, environmental planning, and behavioral consultation, thus, helping students with disabilities better adapt to the school. Alquraini and Gut (2012) summed up the important support services for regular classroom teachers as the seven dimensions of: curriculum adaptations, assistive technology, collaboration among special education teachers and other professionals, administrative support, professional development programs of expertise, and parental support

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From the above definitions, support services refer to aids various group of professionals provide for teachers" and learners with special educational needs in terms of skills and knowledge in order to reduce the barriers to learning and development.

The purpose of ESS is to help children with SENs live independently without support from their peers, teachers and family so that they can also function effectively in the community and also reach their full potentials in schools and make a successful transition into adulthood.

A co-operative, supportive partnership between school administrators, teachers and parents should be developed and parents regarded as active partners in decision-making. Parents should be encouraged to participate in educational activities at home and at school (where they could observe effective techniques and learn how to organize extracurricular activities), as well as in the supervision and support of their children"s learning (UNICEF, 1994).
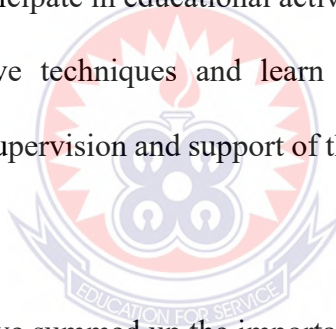
Alquraini and Gut (2012) have summed up the importance of support services for regular classroom teachers as the seven dimensions of: curriculum adaptations, assistive technology, collaboration among special education teachers and other professionals, administrative support, professional development programs of expertise, and parental support.

According to Dash (2009), the various types of support services include: academic support, administrative support, community support, parental support and peer support.

This study focused on parental support and administrative services. This is because the parents of learners with special needs can provide the school with firsthand information about the progress of their children to the school. On the other hand, the administration

support services will provide the school with adequate funds and also the necessary resources which will help facilitate the smooth implementation and practice of the inclusion policy.

For the implementation of a successful inclusive education, it should not be the responsible of the Ministry of Education and schools alone but should also involve the support and cooperation from the community, families, other organizations and the public at large.

a. i. Administrative support.

The administrative body in this context refers to the Ghana Education Service (GES) and other bodies responsible for education in Ghana such as the Special Education Division (SPED). The administrative support services may include visiting Education officer of the schools at the district level, financial assistance to schools implementing inclusive education, construction of resources rooms, providing in-service education to teachers and deputing teachers to visit model schools.

Dash (2009) have opined that for the success of IE, administrators should be familiar and also equip themselves with the concept and procedures of IE which will help them in supervision, monitoring and controlling of teachers. According to Muijs and Harris (2006) as cited by Dash (2009) indicated that the number of professionals involved with learners is likely to increase with the severity of the learner''s disabilities. It is possible to identify four main types of services that have traditionally supported learners with disabilities: the educational sector (including school, specialist teacher, educational psychologists), the health sector (e.g. doctors, physiotherapists, speech therapists), the social services (e.g. family, social worker, job coaches) and voluntary bodies (e.g. charities, respite care providers, private homes).

Opoku et. al. (2015) has noted that lack of funds was a major problem hampering the smooth implementation of inclusive education in Ghana. Funding was a major problem at all levels: municipal, district, circuits and schools. Thus, the administrative body found it very difficult to provide timely funds at all levels in order for teachers to implement the inclusion policy. Schools may also be in need of financial assistance from the government in order to put up structures like the resource rooms and also furnished it with assistive materials such as books, equipment which will help support the needs of children with SENs.

a. ii. Parental support services

Afolabi (2014) has argued that parental involvement is very crucial for educating learners with special educational needs. Parental support promotes academic outcomes in children in a way that contributes to the academic progress of the child, and lack of parental support in schools promotes variables like: achievement gap, inequality and discrimination experienced by learners with SENs in their daily activities. Parents are privileged partners as regards to the special educational needs of their child, and to the extent possible should be accorded the choice in the type of education provision they desire for their child. A positive attitude on the part of parents favors school and social integration. Parents need support in order to assume the role of a parent of a child with special needs. The role of families and parents could be enhanced by the provision of necessary information in simple and clear language; addressing the needs for information and training in parenting skills is a particularly important task in cultural environments where there is little tradition of schooling. Both parents and teachers may need support and encouragement in learning to work together as equal partners (Salamanca statement, 1994).

Giangreco (1997) has put forward the following assumptions that are considered crucial to working effectively with families in the interests of inclusion:

i. Families know certain aspects of their children better than anyone else. ii. Families have the greatest vested interest in seeing their children learn.

iii. The family is likely to be continuously involved with the child"s education programme throughout his or her entire school career.

iv. Families have the ability to positively influence the quality of educational services provided in their community.

v. Families must live with the outcomes of decisions made by educational teams all day, every day.

Dash (2009) have opined that the barrier to the successful implementation of IE is non-involvement of parents in educating children with SEN. They suggested that community awareness programme and parent contact programme will motivate parents and members of the community to be involved in the education of their children with SENs. They further argued that in order to promote parental partnership and support for inclusive education, the government should make a policy and law concerning parental rights which will enable parents participate in all school actives. The Salamanca statement and framework for action and special needs education (1994) has also argued that the government should take a lead in promoting parental partnership, through both statements of policy and legislation concerning parental rights. The development of parent"s associations should be promoted and their representatives involved in the design and implementation of programmes intended to enhance the education of their children. Thus, inclusive schools should collaborate with parents through the development of PTAs to enable parents share their views and opinions about the progress of their children"s development.

2.9. Teachers' competence on inclusive education

This section discusses about the competence which are required of teachers in the implementation of inclusion education and also its relevance to inclusive education. I further expatiated of the various competence teachers require in transferring knowledge and skills to their students which include: pedagogical competence, personal competence, professional competence and social competence.

Since the worldwide paradigm shift from exclusive to inclusive education, the roles and responsibilities of regular education teachers have undergone a drastic change (Agbenyega and Deku, 2011). Teachers are required to simultaneously meet the needs of typically developing children and those of their peers with special needs in regular classrooms (Allday, Neilsen-Gatti, and Hudson, 2013).

A teacher is a person who provides schooling for pupils and students. Teachers" aim is to make students learn effectively and efficiently. Westwood (1995) found out that, the effective teacher should be a good classroom manager, focusing on academic skills, with good expectation, enthusiasm, using effective strategies to keep students on task and using variety of teaching and resources styles, covering the material content. The success of the students in the classroom learning process cannot be separated from the role and competency of the teaching staff. Competence is basically a picture of what a person should do the job (Hakim, 2015). Teachers" competence about the policy of inclusion can contribute to the success on the implementation and practice of inclusion education.

Consequently, inclusive education requires a unique set of competencies from teachers which was traditionally not in their repertoire (Blanton et al., 2011). According to Majoko (2019) the success of inclusive education depends on adequate knowledge and skills of teachers. Thus, teachers are required to provide appropriate teaching and learning to these

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children in regular classrooms, within the community of their counterparts without developmental delays. Teachers also need the competencies to adapt teaching and learning to meet the needs of all children (Agbenyega and Deku, 2011; Alhassan, 2012; Das, Gichuru, and Singh, 2013).

Studies in several countries reveal that instruction in inclusive settings is inadequate and usually does not meet the needs of diverse children with special needs. Limited competencies of teachers as a result of a lack of training on effective adaptive teaching strategies, is among the factors responsible for such failure.

Agbenyega and Deku (2011) revealed similar findings and suggested that children with special needs are not likely to benefit from the teaching and learning opportunities offered in regular classrooms. The findings about inadequate training of teachers on inclusive education and the provision of instruction in classrooms show the necessity for examining the competencies that teachers require to meet the of needs of children.

The Council for Exceptional Children expresses some key competencies that are needed for effective instruction of children with special needs to benefit from education in regular classrooms. Such competencies include the knowledge and skills of teaching strategies and approaches that meet the needs of all children in regular classrooms (Ainscow and Goldrick, 2010; Florian,Young and Rouse, 2010; Forlin and Sin, 2010; Hornby and Witte, 2010). These skills enable teachers to plan flexible instruction and to recognize the reality of differences between and in children, while yet being able to adapt learning goals, content, and the environment to the needs of individuals and the whole class (Agbenyega and Deku, 2011; Ainscow and Goldrick, 2010; Florian, Young, and Rouse, 2010).

According to Hakim (2015), teaching professional in carrying out their duties have various competence required in transferring knowledge to their students and these include pedagogical competence, personal competence, professional competence and social competence

a. Pedagogic competence

According Mulyasa (2007) pedagogical competence is the ability to manage the learning of student needs which includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential. The pedagogic competence talks about the ability of the teachers to know their learners and also how to manage their learning needs. Expert teachers are more able to monitor students" problems and assess their understanding whilst providing feedback at the same time, they can see the difficulties facing the students and build strategies and hypotheses and examine or test these strategies and the extent to which they are working by measuring student outcomes, they respect their students, they have responsibility over their students, they motivate their students, they build self-concept and self-efficacy for their students, they have a positive influence on their students" outcome and lead the students through challenging tasks and they have content knowledge (Hattie, 2002).

b. Social competence

Mulyasa (2007) has stated that social competency is the ability of teachers" as part of the public to communicate and interact effectively with others includes: learners, follow teachers", parents/ guardians of the students and the community. Social competence is required by a person's ability to succeed in dealing with others, including skills in social interaction and social responsibilities.

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Social competence refers to how teachers interact with other professional like the special education teacher and other therapist such as the behavioral therapist, school nurse, occupational therapist and among others. Teachers should communicate with students" parents and give feedbacks about the progress of their children in classroom

According to Shanoski and Hranitz (1992), effective teachers are interested in participating on most committees in the school and in the community around the school, able to know the students" needs and supporting the individual differences, possessing high expectation, encourages the students to be optimistic about their ability, able to increase students" motivation, use different teaching strategies, have good communication skills, love their students and have knowledge about their subject and subject matter (Shanoski and Hranitz, 1992).

c. Professional competency

Professional competency is concern with the teachers" skills and knowledge to control of materials, manage learning programs, managing the classroom, mastering the foundations of education, managing the interaction of learning, teaching, assessing student achievement for the sake of teaching participants. Westwood (1995) in his review of the literature on the effective teacher, found that the effective teacher should be a good classroom manager, focusing on academic skills, with good expectation, enthusiasm, using effective strategies to keep students on task and using variety of teaching and resources styles, covering the material content. Also, the effective teacher uses easy presentation of material, is direct in teaching, explains and outlines instruction clearly, frequently observe what students are doing taking into account differences between the students and re-teaching when necessarily, give frequent feedback for all students and checks for understanding by using probing questions (Westwood, 1995).

Professional competency may also include providing teachers with pre service and inservice training. According to Nguyet (2010) with CRS Vietnam, in the order to build human resources in the field of education, training must be done both at the pre-service and in-service levels.

According to Nguyet (2010) with CRS Vietnam, pre-service training refers to training individuals before they become teachers. This includes training at teacher training colleges and universities at both the national and provincial levels. Ideally, inclusive education should be a compulsory subject for all teacher candidates and an integral part of teacher training curricula. Fundamental knowledge and skills of inclusive education, such as understanding needs and abilities of children with special needs and pedagogic skills such as instructional accommodation and activity differentiation, should be provided widely to teacher candidates. Countries with strong track records of implementing inclusive education, such as the United States and Australia, have adopted this model for a long-time. As a long-term goal, countries should work towards promoting inclusive education as a compulsory subject in pre-service training programs. In countries where such courses are not yet compulsory, developing a teaching module or unit in inclusive education in lieu of changing the entire curriculum can be an effective first step. The Salamanca statement and framework for action and special needs education has also argued that pre- service training programmes should provide to all student teachers", primary and secondary alike, positive orientation toward disability, thereby developing an understanding of what can be achieved in schools with locally available support services. The knowledge and skills required are mainly those of good teaching and include assessing special needs, adapting curriculum content, utilizing assistive technology, individualizing teaching procedures to suit a larger range of abilities, etc. In teacher-training practice schools, specific attention should be given to preparing all teachers to exercise their autonomy and apply their skills

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in adapting curricula and instruction to meet pupils needs as well as to collaborate with specialists and co- operate with parents.

