

UNIVERSITY OF EDUCATION, WINNEBA

**INCLUSIVE SCHOOL BARRIERS TO CHILDREN WITH DISABILITIES IN
EARLY CHILDHOOD CENTERS: THE CASE OF TALENSI DISTRICT**

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DECLARATION

Student's Declaration

I, **Issifu Ngotiba Anyagri**, hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another Degree in any University. However, all sources of borrowed materials have been duly acknowledged.

Signature.....

Date.....



Supervisor's Declaration

I declare that the preparation of this dissertation is in accordance with the laid down guidelines of the University of Education, Winneba.

Name: **Dr. Hinneh Kusi**

Signature.....

Date.....

DEDICATION

To the Almighty Allah.



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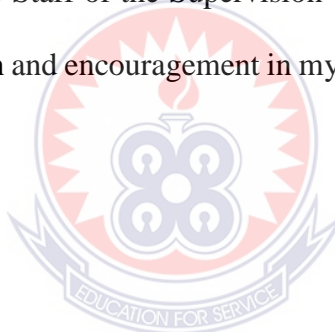


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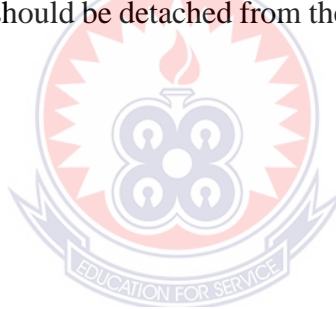
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ABSTRACT

This study focused on the challenges teachers face in handling children with disability in inclusive early childhood centers and the training level of teachers handling pupils with disabilities in the Talensi district. This study used a constructivist lens to highlight the barriers faced by children in inclusive early childhood centers. The case study design was employed in the study and purposive sampling was used to select the early childhood centers. The study sample was 10 respondents because of the in-depth nature of the study. The study used semi-structured interview and observation checklist to collect data from respondents. In total, four (4) disability types were found which included low Vision (Partially sighted), Hearing impaired, Hyperactive and children with Learning Disability. Each of the schools under study recorded at least one disability. It was revealed by the study that in-service training is not regularly organized for special education teachers in the inclusive early childhood centers and also unavailability of teaching and learning resources. The challenge the study identified was that teachers did not feel sufficiently knowledgeable and professional about the teaching of the children with disability and thus were not adequately equipped to deal with problems and consequently avoided teaching and paying much attention to the needs of the child with disability. It was recommended that the teachers should be given enough training in special education to enable them handle learners with disability effectively. Supervision and Monitoring department should be continued and Early Childhood Center Heads should be detached from the primary and Junior High Schools for effective supervision



CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, limitations, and delimitations, scope of the study and the organization of the study.

1.1 Background to the Study

In the past, children with disabilities have been seen as objects of shame and pity. According to Avoke and Avoke (2004), persons with disability in Ghana were thought to be possessed by evil spirits and to bear the curses of the gods because of disobedience of their families or parents.

Disability has become a human rights issue in recent decades (UNESCO, 2009). The Convention on the Rights of the Child (CRC) (1989) became the first treaty to strengthen the rights of children. The CRC ensures the enjoyment of all rights for all children with disability (United Nations, 1989). Article 2 of the Convention on the Rights of the Child prevents children from being discriminated against because of their disability. In Article 23, children with disability are also given concrete rights and freedoms, and the importance of promoting their full livelihood and the freedom of their self-employed persons is emphasized. The CRPD specifically references in it Article 7 the responsibility of children with or without disability to fully enjoy all human rights on an equal basis, and demands that these rights be protected. The UNESCO World Conference on Disability Education: Access and Efficiency, held in Spain in 1994, called for a change in policy demanding changes to ensure education for all children regardless of their disability (UNESCO, 1994). The conference also agreed that

inclusive education is the surest way of ending racial behaviours and maintaining an inclusive community. Hence, the governments must use all means at their disposal to largely replace the current conventional education system, and develop and enforce a system of national education that is, inclusive and equal. In order to be effective the city's initiative must reach across many layers, from management, teacher training, curriculum flexibility, support services, and over all our community as a whole. Avoke (2001) explains how, amid the trend towards inclusive education, people with disabilities were being institutionalized. The state of inclusive education in Ghana is shrouded by barriers which include factors such as availability, accessibility, adaptability, and acceptability. The key factor that causes these barriers that keep inclusive education in Ghana stuck behind is the lack of education for children with disabilities (Sayed et al, 2000). Accordingly, the Ghana Education Service (2004:15) reported that: “Ghana's government's challenges in ensuring social and educational inclusion include the public's prejudiced perception of individuals with disability, architectural barriers, inadequate assessment facilities, inaccessible curricula, inflexibility in the curriculum and pre-/post-training of special education needs for regular tuition.”

In line with this, as a sign of support for the Salamanca Declaration, the Government of Ghana agreed to introduce fully comprehensive education systems by 2015 and to ensure that children with special educational needs co-exist in mainstream schools with other children without disability and are open to equal opportunities (Yekple and Avoke, 2006). In addition, Ghana, a signatory to the Education For All (EFA) principles and processes, developed a work program within the Education Strategic Plan based on the priorities of the World Education Forum in 2000 (GES,2003). Coupled with agitations from disability groups like the Ghana Society for the Physically Disabled

(GSPD) and the Ghana Society for the Blind (GSB), the government of Ghana in September, 2003 agreed with Voluntary Service Overseas (a British Nongovernmental Organization) to have ten districts within Greater Accra Region, Central Region and Eastern Region, pilot the inclusive system of education and while it yields success be extended to the remaining seven regions (Agbenyega, 2007).

To demonstrate the government's commitment to inclusion, in August 2006, the Parliament of Ghana passed the Persons with Disability Act, which creates a council for persons with disability to protect the full enjoyment of the rights of persons with disability and to honour the country's obligations (CHRI, 2007). Given these considerations, the Act captures the rights, employment, education, transportation, housing facilities, effective health care, adequate medical rehabilitation services, generation and dissemination of relevant information and participation in cultural activities of persons with disability. As a part of the Medium-Term National Development Policy Framework (Ghana shared Growth and Development Agenda (GSGDA), 2010-2013, volume 1, action plans for the development and implementation of the provisions of the said Act), government has made provisions for the provision of disability specific facilities.

Despite government support to integrate children with and without disabilities in mainstream schools, barriers still exist (UNESCO, 2009). According to Holler (2005), these barriers prevent many children with disabilities from completing their education. UNESCO reports that 10 percent of all children under the age of 15 are children with disability, and of this 10 percent, half do so with primary education incomplete.

Education of children with disabilities has come a long way; from special education to integrated education and from integrated education to inclusive education (access to the

main