On the other hand, in-service training includes professional development for teachers who are already working in the classroom. In addition to developing the skills of professionals before entering the workforce, it is essential that teachers already teaching be provided skills and techniques for inclusive education. Teachers in many countries are required to upgrade their professional skills on an annual or regular basis to enhance their teaching performance. In-service training programs offer a particularly effective strategy to improve the quality of an entire educational system for all children regardless of their needs. Inclusive education methods are child-centered, employing active and participative learning techniques that improve teachers" capacity to teach children both with and without disabilities. Collaborative and participative techniques not only enhance learning outcomes, but also reduce prejudice and discrimination among children. Regardless of whether countries have adopted inclusive education as a national mandate or are still in the pilot stages, this type of training will have a positive impact on all teachers and children in participating schools (Nguyet with CRS Vietnam, 2010).

d. **Personal competence**

Komara (2007) has stated that, personal competence includes steady, noble, wise and prudent, dignified, stable, mature, honest, becoming role models for students and the community, to objectively evaluate their own performance, and develop themselves independently and sustainably. Effective teachers according to Murphy et. al. (2004), are patient, caring, respect their students, organize their classrooms, and as a result their students are enthusiastic.

Hattie (2002) claimed that expert teachers have sophisticated representation about what they teach, are able to solve problems without effecting the student‟s personality and take time to understand the problem, and further can also make a decision in the suitable time and identify the important decisions. Expert teachers can prepare the optimal classroom climate by following the error and giving feedback, scan the classroom behaviour effectively and monitoring learning. Expert teachers‟ are more able to monitor students‟ problems and assess their understanding whilst providing feedback at the same time, they can see the difficulties facing the students and build strategies and hypotheses and examine or test these strategies and the extent to which they are working by measuring students‟ outcomes, they respect their students, they have responsibility over their students, they motivate their students, they build self-concept and self-efficacy for their students, they have a positive influence on their students‟ outcome and lead the students through challenging tasks and they have content knowledge (Hattie, 2002).

2.9.1. Relevance of teachers' competence to inclusive education

According to Owobi et. al., (2014) they argued that competence of a teacher in an inclusive education classroom is as important as the inclusive curriculum. This is because, the curriculum requires competent teachers‟ who can manage and carry out systematically or else the curriculum remains only a document for the shelf. Therefore, quality teacher training for inclusive education is paramount to inclusive management, equitable teaching and fostering a broaden concept of inclusive education.

Secondly, teacher competencies help the management of the skills of the special need children for easy transition into adulthood, live independently, and also helps build the potential for the teacher himself. Therefore, teachers should notice that learning how to facilitate or provide instruction in an inclusive classroom does not only provide them with

the needed skills and knowledge but also provides them with better experience for managing children with special educational needs

2.9.2 Factors affecting teachers' competencies in the implementation of inclusive education

Owobi et. al (2014) have argued that the following factors that have accounted for the lack of teachers" competencies in an inclusive classroom include;

i.   Wrong placement of students with special educational needs in a particular class.

ii.   Inadequate provision of supportive staff by school management such as assessment staff to help place special needs students in classes where they can benefit from.

iii.   Large classroom sizes or classroom size is not being taken into consideration.

Spasovkis (2010) has also contended that that lack of skills on the part of the teacher can also affect the competencies of the teacher. Teachers who lack skills in manipulating assistive technology such as audiotapes books, computer networking and software which keep changing and improving every day and this make the teachers" to be left out of the global world and his work suffers.

Murphy et. al., (2004) as cited in Owobi et. al. (2014) further said that non conducive classroom environment can affect teacher competencies. School environment that is not well planned and does not take special needs children into consideration can affect teachers also children with special educational needs. For example, when a child on a wheelchair cannot easily assess the class or there is poor ventilation in the classroom it will be very difficult for the teacher to carry out a meaningful instruction in these conditions.

2.10 Summary of Literature Review.

In this chapter Review of Related Literature is seen as one of the major areas in research work**.** This chapter received related literature on the research topic, empirical literature and the theoretical framework. The chapter was discussed under the following strands; the concept of inclusive education, teachers‟ attitude towards the implementation on inclusive education, physical environment of inclusive schools, resources available for the implementation of inclusive education and teachers‟ competence on inclusive education. The next chapter looks at the research methodology.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the method and methodology used to conduct the research study. Some of the issues presented and discussed include the research approach, the site and subject characteristics, the instruments for data collection and their appropriateness, trustworthiness of instruments has equally been discussed. This chapter also discusses the ethical issues in research such as access to information from the study area, the data collection procedure and how data was analyzed.

3.1. Philosophical orientation of the research

This research was underpinned by the interpretive (phenomelogical) approach. According to Cohen et al. (2007) as cited in Dammark (2015) has argued that people are creative and active and therefore they should be made to construct their social reality. They further argued that the social world should be studied in the natural world, through the eyes of the participants, without any intervention from the researcher.

Also, according to Grix (2004) as cited by Dammark (2015), the world is constructed through interaction of individuals. The interpretivist approach aims at exploring and understanding phenomenon inductively. They also believed that the social world can only be understood from the standpoint of the participants who are part of the ongoing action being investigated (Cohen et al, 2007).

Moreover, the researchers are not detached from situations under study; they see themselves as participants in the situation they investigate and this enable the researcher to have at thick description of the situation under study. The interpreters approach also

enables the use of various methods to collect qualitative data such as interviews, observation (participants and non-participants observation), focus group discussion and documentary evidence.

According to Cohen et al. (2007) the interpretive approaches possess particular distinguishing features which include:

a. People are deliberate and creative in their actions; they act intentionally and make meanings in and through their activities.

b. People actively construct their social world – they are not the „cultural dopes‟ or passive dolls of positivism.

c. Situations are fluid and changing rather than fixed and static; events and behavior evolve over time and are richly affected by context – they are „situated activities‟.

d. Events and individuals are unique and largely on-generalizable.

e. A view that the social world should be studied in its natural state, without the intervention of, or manipulation by, the researcher.

f. These philosophical underpinnings supported the reasons for using qualitative research approach and the case study research design for this study. As stated earlier, the case study design enables the use of multi-method (interviews and focus group)

3.2 Research approach

According to Creswell (2014), research approach refers to the plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. He further argues that the plan involves several decisions, and they need not be taken in the order in which they make sense to the researcher and the order of their presentation. According to him, there are three types of research approaches

namely; qualitative, quantitative, and mixed methods. The three types of research approaches have been explained below;

According to Bryman (2001) quantitative research approach is the research that places emphasis on numbers and figures in the collection and analysis of data. Imperatively, quantitative research approach can be seen as being scientific in nature. He further argues that the advantages of qualitative research approach may include the following:

Firstly, the use of statistical data for the research descriptions and analysis reduces the time and effort which the researcher would have invested in describing his result. Data (numbers, percentages and measurable figures) can be calculated and conducted by a computer through the use of a statistical package for social science (SPSS) (Gorard, 2001; Connolly, 2007) which save lot of energy and resources.

In addition, the use of scientific methods for data collection and analysis make generalization possible with this type of approach. Interaction made with one group can be generalized. Similarity, the interpretation of research findings need not be seen as a mere coincidence.

However, replicability is another benefit derivable from the use of this research approach. Since the research approach basically relies on hypotheses testing, the researcher need not to do intelligent guesswork, rather he would follow clear guidelines and objectives (Lichtman, 2013). The research study using this type of research tool is conducted in a general or public fashion because of its clear objective and guidelines, and can therefore be repeated at any other time or place and still get the same results

(Shank and Brown, 2007).

Moreover, this research approach gives room for the use of control and study groups. Using control groups, the researcher might decide to split the participants into groups giving them the same teaching, but using different teaching methods, bearing in mind the factors that he is studying. At the end of the study teaching, the groups can be gathered and the researcher can then test the problem-solving ability of the participants and be able to access the research method that best impacts the problem-solving abilities amongst the students. (Johnson and Christensen, 2012).

In addition to that, Denscombe (1998) describe quantitative research as "researcher detachment" research approach. When looking at the "researcher detachment", it may be seen as a strength of quantitative research approach from one angle, yet from another angle it may seen as its weakness. The issue of researcher being bias with either his data collection or data analysis will be highly eliminated when the researcher is not in direct contact with the participants, that is, he collects his data through either telephone, internet or even pencil-paper questionnaire. There is full control for alternatives such as interpretations, explanations, and conclusions. In other words, the objectivity of the researcher will not be compromised. Secondly, this may perhaps guarantee respondent anonymity (Muijs, 2004, Litchman, 2006, Bryman, 2012, Creswell, 2009).

He further outlined the disadvantages of quantitative research approach which include the following;

To begin, researcher detachment from the participants is also a weakness within the quantitative research approach. Researcher detachment means that he researcher is an "observer" or an "outside looking in". With this type of researcher/participant relationship, it will extremely difficult to get the in-depth study of the phenomena within its natural

settings. He will neither understand the group or individuals working with him nor will he appreciate them (Shank and Brown, 2007, Berg, 2007, Johnson and Christensen, 2012).

Moreover, the experiences gathered from the field may not be that of the participants mind and opinion (Berg and Howard, 2012). Quality and quantity are very important in any educational research since research is an instrument of change. Those two words cannot be neglected when explaining phenomena (Dabbs, 1982 cited in Berg and Howard, 2012).

In addition to that, in the quantitative research approach, the participants have no room to contribute to the study. The researcher is at the "driver"s seat" (Bryman, 2001).

Furthermore, the linear and non-flexibility nature of a quantitative approach demands that the researcher follow a certain order. He starts by setting the research question and hypotheses, conducts a literature review, collects data, analyses the data and summarises the result (Litchman, 2006, Creswell, 2009).

However, input made by the participants can help form researchers" point of orientation. This process is not possible within a quantitative research approach wherein its liturgical order of study does not support several ways of knowing. This is predicated through the use of variables to search for the meanings instead of patterns, as argued by Shank and Brown (2007). Researcher decides the orientation of the research even if participants have a significant point to make or not.

On the other hand, mixed method research is a research approach with a philosophical assumption as well as methods of inquiry. As a methodology, it includes philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. The central premise of mixed method approach is that it involves the use of quantitative and qualitative

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approaches in combination and provides a better understanding of research problems that either approach alone (Clark and Creswell, 2007).

Creswell (2009) indicated the advantages of using mixed method approach of research.

It helps to interpret and better understand the complex reality of any given situation, along with the implications of quantitative data (Creswell, 2009).The findings from the qualitative study can often be extended to people with characteristics which are quite similar to those in the study population, which gains a rich and complex understanding of a specific social context or phenomenon, which typically takes precedence over eliciting data that can be really generalized to other geographical areas. In that light it is clear that qualitative study is slightly different from the scientific study progression in general (Nachmias-Frankfort and Nachmias 2008).

The combined strengths of both quantitative and qualitative research can be found when using this method of research. Further, terms, pictures and narratives can be used to add connotation to numbers.

It incorporates the concept of complementarity. In the advent of a researcher conjuring up a conclusion under this method of research, they are in a better position to provide stronger evidence in the conclusion bit through convergence and collaboration of findings.

Furthermore, the method of research allows the researcher to add insights and methods that might be omitted when only a single method is adopted. Similarly, the method allows the researcher to simplify to increase the simplicity of the results.

Finally, since the mixed methods of research is all about the incorporation of both qualitative and quantitative methods of research, the researcher can produce more complete knowledge necessary to inform theory and practice.

Unfortunately, this method of research also has a few shortcomings despite its overwhelming support from researchers.

Firstly, owing to its duplicity content, the application of the mixed methodology in one study can prove difficult to handle by any one single researcher. This is the case especially when the researcher has to apply two or more approaches concurrently.

Furthermore, a researcher choosing to rely on this method of research has to learn about multiple methods and approaches and understand how to appropriately mix them. Similarly, a lot of researchers are of the view that any one researcher should work within either the qualitative or the quantitative method.

Moreover, the mixed method of research is more expensive and time consuming than any other method of research due to its duplicity content.

Finally, since it is a mixture of two relatively different methods of research, a lot of researchers have as yet to fully workout problems of interpreting conflicting results, quantitative data and the paradigm mixing.

This study used qualitative research approach and employed the case study design. Moreover, the qualitative approach allows the use of multiple methods to collect data from both the headteachers and teachers in their natural context – a defined geographical area - for the achievement of the purpose and objectives of the study. According to

Kincheoloe, (1991) as cited in Kusi (2012) the experiences of participants in qualitative studies are shaped in their context and will be impossible to be understood if removed from that context. The rationale for the choice of qualitative research approach and case study research design is explained as follows:

3.2.1 Rationale for the research approach

According to Moss and Shank (2002) as cited in Ospina (2004) defines qualitative research as "a form of systematic empirical inquiry into meaning". By systematic he means "planned, ordered and public", following rules agreed upon by members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience. Inquiry into meaning says researchers try to understand how others make sense of their experience. Denzin and Lincoln (2005) claimed that qualitative research involves an interpretive and naturalistic approach: "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them".

Also, according to Gay, Mills and Airasin (2009) as cited in Hayford (2013), qualitative research approach refers to the collection, analysis, and interpretation of comprehensive narrative and visual; that is non-numerical data to gain insights into a particular phenomenon of interest. Qualitative researches do not accept the view of stable, coherent, uniform world. He further argues that all meaning is situated in a particular perspective or context, and because different people or groups often have different perspectives and contexts, the world has many different meanings, none of which is necessarily more valid or true than another. The qualitative approach enabled the researcher to gain deeper understanding of the situation, thus, obtaining real, thick and detailed descriptive data.

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The qualitative approach to research was adopted for this study because it allows this allows the researcher to understand meanings teachers have constructed with respect to IE. With this approach the researcher was able to get richer perspective of teachers on some school factors that affect the implementation of IE by expressing their views freely where probes were made when necessary.

According to Berg and Howard (2012) as cited by Eyise (2016) identified some advantages of qualitative research as stated below

Firstly, Eyise (2016) characterized qualitative research as meanings, a concept, a definition, metaphors, symbols and a description of things. This definition clearly show that qualitative research contains all necessary instruments that can evoke recall which aids problem-solving. Qualitative data instruments such as observation, open-ended questions, in-depth interview (audio or video), and field notes are used to collect data from participants in their natural settings. The methods employed in data collection give full description of the research with respect to the participants involved. The participants" observation and focused group nature of qualitative research approach create wider understanding of behaviour. Hence, qualitative research approach provides abundant data about real life people and situations (De Vaus, 2013, Leedy and Ormrod, 2014).

Secondly, the system through which data are retrieved in qualitative research approach is regarded as being unique. The reliance on the collection of non-numerical primary data such as words and pictures by the researcher who serves as an instrument himself makes qualitative research well-suited for providing factual and descriptive information (Johnson and Christensen, 2012).

Thirdly, in this research approach, theory emerges from data. Different authors use different words or phrases such as: „investigative, do-it-yourself and bottom-up" to explain

the originality and independent nature of the qualitative research approach (Maxwell, 2013; Shank and Brown, 2007; Johnson and Christensen, 2012). The emergent of theory from data allows the researcher to construct and reconstruct theories where necessary, based on the data he generates, instead of testing data generated elsewhere by other researchers. Expressions and experiences of the participants are easily understood even when there are little or no information about them (Leedy and Ormrod, 2014).

Moreover, a qualitative research approach views human thought and behaviour in a social context and covers a wide range of phenomena in order to understand and appreciate them thoroughly. Human behaviours, which include interaction, thought, reasoning, composition, and norms, are studied holistically due to in-depth examination of phenomena. The close relationship that exists between the researcher and the participants in this approach makes it easy for the participant to contribute to shaping the research. This however account for significant understanding of experiences as its participants understand themselves and also understand experience as unified (Sherman and Webb, 1990, Lichtman, 2013)

Despite the usefulness of a qualitative research approach for conducting research there are still some criticisms about the efficacy of the approach.

The problems associated with using qualitative research approach are highlighted below. To begin, Johnson and Christensen (2012) found that qualitative researchers view the social world as being dynamic and not static. In view of this, they limit their findings to the particular group of people being studied instead of generalizing (De Vaus, 2013).

 Secondly, replicability is another problem associated with a qualitative research approach. Critics of this approach argue that the constructivist has abandoned the scientific methods

and procedures of enquiry and investigation (Cohen et al., 2011). The users of the approach are said to write fictions because they have no means of verifying their true statements. Since the approach is characterized by feelings and personal reports, it is believed that the approach cannot give reliable and consistent data when compared to using quantifiable figures (Atkins and Wallac, 2012).

As well, the subjective method employed by the qualitative approach users may be wrong, inaccurate and misleading, as suggested by Bernstein (1974) cited in Cohen et al., (2011). The authors" criticism was based on ontological and epistemological paradigms, that is, how the researchers understand and negotiate the situation. Researchers impose their meaning and understanding of a situation to a given time and place to other people. Denzin and Lincoln (2005) stated that constructivists" approach is a multidisciplinary field, therefore their research is only exploratory.

Finally, non-use of numbers by qualitative researchers makes it difficult and impossible to simplify findings and observations. Qualitative researchers believe that the social world (phenomena and experiences) has many dimensions, hence explanations are based on the interpretations of the researcher (Leedy and Ormrod, 2014, De Vaus, 2013). In view of this, proper explanation cannot be given because the result depends on the explanation of the researcher at that time of which different researcher may give a different explanation. So, the research cannot be repeated by another researcher at another place and still get the same results (May and Williams, 1998).

The researcher also employed the Case study research design. According to Zainal (2007) case study design enables a researcher to carefully examine the data within a specific context. In most cases, a case study design selects a small geographical area or a very limited number of participants as the subjects of study. Case studies, in their true

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essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships.

Yin (2014) also argues that, case study design refers to an empirical inquiry that investigates a contemporary phenomenon (the case) in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clear evident. A case study focuses on individual actors or groups of actors, and seeks to understand their perceptions of events in their natural settings without necessarily moving them to a different environmental context.

Ary et al. (2010) argues that case studies provide an in-depth description of single unit, the "unit" can be an individual, a group, a site, a class, a policy, a program, an institution or a community. The unit in this research is an institution (a school) because the researcher seeks to understand the perceptions of the events thus the school factors that affect the implementation of IE in the Effutu Municipality in order to provide relevant answers to the research questions.

According to Zainal (2007) there are a number of advantages in using case studies.

First, the examination of the data is most often conducted within the context of its use (Yin, 1984), that is, within the situation in which the activity takes place. A case study might be interested, for example, in the process by which a subject comprehends an authentic text. To explore the strategies the reader uses, the researcher must observe the subject within their environment. This would contrast with experiment, for instance, which deliberately isolates a phenomenon from its context, focusing on a limited number of variables (Zainal, 2007).

Second, variations in terms of intrinsic, instrumental and collective approaches to case studies allow for both quantitative and qualitative analyses of the data. Some longitudinal studies of individual subjects, for instance, rely on qualitative data from journal writings which give descriptive accounts of behaviour. On the other hand, there are also a number of case studies which seek evidence from both numerical and categorical responses of individual subjects (such as Block, 1986; Hosenfeld, 1984). While Yin (1984) cautions researchers not to confuse case studies with qualitative research, he also notes that "case studies can be based entirely on quantitative evidence".

Third, the detailed qualitative accounts often produced in case studies not only help to explore or describe the data in real-life environment, but also help to explain the complexities of real-life situations which may not be captured through experimental or survey research (Zaidah, 2007).

Despite these advantages, case studies have received criticisms. Yin (1984) as cited in Zainal (2007) discusses three types of arguments against case study research.

First, case studies are often accused of lack of rigour. Yin (1984) as cited in Zainal (2007) notes that "too many times, the case study investigator has been sloppy, and has allowed equivocal evidence or biased views to influence the direction of the findings and conclusions".

Second, case studies provide very little basis for scientific generalisation since they use a small number of subjects, some conducted with only one subject. The question commonly raised is "How can you generalise from a single case?" (Yin, 1984).

Third, case studies are often labelled as being too long, difficult to conduct and producing a massive amount of documentation (Yin, 1984). In particular, case studies of ethnographic

or longitudinal nature can elicit a great deal of data over a period of time. The danger comes when the data are not managed and organised systematically. A common criticism of case study method is its dependency on a single case exploration making it difficult to reach a generalising conclusion (Tellis, 1997). Yin (1993) considered case methodology „microscopic" because of the limited sampling cases.

The researcher further used the multi-method of data collection (interview and focus group) as supported by Ary et al. (2010) that case studies typically include multiple sources of data collected over time.

The justification for the choice of these research methods are expatiated as followed: **a.**

Interview

Cannell and Kahn (1968) as cited in Cohen et. al (2007) defined research interview as „a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by the researcher on content specified by research objectives of systematic description, prediction, or explanation". Form their point of view the research question should focus solely on the research interview questions. Interview is an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situations of both parties.

Also, Kombo and Tromp (2006) have showed that interview is a research instrument which involves asking questions orally. The questions aim at getting information related to the study. There are various forms of interviews that include unstructured interview, semi-structured interview and structured interview. For this study, the researcher employed semi-structured and unstructured interviews. The semi-structured interview was done by

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using interview guide that enabled the researcher to have a logical and systematic series of questions that gave the researcher comprehensive information

related to this study.

Furthermore, the researcher used unstructured interview where it was difficult to get inner feeling of a participant whereby the researcher was flexible in using probing questions to get more information from the participants. The semi- structured interview sessions took about 30-45 minutes for each participant

The researcher chose interview as a form of data collection because of the nature of the research which involves lesser number of the participants involved.

Also, interviews enable participants, be the interviewers or interviewees to discuss their ideals and knowledge about their environment in which they live, and to express how they regard situations from their own point of view.

In addition, interview also enables the use of multisensory channels to be employed such as verbal, non-verbal, spoken and heard. In this sense, the interview is not simply concerned with collecting data about life: it is part of life itself; its human embeddedness is inescapable (Cohen et al. 2007).

b. Focus group

Focus group or focus group interview is a qualitative technique for data collection. Kreuger (1988) as cited in Hayford (2013), defined focus group as "carefully planned discussion designed to obtain perceptions in a defined area of interest in a permissive, non-threatening environment".

A focus group is "a group comprised of individuals with certain characteristics who focus discussions on a given issue or topic" (Anderson, 1990). According to Denscombe (2007), "focus group consists of a small group of people, usually between six and nine in number, who are brought together by a trained moderator (the researcher) to explore attitudes and perceptions, feelings and ideas about a topic". He further argued that a focus group interview provides a setting for the relatively homogeneous group to reflect on the questions asked by the interviewer. The researcher chose a focus group interview due to:

To begin, focus group interview may be a valuable research instrument when the researcher lacks substantial information about the subjects. Focus group provides "a rich and detailed set of data about perceptions, thoughts, feelings and impressions of people in their own words" (Stewart and Shamdasani, 1998).

Moreover, focus groups are predominantly beneficial when a researcher intends to find out the people"s understanding and experiences about the issue and reasons behind their particular pattern of thinking. (Kitzinger, 1995).

In addition, this method is suitable for examining sensitive issues and for getting information from very sensitive population. The use of focus group discussion enables the researcher to get a deep understanding about the issue been discussed due to the fact that the participants are more able to express their views on a particular issue.

Furthermore, the use of focus group is common to give opportunity to marginalized segments of society e.g., minorities, women etc. for exposing their feelings about their needs and problems.

The researcher chose focus group discussion to enable him gather valuable information about the participants experience and also observed the environment they were exposed to views and experience of others.

3.3 Site and subject characteristics

Winneba is traditionally known as „Simpa‟, which was derived from the name of the leader of the Effutus „Osimpa‟ who led the Effutus of the Guan ethnic stock from the Northern part of Ghana to the present location. The municipality is predominantly inhabited by the Effutus who are among the Guan speaking group of the country. Fanti is the widely spoken language by the people. The main economic activities in the municipality are fishing and farming (Ghana Statistical Service, 2014). The Effutu

Municipal Assembly is one of the 216 Administrative Districts in Ghana and one of the 20 districts in the Central Region. It has one constituency, eighteen (18) electoral areas and seventy-three (73) polling stations and one paramount seat. There are four zonal councils in the municipality namely; Nsuekyir/Gyahadze Zonal Council, Kojo-Beedu North/Low Cost Zonal Council, South-East Winneba Zonal Council and South-West Winneba Zonal Council. The Municipality has 60 Nurseries/Kindergarten, 52 Primary Schools (24 Public and 28 Private), 32 Junior High Schools and 7 Senior High Schools. The Winneba Senior High School is the public second cycle institution. There is one major tertiary institution, the University of Education, Winneba which has its main campus in Winneba.

The two schools selected in this research were University practice Basic School and Don Bosco Girls Basic School. The two schools are both public schools located at the South Campus and Sakore Road in Winneba respectively. The educational system in the

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Effutu Municipality, Winneba is characterised by the following and among others, such as, an unfriendly school infrastructure for Persons with Disabilities (PWDs). Thus, many of the schools in the municipality have non-friendly facilities to disabled persons. Again, the basic schools in the Municipality, like several others in the Central Region, face problems of inadequate facilities such as furniture, electricity and toilet facilities. There are also inadequate supply of textbooks and other learning aids. Most of the schools are without libraries ICT facilities in general, the teaching and learning environment is not very conducive thus adversely affecting performance (Effutu MPCU, 2014)

The table below shows the data of SENs children enrolled in the two selected schools

Table 3.1: University Practice Inclusive Kg/Primary/JHS Winneba (data on SENs)

	Total Blind		Partially Blind		Deaf		Hard of Hearing		Deaf andBlind		Other Multiple Disabilities		Intellectual Disability		Physically Challenged	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
K.G							2									
PRIM					6	6	1	1					2			
JHS				1			4	2			2	2				

Source: EMEO, (2020/2021).

Table 3.2: Don Bosco Basic Girls School (Data on SENS)

	Total blind		Partially blind		deaf		Hard of hearing		Deaf andblind		Other multiple disabilities		Intellectual disability		Physically challenged	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
K.G																
PRIM			2	1			2	2			1		2	2	1	2
JHS																

Source: EMEO, (2020/2021).

3.4 Population

According to Kusi (2012), population can be defined as a group of individuals or people with the same characteristics and in whom the researcher is interested. In addition to this, Ary et al. (2010) argued that a population is defined as all members of any well-defined class of people, events, or objects that enables the researcher to undertake the study on a sizeable group from the population. The population for the study comprised 2 headteachers" and 25 teachers" in the two selected schools in the Effutu Municipality, Winneba. Therefore, the target population is the 2 headteachers and 8 teachers in the two selected basic schools in the Effutu Municipality, winneba. Thus, the target population for this study is 10 people.

3.5 Sample size and sample procedures

Ary et al. (2010) defines sample as the small group that is observed. A sample is a portion of the population. From the population stipulated above, a sample size of 10 participants were used for the study. This sample size comprised of 2 headteachers and 4 teachers from each of the selected schools, making a sum of ten (10) participants.

The researcher used a purposive sampling to select the 10 participants from the population. According to Ball (1990) as cited in Ary et al. (2010), purposive sampling enables the researcher to assess „knowledgeable people" that is those who have an in-depth knowledge about particular issues, may be by virtue of their profession, role, power, access to materials, expertise or experience. Maxwell (2002) has further argued that, in purposive sampling particular settings, person or event are deliberately selected for the vital information they can provide that cannot be obtained elsewhere. Sarantakos (2000) has also explained that this type of sampling allows the researcher to choose participants who in his or her opinion are relevant to the research. Head

teachers were chosen because they teach and have records of all the pupils with special educational needs in the schools and can give authentic data on them. Furthermore, the Head of the school participated due to his role in schools" administrative issues.

In addition, teachers were also chosen because they work directly with other teachers as well as pupils with special educational needs by providing them with the needed support services. Moreover, teachers were chosen due to their role of teaching in inclusive classes, thus it was expected of them to understand problems faced by students with special needs in inclusive classes. Therefore, they were able to give the researcher the important information needed for the study.

3.6 Instrumentation

Since the study was underpinned by the interpretivism, different instruments for data collection were used to collect data. According to Cohen et. al. (2007), the social world can only be understood from the standpoint of the participants who are part of the ongoing action being investigated. The researcher employed interview guide and focus group discussion to gather data from the participants who involved the headteachers" and teachers. Headteachers" from each of the selected school was interviewed with the use of semi-structured interviewed guide while the four teachers from each of the two selected schools were put into focus group discussion using semi structured interview schedule

3.6.1 Pilot-testing of instruments

According to Guba (1981), trustworthiness in qualitative research involves credibility, transferability, dependability and conformability. Credibility helps to address the issue of internal validity whereas transferability addresses the issue of external validity. Dependability addresses

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the validity whereas conformability addresses the objectivity. The researcher ensured the trustworthiness of this study through different ways.

(i). Credibility

Credibility helps to address the issue of internal validity. Credibility examines whether the researcher has established confidence in the truth of the findings for the subjects or participants and the context in which the study was under- taken (Lincoln and Guba, 1985). Credibility establishes whether the research findings represent plausible information drawn from participants original data and is a correct interpretation of the participants original views. The researcher ensured credibility through data triangulation. Data triangulation refers to using multiple data sources in space (collecting data on the same phenomenon in multiple test). Thus, the researcher employed interview and focus group discussion in collecting data from the participants. To achieve credibility, data transcription was done by two transcribers. This made sure that every word uttered by participant were captured. The transcribed files were read independently by the researcher and a research assistant to check for consistency and all conflicting issues were resolved. After this, the data sent back the study participants to ascertain whether the transcribed files are a true reflection of their view.

(ii). Transferability

Transferability refers to the degree to which the findings can be applied to other contexts and seeing or with other groups; it is the ability to generalize from the findings to larger populations. The researcher ensured transferability by applying the instruments in Don Boscco Boys Primary School, Winneba which has the same characteristics as that of the two schools namely Don Bosco Girls Primary School and UNIPRA South Inclusive School because, they are all

practicing inclusive education.

(iii). Dependability

The third criterion of trustworthiness considers the consistency of the data, that is, whether the findings would be consistent if the inquiry were replicated with the same subjects or in a similar context. Dependability involves participants evaluation of the findings, interpretations and recommendations of the study such that all are supported data as received from participants of the study. Dependability was maintained through triangulation. Triangulation involves the use of more than one data collection instrument. This was done by using interviews, focused group discussions as well as documentary analysis to collect data. The role of triangulation was to minimize the limitations of using one method and maximize their respective benefits. Thus, it helped the researcher to obtain rich research data from different angles that could not be possible by using only one data collection instrument.

(iv). Confirmability

The fourth criterion of trustworthiness is conformability, the freedom from bias in the research procedures and results (Sandelowski, 1986). Conformability refers to the degree to which the findings are a function solely of the informants and conditions of the research and not of other biases, motivations, and perspectives (Guba, 1981). Confirmability is concerned with establishing that data and interpretation of the findings are not figments of the inquirer"s imagination, but clearly derived from data. The researcher ensured confirmability through neutrality whereby this work was checked by other educational experts whereby their critical and constructive ideas were taken into consideration.

3.7 Data collection procedure

The researcher obtained a letter of introduction explaining the research focus of the research to the authorities at the two selected schools in the Effutu Municipality, WInneba. Upon receiving the permission letter, the researcher went to the Education office in the Effutu Municipality, Winneba for their approval before he was given the green light to visit the schools to collect data from the headteachers and teachers. The interview guide was administered to each headteachers" and a focus group interview discussion for teachers.

3.8 Access

The researcher obtained an introductory letter from the Department of Educational

Administration and Management, University of Education, Winneba and submitted it to the Education Office of the Effutu Municipality, Wimeba. Upon receiving the permission from the education office, the researcher sent copies of the introductory letters endorsed by the Education Office to each of the headteachers" of the two selected schools.

3.9 Data collection procedure

The researcher visited the two schools – Don Bosco Catholic Girls and the University Practice Inclusive School, South Campus in Winneba, to familiarized himself with the school environment, thus creating a good relationship between the headteachers" and the teachers. The researcher obtained an introductory letter from the Department of Education Administration and Management and submitted it to the Effutu Municipality Education Office, Winneba, in order to seek entry into the two basic schools. Upon receiving the permission from the Effutu Municipal Education Office, the researcher was granted a permission letter. Copies of the permission letters were given to each of the headteachers of the two selected schools in order to seek entry from the school. Participants

of the interview and focus group discussion were consulted prior to the administration of the instrument to schedule convenient time for the focus group discussion and interview. Interviews and focus group discussion were conducted within 20 to 40mins for participants. The researcher did audio recording which were transcribed later.

3.10 Data analysis procedure

Data analysis refers to examining what has been collected in a research or experiment and making deductions and inferences. It involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions (Kombo and Tromp, 2006). This study utilized audio recorders to record verbatim the interviews and focus group discussions which were later transferred to computer where they were transcribed into English. Data was analyzed by using descriptive thematic analysis framework, whereby all recorded and transcribed interviews and focus group discussions were dated and sorted by categories in which similar events, words or phrases were grouped in the same category by the guide of research tasks and questions.

3.11 Ethical consideration

The protection of human subjects through the application of appropriate ethical principles is important in any research study. In a qualitative study, ethical considerations have a particular resonance due to the in-depth nature of the study process. The concern of ethical issues becomes more salient when conducting face to face interview with vulnerable group of participants. They may potentially become stressed while expressing their feelings during the interview session. The ethical consideration of this study was assured in the light of confidentiality, anonymity and privacy

a. Confidentiality

According to Oliver (2003) and Gregory (2003) in the research context, confidentiality is taken to mean that identifiable information about individuals collected during the process of research will not be disclosed and that the identity of research participants will be protected through various processes designed to anonymise them, unless they specifically choose to be identified.

They further opined that confidentiality may mean that specific information provided in the process of research will not be used at all if the participant requests this (sometimes referred to as „off the record" comments). Confidentiality of data also includes not deliberately or accidentally disclosing what has been said in the process of data collection with others in ways that might identify an individual. The information that was gathered from the respondents was kept confidential between the researcher and the participants by the researcher not disclosing it to third parties. Interviews were conducted solely by the researcher and focus group was moderated also by the researcher.

b. Anonymity

Anonymity implies that the researcher or readers of the final report or thesis cannot be identify a given response with a specific respondent (McCabe,2004).

Identities of the respondents were not disclosed to third parties. Respondents" identities such as their names, telephone number and others were not asked by the researcher but rather their identities were identified by alphabets.

c. Privacy

According to McCabe (2004) privacy is defined in terms of a person having control over over the extent, timing, and circumstances of sharing oneself (physical, behaviourally, or

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intellectually) with others. Privacy refers to the right of individuals to limit access by others aspect of their person that include thoughts, identifying information, and among others

For the interview and the focus group discussion for headteachers and teachers respectively, the researcher informed the participants individually to declare their intension, sought their permission and arranged for time when participants agreed. All the time for the interview and focus group discussion were schedule at the participants own convenient time.

CHAPTER FOUR DATA ENTRY AND ANALYSIS

4.1 Introduction

Data collected from interviews were transcribed verbatim by two different persons. The transcription was done by playing back the recorded audio of the responses with references from the jotted notes. The different transcriptions were compared to come out with more accurate response that reflected the respondent"s views. The transcribed version of the response was submitted to the respondents to read through and make further corrections if any. Data was categorized in relation to the research questions raised and analyzed descriptively using the thematic content analysis approach. Thematic analysis is a flexible approach to analyzing qualitative data that involves identifying, analyzing, and reporting themes within the data. The themes are recurring coded phrases, terms, and expressions across data sets that are important to the description of a phenomenon and are associated with a specific research question. The themes then become the categories for analysis (Braun and Clarke, 2006; Given, 2008).

Inferences from literature and other relevant studies were drawn to support the findings. The verbatim expressions of some respondents were indicated at some instances as the study was to investigate the school factors affecting the implementation of inclusive education: The case of two selected schools in the Effutu Municipality, Winneba. The researcher summarized and described data from the respondents and came out with a conclusion and some recommendation.

Data collected were recorded by using digital audio recorder whereby after recording the data were transferred to computer and later transcribed, translated, sorted and analyzed according to the specific objectives of the study presented below:

1. To investigate the nature of Inclusive Education policy in the two selected schools in the

Effutu Municipality, Winneba.

2. Investigate teachers" attitude towards the implementation of inclusive education in the two selected schools in the Effutu Municipality, Winneba.

3. Assess the physical environment and how it affects the implementation of inclusive education in the two selected schools in the Effutu Municipality, Winneba.

4. To identify resources available to facilitate the implementation of inclusive education in the two selected schools in the Effutu Municipality, Winneba.

5. To find out whether teachers have developed the competencies for working with persons with special needs in the two selected schools in the Effutu Municipality, Winneba.

4.2 What is the nature of the implementation of Inclusive Education Policy in the two selected schools in the Effutu Municipality, Winneba?

This objective tried to explore teachers" knowledge about inclusive education, the benefits of inclusive education to children with special educational needs and children without special educational needs and the challenges that teachers face in the implementation of inclusive education. Three major themes emerged from the data collected from the study and these were related to what inclusive education is about, the benefits and challenges the teachers faced in implementing inclusive education. To answer this research question, the data collected during the interview and focus group interview were used. The three themes that emerged from the data were; educating children with special educational needs, socializing with peers and inadequate resources and instructional time, were used for analysis.

4.2.1 Educating children with special educational needs.

Analysis of the interview revealed that all the headteachers" interviewed already had an idea of what inclusive education before their school was selected for the pilot study, some of the teachers" involved in the teaching of children with special educational needs commented as follows: for example, participant H1 said "Inclusive education refers to educating children with special educational needs together with their peers without special educational needs" Another headteacher (H2) also remarked that "inclusive education refers to involving all children with special educational needs whether physical, emotional together with their peers in the same classroom for instructions to move on".

The comment from HI and H2 suggested that teachers who are the main implementers of inclusive education had an understanding of the term inclusive education. They understood inclusive education to be educating children with special needs with their peers without special educational needs in the same classroom. Also, analysis of the interview also revealed that teachers were aware of some national policies of inclusive education as well as the principles of inclusive education.

4.2.2 Socializing with peers

Analysis from the interview also reviewed that inclusive education is of benefit to children with special educational needs and children without special educational needs. As children are educated together with their peers, they have an opportunity to learn from one another. Children with SEN benefits from their peers without SEN and vice versa. The teachers gave their various comments as followed. For example, TA1 commented as:

> "Inclusive education helps children with special educational needs to socialize with their peers without special educational needs in a way that, these children without special educational needs support and assist them in

many classroom activities. We used to have one child who was physically challenged and was using a wheel chair; his peers without special educational needs supported him to undertake so many daily routines like supporting him to go out for break and also using the washroom"

An interview discussion with one headteacher (H2) also came out with some of the benefits of inclusive education to children with special educational needs as "It helps children with special education needs to mingle with the „normal" peers as the feel happy learning with their peers without special educational needs. They also feel that their right to education has not being abused" The data further revealed that children without SENs also benefit from their peers with special educational needs. Teachers gave their comments on the benefit of inclusive education to their peers without special educational needs. For example, teacher TB 3 asserted that "it gives children without special educational needs the opportunity to learn additional skills such as braille or sign language. In fact, some of these children are even able to communicate with their peers using the sign language better than we the teachers". Another teacher (TA 2) also supported this by giving her comments as "They can learn to value and respect children with diverse abilities in inclusive classrooms". Again, participant (TB 4) was also of the view that "As they learn with their peers with special educational needs they go home and tell about their parents the kind of children they are in class with which encourage other parents with children with special educational needs to also bring them to school"

It is obvious from the analysis that one of the benefits of inclusive education is that children with special educational needs benefit from their peers without special educational needs as they learn from one another. This helps the child within the inclusive classroom feels accepted and welcomed in the school environment and also ensures that their right to education is not infringed upon.

4.2.3 Inadequate resources and instructional time

This theme elicited data on challenges teachers faced in the implementation of inclusive education. The teachers gave their comments on some of the challenges they faced in the classroom during instructional time and also on the school environment

Similarly, comments from both interview and focus group from headteachers and teachers suggested that they faced challenges from the implementation of inclusive education in their schools. The following comments further illustrate teachers" challenge in the implementation of inclusive education as follows: headteachers HA1 and HB2 claimed that "There is lack of resources such as teaching and learning aids like books, hearing aids, braille to support leaners with special educational needs. Children with special educational needs need to touch, feel and manipulate materials in other to grasp the concept". To buttress the view of challenges of inclusive education, another teacher (TB3) also said that "Another challenge is inadequate materials such as furniture like tables and chairs available in the classroom are not enough for students which makes it very difficult for teacher to carry out instructional activities. The furniture is not also appropriate for inclusive classroom"

In support of this another teacher (TB2) also came out with her challenges in the implementation of inclusive education in her classroom. She believed that "The time allotted for teaching and learning is not sufficient especially for children with special educational needs, this is because they may require more time to grasp the concept than their peers without special educational needs." A participant identified as (TA4) also added that "The time for teaching and learning on the time table does not favour learners with special educational needs because the subjects on the time table are too many for them to understand subjects before we even move to the other one".

The comments from the various teachers suggested that the two schools lack infrastructures for the implementation on inclusive education making it very difficult for them in their various classrooms. It was also noticed that the time allotted for teaching students in an inclusive school was inadequate due to the time children with special needs will need to grasp a concept before the teacher can move to another concept.

4.3 What teacher attitude affects the implementation of inclusive education in the Two selected schools in the Effutu Municipality, Winneba?

Analysis from the focus group discussion with teachers reviewed that teachers" attitude was a very important factor in the implementation of inclusive education. The following themes were generated from the focus group discussion with teachers:

4.3.1 Limited knowledge and training on special education

In expressing their views about how teachers have received the IE policy in their schools, they came out with comments like. Teacher (TAB3) gave her views as:

> I felt horrible when I was posted to this school because of the kind of children I was going to teach and even how they behave sometimes.it wasn"t easy at all for me because I had no knowledge about them and even how to teach them. Also, how the society viewed them was also another problem for me

One teacher (TB4) also remarked that:

> Accepting it wasn"t easy especially when such children have been placed in your classroom, they will be in your class and you won"t even send and call them. We tend to neglect them because we have not been trained on how to handle them is rather those who are fortunate to do diploma or degree in special education that have gist about how to train these children.

Analysis from the respondents indicated that teachers find the implementation of inclusive challenging when they have inadequate knowledge and skills about the IE policy. Teachers" may

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also not involve children actively in the teaching and learning process because of the perceptions they have about them.

4.3.2 Child's condition and the school environment

Analysis from the interview with teachers also reviewed that teacher''s attitude affects inclusive education to due to the condition of the child with special educational needs (mild, moderate, and severe) and also the condition of the school environment. Teacher (TA2) gave his comments as

"The school environment is not friendly for students with special educational needs. Sometime some of the children can go out from the school during break time without the notice of the teachers. Another teacher (TB3) said; "A wall should be built around the school compound to prevent children from going to the road side during school hours". One teacher (TB4) also remarked that, "Because the school is too close to the road side there is sometimes too much noise from vehicles and also people passing by and this affects the attention of learners in the classroom during teaching and learning." Teacher (TB2) said "The arrangement of the classroom and also the types of furniture in the classroom makes the movement of some learners with severe conditions very difficult especially when the learner is using a wheelchair this can distract the classroom". Two teachers, (TA4 and TB3) also added their comment as: "children with emotional and behavioral disabilities sometimes show behaviors that are not acceptable in the classroom and this distract other children from learning"

4.4 How does the physical environment affects the implementation of inclusive education in the two selected schools in the Effutu Municipality, Winneba?

The physical environment is very important in the implementation of inclusive education. The physical environment includes; the nature of the school compound, washrooms and the playing grounds of the school. During an interview, teachers expressed their views on their school environment in relation of inclusive education. The following themes were generated from the research objectives.

4.4.1 Environment not suitable for students with special educational needs

Analysis from the interview and focus group discussion from teachers reviewed that the school environment is not suitable for the implementation of inclusive education. Headteacher (HA1) expressed that "A student with physical disability who was in a wheel chair stopped the school because the school environment was not friendly to him. He was finding it very difficult to move to the classroom, playgrounds and washroom". According to Headteacher (HB1), "The playing grounds, washrooms and the classroom are not suitable for the implementation of inclusive education. Children with special needs find it very difficult sometimes to use the same facilities in the school environment with their peers without special needs".

Comments from HA1 and HB1 suggested that the school environment of the two schools are not friendly to learners with disability and as such some of the students may find it very difficult to have access to the school environment such as the playing grounds, classrooms and washroom. Also, there are no ramps, rails and pavement at their appropriate places for people with disabilities to use which limits their participation on the school environment.

4.4.2 A conducive school environment

Analysis from the interview from teachers came to light that a conducive school environment will be a good factor for a successful implementation of inclusive education in their schools. They suggested that the provision of materials and facilities like rail, ramps and pavement in their schools will make the environment barrier free for persons with special educational needs such as the visually challenged and the physically disabled individuals. Teachers made their suggestions on the type of school environment that will help individuals with special educational needs benefit from inclusive education. Teacher (TA2) gave his comments as "in my view there should be provision of adequate furniture in the classroom such as tables and chairs for students that can easily allow them to participate in the classroom and also that will allow, we the teachers move to them to give them the needed support". Another teacher (TB4) also expressed the "Ramps, rails and pavement should be provided at their appropriate places in order to enable persons with disability have access and participate fully in the school environment". Headteacher (HB1) was of the view that:

> the school environment should rather meet the needs of students with special needs by providing them with the needed materials in the school environment such as rails, ramps and pavement at places where they are needed most. This will remove barriers and promote access for these learner" with special educational needs.

From the interview, it may be concluded that lack of facilities such as the ramps, rails and pavement make accessibility very difficult for persons with disability or special needs to participate fully in the school environment, also the type of furniture available in the classrooms are not conducive for inclusive education.

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4.4.3 Difficulties to access the school environment

This theme elicited data on whether students with disabilities find it very difficult to access the physical environment of their school. The teachers gave their responses through their own personal observation on what they have seen. For example, TA3 commented as:

> "Of course, yes, especially those with physical disability. They find it very difficult to access the school environment most of the time. The types of trees we have on the school compound have big roots on the ground which makes movement very difficult for them especially when using the wheel chair. They also have difficulties when using other school facilities like the washrooms and other classes".

In the view of participant (TB3)

> The answer is yes; they face a lot of difficulties accessing the environment. Just look around the school environment and see for yourself, there are no rails, ramps and pavement constructed and this makes it very difficult for them to even move to their classrooms, playgrounds and washrooms.

The comments from the teachers suggested that children with disability and special needs faced a lot of difficulties when accessing the school environment because the facilities on the school environment have not being adapted to suit their needs.

4.4.4 Large classroom sizes

Under this theme, it was observed that, classroom size affects the inclusion of individuals with special educational needs. Teacher TB4 asserted that:

> For classrooms, we have large classroom blocks which can accommodate many students, but the large classroom sizes affect teaching and learning process. When you get to each class there is only one teacher who attends to the children with special needs and the children without special needs.

Another teacher (HA 1) remarked that: "The classrooms are large enough to contain children, but the large number of students makes it very difficult for teachers to meet the needs of student

individually. Another problem is that it becomes very difficult in controlling unwanted behavior for those with behavioral difficulties."

4.4.5 Provision of resources

The teachers gave their views about what needed to be done on the school environment to support inclusive education. Teacher (TA3) said: "There should be adequate provision of

materials such as books and instructional aids like braille, hearing aid for students with special needs". One of the teachers (TB3) also added: "I am of the view that the government should also increase the number of teachers in a class with a special teacher in every class to assist them during instructional time." It was obvious from the teachers comment that the large number of students in a class affects inclusive education as they don"t get the needed time to supervise the work of children in their classroom. Adequate resources such as provision of materials like text books, hearing aids, braille and also the provision of human resource such as the special education resource teacher will be needed in each class to assist the teacher in carrying out their duties.

4.5 What resources are available to facilitate the implementation of inclusive education in the two selected schools in the Effutu Municipality?

To answer this research question, the researcher used interview for teachers. The themes were: inadequate assistive devices, support services not on regular bases and equip teachers with the skills.

4.5.1 Inadequate assistive devices

In expressing their views about the type of assistive device that exist in their school for inclusion, teachers revealed that there are inadequate assistive devices. The respondents expressed their concern on the availability of assistive devices. The headteachers (HTB2) remarked these ways:

"There are inadequate assistive devices for the support of inclusive education, there only device we have in our school is the braille and the hearing aids which is not enough for the student to use". Another headteacher (HB2) also expressed his views as: "Not all assistive devices are available in our school, those available are not enough. Sometimes we consult the special school close to us in case we are in need of any device and after that we return it back to them".

4.5.2 Administrative support services

This theme emerged when headteachers were asked the type of support services that were available for the implementation of inclusive education. Headteacher (HTA1) gave her comments on the type of support services that was available in their school as:

> the only support services we receive in our school is resources teachers coming from the education office comes together to the school in order to monitor the progress of the children with special education needs to find and to find out if they are facing some challenges in teaching and learning. Parents don"t support their children at all, even when they are called, they don"t even attend to PTA meetings.

Headteacher (HTB1) also remarked that:

> We don"t have school nurse and doctors like the advanced countries have, the only support we can afford is the educational supported services. The support is not even on regular basis, they come around to check their records like their exercise. Only few parents support their children with special educational needs with some materials. The government also supports with the school feeding programme and sometimes foreign students also come to support with some teaching and learning materials like books, hearing aids and others which are not even enough to share for all the children.

From the views expressed from the headteachers, it could be deduced that the only support services available for implementation of IE in the two schools is educational supported services which is not on daily basis. It is also clear that parents provided little or no support for their children with

special educational needs. The government also supports the school with the school feeding programme.

4.5.3 Support services are not on regular basis

Another theme that emerged from the data was support services provided for the school were not on regular basis. In terms of how assessable these support services were available to their schools. The headteachers gave their comments on how assessable these support services were to them. One of the headteachers (HA1) remarked that: "The support services for persons with disability and special needs are not on regular basis, resource personnel come around when they feel like visiting". Another headteacher also commented that "it is not on daily basis, they usually come around sometimes when they are being consulted or when there is a case that needs to be referred". It is clear from the analysis that the support services for persons with special educational needs are not provided for them on regular basis. Sometimes the teachers have to consult them before they even come to their aid to support them.
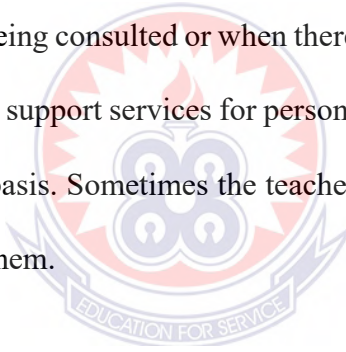
4.6 What competency do teachers have to develop for working with persons with special needs in the two selected schools in the Effutu Municipality on inclusive education?

It was revealed from the interview with teachers that there are some factors that affect their competencies in the implementation of inclusive education in their classrooms. These comments by some of the teachers attested to the fact that teachers find some challenges in the implementation of inclusive education. The various themes came out from the interview

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4.6.1 Limited knowledge and experience in the field

Analysis from the interview with the various teachers revealed that teaching and learning materials such as braille, hearing aids, books and among others are some of the factors that affect teachers" competencies in the implementation of inclusive education.

For example, a teacher (TA 2) said that "the curriculum does not meet the needs of learners with special educational needs, these children take much time to understand a concept". A teacher (TB2) also commented as: "Sometimes we also lack experience such as the knowledge and skills to deal with the mild, moderate and the profound situations among learners in the classroom and also how to use some instructional materials like the braille and the hearing aid". A teacher (TA2) supported this by saying that "a special educator together with a regular teacher in a classroom will be need in the classroom to support the teacher and also handle difficult situation in the classroom so that there will be no interaction in teaching and learning"

4.6.2 Managing the potentials of students with special educational needs

Analysis of the interview from teachers further reviewed the relevance of teachers" competency on the implementation of inclusive education. Teachers expressed their views on how children with special educational needs will benefit if they have the needed competencies. For example, a teacher (TA3 and TA2) commented that "Children with special education needs will go through the school system smoothly without dropping out of school at other levels". One teacher (TB2) also said: "They will also acquire the needed knowledge and skills in order to get job in the society". Another teacher also added "They will develop the basic skills to live an independent life with and without the support of others and this will make them useful in their societies".

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4.7 Discussion of Findings

The discussion highlighted the major findings of the research and inferences made from them in view of findings from related previous studies. The discussion was guided by the research questions that were raised to guide the study.

Regarding research question 1 that focused on the nature of inclusive education policy in the two selected schools, the results revealed that the teachers have an in-depth understanding of inclusive education and was aware of the inclusive education policies. According to them, inclusion means enabling all students to participate fully in the life and work of mainstream settings, whatever their needs. Their understanding on IE was in consistence with CSIE (2002) and UNESCO (1994). Understanding of respondents was also in line with the definition of the Ghana IE Policy (2013) which defined inclusion as all children and young people – with and without disabilities or difficulties – learning together in ordinary pre-school provision, schools, colleges and universities with appropriate networks of support. This may suggest that teachers in the Effutu municipality could deliver well on their task as far as special needs education is concern. The findings also revealed that inclusive education is of benefits to children with special educational needs and also their non-disabled peers. Teachers expressed that IE enable special needs learners to realize their educational dreams and mutual help non-disabled students to learn and accept diversity. Studies from Tuggar (2014) revealed that inclusive education promotes friendship among both students. According to him children with disabilities who are part of inclusive setting have greater opportunities to learn and practice friendship, also children without disabilities have the feeling in their mind that being with those who have disabilities improved their self-concept, increase their social awareness and acceptance of others, reduced their fear of human differences, and help them develop personal principles and friendships. This was also confirming by Bennet et al. (1997), the

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essence of integrating such students is that, the non-disabled children can learn much about personal courage and perseverance from children with disabilities and vice versa, the integration fosters positive interaction between the two groups. Peer role models for academic, social and behavior skill helps the disabled students to learn academic processes and classroom teacher"s opportunities to use peers to assist with instruction clarifying directions and give social reminders with little or no disruption to the lesson cycle. This finding may suggest that, implementation of IE could reduce the and discrimination experienced by persons with disabilities as non-disabled students learns to accept diversity.

Notwithstanding the benefit the IE could bring, the study brought to light that teachers" who are the main implementers of inclusive education face several challenges in their schools. The teachers" revealed that there is inadequate teaching and learning materials such as books, hearing aids, braille and many others to support children with special educational needs in their teaching and learning and also the school environment is not conducive for children with special needs due to the type of furniture in the classroom and other facilities. Meanwhile, Schmidt and Čagran (2006) opined that in order to promote and successfully implement inclusive education for students with special needs in regular classrooms a number of provisions should be provided and be made available in order to suit their needs which include the following: accepting special need students into the school without any discrimination; creating a conducive learning environment; giving teachers the necessary knowledge and skills to teach students with diverse needs; and providing them with the necessary learning and teaching materials that will facilitate learning. These findings corroborate with that of Boitumelo et. al., (2011) who reported that lack of facilities and infrastructures for the implementation of inclusive education can contribute many challenges when educating children in an inclusive setting and for this reason teachers may develop negative

attitude towards persons with SENs and disabilities as teachers may think that they should excluded. Poor physical accessibility of the school environment might cause learners to use coping mechanism which could in turn worsened their impairments. Again, lack of teaching and learning material reported could mean that, teacher will not be able to teach as they are supposed to even with their expertise and this in turn affects the person`s academic work and performance of special needs learners as compared to their non-disabled peers.

With regard to research question 2 that focused on the attitude of teachers that affects the implementation of inclusive education it was evident that teachers who teach in inclusive classrooms had limited knowledge and skills in teaching children with special educational needs because they have not been trained to handle such children in their classrooms. These findings corroborate that of Daane, Beirne-Smith, and Latham (2000), who revealed in their study regarding teachers" attitude towards the implementation of inclusive education that teachers perceive themselves as unprepared for inclusive education because they lack appropriate training in this area. Inadequate training relating to inclusive education is associated with lowered teacher confidence. Supporting these findings Van Reusen, Shoho, and Barker (2000) were of the view that, increased training in special educational needs and inclusive teaching was associated with more positive attitudes toward the inclusion of students with disabilities, while lack of training was associated with negative attitudes. This may have a negative outcome on the implementation IE since the success of inclusive education relies with strongly on qualified and experienced special needs educators.

From the analysis of the comments, teachers also revealed that the condition child"s disability and the environment also affect the implementation of inclusive education. It was revealed that the

school environment was not friendly to persons with disabilities. There are inadequate teaching and learning materials such as to support these children in the classroom.

In alignment with the findings of the current study, Gyimah et al. (2010) revealed that, school buildings should be made accessible to persons with physical disabilities, and the provision of adequate and appropriate equipment and materials were also instrumental in the development of positive attitude among teachers in the implementation of a successful IE. Lack of these facilities and support services makes the implementation of inclusive very difficult for teachers.

Further analysis of participants‟ comments revealed that the child‟s condition is also responsible for teacher attitude towards the implementation of inclusive education. The teachers indicated that the condition of the child (mild, moderate and sever) can also affects the implementation of inclusive education. According to them children with severe conditions tend to disrupt teaching and learning and this can affect children without disabilities. These revelations were consistent

Ward, Center and Bochner, 1994 and Cassady (2011) revealed that teachers accept inclusion of a child with mild to moderate disabilities and unanimously reject the inclusion of a child with severe disabilities. This is because children with a severe disability tend to have disruptive behaviors which distract teaching and learning which affects children without disabilities.

Gyimah (2006) supported this by arguing that the degree of disability is the major bother to teachers‟ in including children with SENs in inclusive education.

As regards research question 3 that focused how the physical environment affects the implementation of inclusive education in the two schools it was evident from the analysis that the two selected school environments were not friendly to students with disability and special needs.

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The analysis also revealed that student with disabilities finds it very difficult to participate fully on the school environment which limits their access. It was also evident that that the school had large classroom sizes but a larger number of students in each class. This was obvious that teachers" find it very difficult in managing the children with special needs at the same time children without special needs. These findings supported that of Ackah and Danso (2018) that children with disability in Ghana, especially those with physical and neuromotor disability find it difficult to fit in or face daily challenges to have access to school facilities such as toilet facilities, classrooms, offices, library and navigating school settings and other public buildings. A study conducted by Gadagui (2010) in one of the IE piloted schools in Winneba revealed that, in terms of infrastructural design most school buildings are inaccessible for PWDs especially those who are visually impaired, physically disabled and those with multiple disabilities as most school buildings have no rail, pavement and ramps which makes it very difficult for PWDs to fit and have access to the school environment. Further research evidence shows that an appropriate physical environment means that the conditions of classrooms are pleasant and appealing to all learners (Engelbrecht 2006, Tanner 2008, Weinstein 1979). When the classroom is comfortable and attractive, learning is likely to be enhanced.

Concerning research question 4 that was the resources available to facilitate the implementation of inclusive education. The analysis from the teachers" revealed that there were inadequate assistive devices for the implementation of inclusive education and those that were available were not also enough for the students. Findings are consistent with the findings conducted by UNICEF (2013), revealed that without assistive technology, children with disabilities may be unable to go from home to school, see what is written on the blackboard, hear and understand the teacher, read the textbooks, use sanitation facilities, participate in sports and recreation, and interact with

classmates. Assistive technology is one of the key elements to advancing inclusion of children with disabilities in combination with other supports such as personal assistance, sign language interpreters and barrier removal. Meaningful access to assistive technology and accessible technology for children with disabilities is critical for many to access and benefit from education.

The findings further indicated that the only support services available to the two schools was educational support services which is provided to students with special educational needs in order to monitor their academic progress in the classroom. The findings corroborate with Sun and Hung (2016) that reveals that educational support services provide teachers" skills and strategies to make adjustment in their teaching methods, environmental planning and behavioral consultation in order to help students with disabilities to adapt better to the school settings.

The findings indicated that parents do not support their children with special educational needs and also some do not attend PTA meetings when called. The findings are in consistent with the Salamanca Statement (1994) that reported that parents should be encouraged to participate in educational activities at home and at the school (where they could observe effective techniques and learn how to organize extra – curriculum activities), as well as in the supervision and support of their children"s learning. Dash (2009) also found in their study that the barrier to the successful implementation of inclusive education is non- involvement of parents in educating children with SENs. They further argued that in order to promote parental partnership and support for inclusive education, the government should make a policy and law concerning parental rights which will enable parents to participate in all school services. Thus, the findings of Dash (2009) do not manifest in the current study.

With regards to research question 5 that focused on teachers" competence on the implementation of inclusive education, it was evident that teachers had limited knowledge, skills and experience in teaching children with special educational needs in the inclusive classrooms and also finds it very difficult to adapt the curriculum to suit the needs of persons with special needs. These findings corroborate that of Majoka (2019) who has revealed in his study regarding teachers" competency that the success of inclusive education depends on adequate knowledge and skills of teachers. Thus, teachers are required to provide appropriate teaching and learning to these children in regular classrooms, within the community of their counterparts without developmental delays. Supporting this finding, the Council for Exceptional Children [CEC]) expressed some key competencies that are needed for effective instruction of children with special needs to benefit from education in regular classrooms. Such competencies include the knowledge and skills of teaching strategies and approaches that meet the needs of all children in regular classrooms.

These skills enable teachers to plan flexible instruction and to recognize the reality of differences between and in children, while yet being able to adapt learning goals, content, and the environment to the needs of individuals and the whole class. Further analysis of the teachers revealed the relevance of teachers" competency in the implementation of inclusive education will help teachers to manage the potentials of children with special educational needs. This finding support studies by Owobi et. al., (2014) that teacher competencies help the management of the skills of the special needs children for easy transition into adulthood, live independently, and also helps build the potential for the teacher himself. Therefore, teachers should notice that learning how to facilitate or provide instruction in an inclusive classroom does not only provide them with the needed skills and knowledge but also provides them with better experience for managing children with special educational needs.

CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this concluding chapter, the key findings of the study are presented and some generalizations offered. It is hoped that the findings will focus attention on critical issues for policy formulators and implementers like the Government agencies and the Non-Government Organizations, social workers and other stakeholders in education who are interested in working with students with special educational needs and disabilities in order to improve on their academic performances. This study investigated on the school factors affecting the implementation of inclusive education in some two selected schools in the Effutu Municipality, Winneba. It employed a case study, one of the qualitative research designs, grounded in the interpretivist paradigm. A semi-structured interview guide and a focus group discussion guide were used to collect data from 10 purposively selected participants, comprising 2 headteachers and 8 teachers from the two selected schools. Data collected was analysed thematically. Five research questions were formulated from the objectives to guide the study;

1. To investigate the nature of Inclusive education policy in the two selected schools in the Effutu Municipality, Winneba.

2. Investigate teachers" attitude towards the implementation of inclusive education in the two selected schools in the Effutu Municipality, Winneba.

3. To assess the physical environment and how it affects the implementation of inclusive education in the two selected schools in the Effutu Municipality, Winneba.

4. To identify the material resources available to facilitate the implementation of inclusive education in the two selected schools in the Effutu Municipality, Winneba.

5. To find out whether teachers" have developed the competencies for working with persons with special needs in the two selected schools in the Effutu Municipality, Winneba.

The rest of chapter five includes summary of findings, recommendations, area for future research, and limitations of the study, main contributions of the study to knowledge and lastly, Conclusion.

5.1 Summary of the key findings

In respect to research objective on the concept of inclusive education it was found in the study that:

1. Teachers understood what the concept of inclusive meant but teachers were not familiar with some of the national and international inclusive education policies.

2. It was also revealed that inclusive education is of benefit to children with special educational needs and children without special educational needs. Teachers also revealed that inclusive education also benefits them as they also use the opportunity to learn about the needs of every individual and also learn about some skills such also sign language and braille.

3. The implementation of inclusive education also pose challenges to teachers and also children with special educational needs as;

    a. School buildings are not accessible to learners with special educational needs due to inability of ramps, rails, pavements and many others.

    b. The schools are also faced with inadequate resources such as instructional aids (books, hearing aids, braille) and also inadequate infrastructure like tables and chairs.

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5.1.1 With regard to the teachers attitude towards the implementation of inclusive education in the two selected schools, the following revelation was made:

1. Teachers who are the main implementors of inclusive education had limited knowledge and training on inclusive education and for this reason some find it very difficult to involve children with special educational needs in the classroom activities due to the perception they have about them.

2. Teachers attitude affects inclusive education due to the condition of the child with special educational needs and disability (mild, moderate and severe).

3. Teachers attitude affects inclusive education due to the condition of the school environment.

5.1.2 With regard to the physical environment and how it affects the implementation of inclusive education, the following was found in the study;

1. The school environment of the two selected schools is not suitable for students with special educational needs. As student with special educational needs and disabilitires find it very diffilcult to have access to the school environment such as classrooms, playgrounds and washrooms (toilet and urinal).

2. The schools have large classroom blocks that contain large number of students which adversely affects teaching and learning.

3. Each classroom contains only one teacher which makes it very diffilcult for the teacher to meet the needs of all learners at the same time.

4. The schools have inadequate resources such as infrastructure like appropriate table and chairs that can support the implementation of inclusive education.

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5.1.3 The physical environment and how it affects the implementation of inclusive education in the two selected schools in the Effutu Municipality, Winneba.

In expressing their views on the physical environment, teachers" expressed their dissatisfaction on the nature of their school environment. Responses revealed that the school environment is not friendly and inaccessible for person with disability due to unavailable rails, ramps and pavements on the environment. Findings of the study further revealed that in order to make the environment conducive and accessible for persons with disability there should be the provisions of ramps, rails and pavements at places where needed in order to allow persons with disability have full access and participation in the school environment.

5.1.4 Resources available to facilitate the implementation of inclusive education in the two selected schools in the Effutu Municipality, Winneba

Result of the study further revealed that depending on the resources available to facilitate the implementation of IE there are inadequate assistive devices such as braille, hearing aids and other facilities to support children with special educational needs. The respondents revealed that the only support services available in their schools was administrative support services where teachers" come together to monitor the progress of students. It was also revealed that the government also supports with the school feeding programme and also sometimes foreign students come around to support the school with little material.

5.1.5 Attitude of teachers that affects the implementation of inclusive education in the two selected schools in the Effutu Municipality, Winneba.

The respondents" views on teachers" attitude towards the implementation of IE revealed that teachers" find it very difficult in accepting children with SENs in the inclusive classrooms because

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they had limited knowledge and training on special education and this affected them when teaching

in the inclusive school because of how the society has viewed person with disabilities. Findings of

the study relating to how the childs and the environment conditions affect inclusion, teachers"

revealed once again that the school environment including the playing grounds, washrooms and

the classrooms are not accessible for them. The arrangement classroom due to the type of furniture

makes the movement of some learners" very difficult and also to control unwanted behaviors of

students. In addition teachers" revealed how the childs condition especially those with emotional

and behavioural disorder can affect the implementation of IE that such children put up unwanted

behavior which distracts the classroom during teaching and learning.

5.1.6 Teachers' competence on inclusive education

In terms of teachers" competency, the study revealed that teachers" have limited knowledge and

experience in the field such that they could not adapt and modify the school curriculum to suit the

needs of students with special educational needs. From the findings, teachers" suggested that a

resource teacher will be needed in each of the classroom to assist them in the classroom when they

are facing challenges. The findings also revealed the relevance of teachers" competency in the

implementation of IE that, teachers" getting the needed competencies will help students with

special educational needs to manage the potentials of children with disability so that they will live

independently in the society without little or no support from their peers without special

educational needs.

5.2 Conclusion

The study concluded that although teachers" are aware of the IE policies in Ghana and understood

what IE means; they face many challenges in the implementation of IE. Again, it was established

that the physical environment such as the play grounds, washrooms and the classrooms pose challenges to children with disabilities in the implementation of IE. The school environment is not friendly and accessible to children with disability. However, it was gathered from the study that the school also lack resources (material and human) that also contributes to the unsuccessful implementation of IE. Assistive devices and support services for children with special educational needs were limited in the schools implementing IE. Additionally, it was recognized that teachers" competency for the implementation of IE was limited. Teachers" have limited knowledge and experience to handle the difficulties they face in an inclusive classroom such as adapting the curriculum to meet the needs of persons with disability. The teachers" also revealed that when given the needed competencies it will help them to train students with special educational needs to fit and live independently with or without support from their peers without special educational needs.

5.3 Recommendations

Based on the findings of the study the following recommendations were made:

1. The Ministry of Education should organize for ways through which physical materials should be availed in public primary schools. These materials should also be adaptive to the children with SENs. This can be acquired through adequate provision of funds so that physical facilities can be renovated and made barrier free so as not inhibit the movement of such learners.

2. Public awareness about inclusive education should be campaign for by all stakeholders so that the learners should reap the benefits of inclusive education. This should also eliminate the stigma and negative attitudes associated with disability.

3. The education planners and technocrats should evaluate and assess the resources available and make more accurate estimates and allocations to the various requirements in the implementation of Inclusive Education.

4. The government should consider improving the structures of the buildings in schools by improving the physical facilitates like the washrooms, the playground and ramps so that they are more accessible to the students with special educational needs who might also be physically challenged. This would enable the physically challenged to move around the school campus more freely, hence making their environment more conducive.

5. The government should also consider decreasing the classroom sizes in order to avoid overcrowding that leads to lack of space, poor ventilation and excess noise levels in a classroom.

6. The Ministry of Education should consider making the current primary school curriculum more flexible so that they are able to accommodate all kinds of / learners. This would mean that a learner of any ability would succeed when doing that curriculum. It would also mean that the Ghana National Examinations board would need to adjust the examinations and the procedures in order to accommodate the students with SENs.

7. The Ministry of Education should consider increasing the availability of special needs courses, workshops and conference for teachers" in the primary schools. These courses should be made available at various intervals during the school year so that they are easily accessible to the teachers". This would really help in enhancing the teachers" skills in handling students who have special needs and would make the teachers" more aware of what SENs are and how to cater for such students.

5.4 Suggested areas for further studies

Given the scope and limitations of this study, the researcher recommends the following studies to be carried out for comparative and enrichment purpose

i.   This study was conducted in Effutu Municipality, Winneba and therefore further studies could be extended in the other Municipalities.

ii. Support services available for the implementation of inclusive education.

iii. Challenges teachers" face in the implementation of inclusive education

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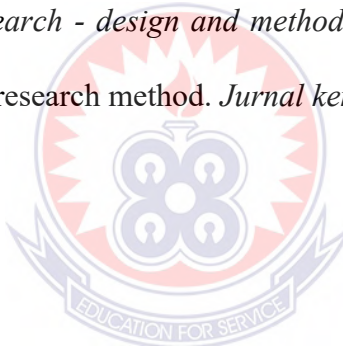
APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATION ADMINISTRATION AND MANAGEMENT.

SEMI STRUCTURED INTERVIEW GUIDE FOR HEADTEACHERS

IN INCLUSIVE SCHOOLS AT UNIPRA SOUTH BASIC SCHOOL AND DON

BOSCO GIRLS BASIC SCHOOL, WINNEBA.

Explain the goal of the research and introduce myself

A. Discussions
Please tell us your rank, your job description, and how long you have been working in your present

position. The purpose of the study is to investigate the school factors the affects the implementation

of inclusive education policy and to explore effective ways of implementing IE policy in the two

selected schools in the Effutu Municipality, Winneba. Participants are assured of anonymity and

every information would be kept confidential.

School: ………………………………………………………….

Region: ………………………………………………………….

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

Duration: ………………………………………………………….

Qualification: ………………………………………………………….

Rank: ………………………………………………………….

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

Number of years in inclusive system: ………………………………………………………….

MAIN QUESTIONS

A. Teachers' concept of inclusive education.

1. What does inclusive education mean to you?

2. What was your view about inclusive education before it was introduced in your school?

3. What is the benefit of IE policy?

    a. Children with special educational needs.

    b. Children without special educational needs.

    c. What are your challenges in the implementation of inclusive education?

B. Teacher's attitude towards the implementation of inclusive education.

1. What is the attitude of teachers towards the implementation of inclusion?

2. How does this affect inclusion?

3. Do teachers attitude affect inclusion due to the disability condition of the child

    If yes why and if no why?

4. Do teachers attitude affects inclusion due to the environmental factors of the school?

    If yes why and if no why?

C. The physical environment

1. What are your views about inclusive environment?

2. Which type of environment do you think can help individuals with disabilities for social inclusion?

3. How do you view the physical environment of your school?

4. Do students with disabilities find it difficult to assess the physical environment of this school? If yes why and if no why?

5. How does the classroom size affect the inclusion of individuals with special educational needs?

6. What is your suggestion about the school environment for social inclusion?

Availability of resources

1. What types of assistive device exist in your school for inclusion education?

2. How do you assess resources (materials and TLMs) available and other support services?

3. Do you access existing resources if any?

4. What type of support services is available?

5. How accessible are these support services?

6. Are they able to meet your needs? If yes how. If no how?

Teachers' competence on inclusion

1. What is the factors that affect teacher competencies in the inclusive classroom?

2. What is the relevance of teacher competencies in the inclusive classroom?

3. What is the competencies teacher need in an inclusive classroom?

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATION ADMINISTRATION AND MANAGEMENT FOCUS GROUP DISCUSSION INTERVIEW SCHEDULE FOR TEACHERS IN INCLUSIVE SCHOOLS AT UNIPRA SOUTH BASIC SCHOOL AND DON BOSCO GIRLS BASIC SCHOOL, WINNEBA.

Explain the goal of the research and introduce myself

A. Discussions

Please tell us your rank, your job description, and how long you have been working in your present

position. The purpose of the study is to investigate the school factors the affects the implementation

of inclusive education policy and to explore effective ways of implementing IE policy in the two

selected schools in the Effutu Municipality, Winneba. Participants are assured of anonymity and every information would be kept confidential.
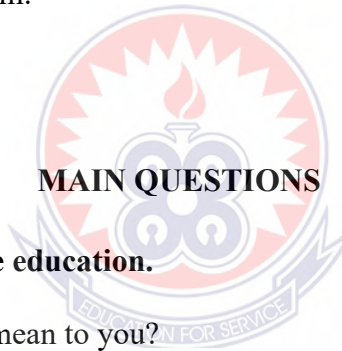
School:

Region:

Interview date:

Duration:

Qualification:

Rank:

Number of years teaching:

Number of years in inclusive system:

MAIN QUESTIONS

A. Teachers' concept of inclusive education.

1. What does inclusive education mean to you?

2. What was your view about inclusive education before it was introduced in your school?

3. What is the benefit of IE policy?

a. Children with special educational needs.

b. Children without special educational needs.

4. What are your challenges in the implementation of inclusive education?

B. Teacher's attitude towards the implementation

1. How have teachers received the IE policy in their schools?

2. Can you describe some of the teachers characteristics that prove your view?

3. How does this affect inclusion?

4. Do teacher's attitudes affect inclusion due to the disability condition of the child If yes why and if no why?

5. Do teacher's attitudes affects inclusion due to the environmental factors of the school? If yes why and if no why?

C. **Teachers' competence on inclusion**

1 .What are the factors that affects teacher's competencies in the inclusive classroom?

2. What is the relevance of teacher competencies in the inclusive classroom?

3. What are the competencies teacher's needs in an inclusive classroom?

APPENDIX C

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

UEW/EAM/INT/27

17ᵗʰ January, 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce Mr. Seth Opoku, a student on the M. Phil Educational Administration and Management programme of the Department of Educational Administration and Management.

Mr. Opoku is currently working on a research project titled: *SCHOOL FACTORS AFFECTING THE IMPLEMENTATION OF INCLUSIVE EDUCATION: A CASE OF TWO SELECTED SCHOOLS IN THE EFFUTU MUNICIPALITY, WINNEBA*.

Please, give him the necessary assistance and co-operation.

Thank you.

Yours sincerely,

Salome O. Essuman (Prof.)
Head of Department

cc:
Dean, School of Graduate Studies

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APPENDIX D

GHANA EDUCATION SERVICE

REPUBLIC OF GHANA

MUNICIPAL EDUCATION OFFICE
P. O. BOX 54.
WINNEBA
TEL: 03323 22075
Email.geseffutu@gmail.com

My Ref. NO:GES/CR/EMEDW/PG.151'/Vol. 7/15
Your Ref. No...............................

DATE: 31ST JANUARY, 2020

LETTER OF INTRODUCTION

We acknowledge receipt of your letter dated 12th January, 2020 introducing Mr. Seth Opoku as a student who would like to do research in the Municipality.

Permission has been granted to Mr. Seth Opoku, a student on the M.Phil Educational Administration and Management Programme of the Department of Educational Administration and Management, University of Education, Winneba to conduct a research in two (2) basic schools in Effutu Municipality, from February to March, 2020.

The Headteachers of the schools are to assist him in gathering the necessary data for the research while ensuring that he abides by the ethics of the teaching profession.

Thank you.

WILLIAM MENSAH KUVUORDO
D/D SUPERVISION & MONITORING
MUNICIPAL DIRECTOR OF EDUCATION
EFFUTU-WINNEBA

THE HEAD OF DEPARTMENT
DEPT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
UNIVERSITY OF EDUCATION
WINNEBA

MR. SETH OPOKU
DEPT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
UNIVERSITY OF EDUCATION
WINNEBA

THE HEADTEACHERS
DON BOSCO CATH. GIRLS KG/PRIMARY

UNIPRA SOUTH INCLUSIVE BASIC SCHOOL
WINNEBA

Copy to: The Circuit Supervisors
Winneba East

Winneba West

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APPENDIX E

GHANA EDUCATION SERVICE

REPUBLIC OF GHANA

MUNICIPAL EDUCATION OFFICE
P. O. BOX 54,
WINNEBA
TEL: 03323 27075
Email geseffutu@gmail.com

My Ref. NO GES/CR/EMEOWIPG 181`/VOL.7/15
Your Ref. No.......................
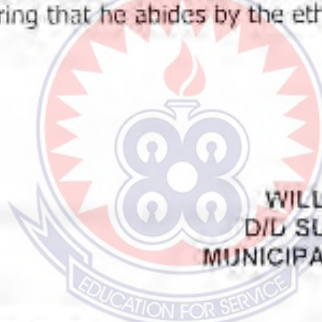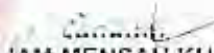
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WILLIAM MENSAH KUVUORDO
D/D SUPERVISION & MONITORING
MUNICIPAL DIRECTOR OF EDUCATION
EFFUTU-WINNEBA

THE HEAD OF DEPARTMENT
DEPT. OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
UNIVERSITY OF EDUCATION
WINNEBA

MR. SETH OPOKU
DEPT. OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
UNIVERSITY OF EDUCATION
WINNEBA

THE HEADTEACHERS
DON BOSCO CATH. GIRLS KG/PRIMARY

UNIPRA SOUTH INCLUSIVE BASIC SCHOOL
WINNEBA

Copy to: The Circuit Supervisors
Winneba East

Winneba West

GC/WPG

142

APPENDIX F

GHANA EDUCATION SERVICE

_____ copy (the number and _____
_____ it from letterhead to quoted)

REPUBLIC OF GHANA

MUNICIPAL EDUCATION OFFICE
P. O. BOX 54.
WINNEBA
TEL: 03323 22075
Email.geseffutu@gmail.com

Our Ref: /AD/mrs/CH/EMEOW/PG 141°/VOL 7/15
Your Ref. No:_____ _____

DATE: 31ᵗ JANUARY, 2020

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EFFUTU-WINNEBA

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WINNEBA

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DON BOSCO CATH. GIRLS KG/PRIMARY

UNIPRA SOUTH INCLUSIVE BASIC SCHOOL
WINNEBA

Copy to: The Circuit Supervisors
Winneba East

Winneba West

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APPENDIX G

GHANA EDUCATION SERVICE

MUNICIPAL EDUCATION OFFICE
P. O. BOX 54.
WINNEBA
TEL: 03323 22075
Email.geseffutu@gmail.com

REPUBLIC OF GHANA

MY REF: HQ/GES/CR/EMLOW/PG.181"/VOL.7/15

Your Ref. No:
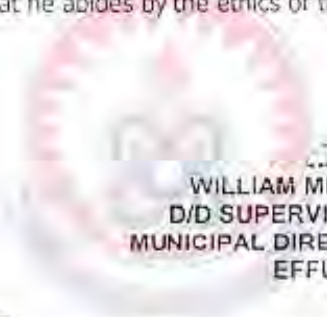
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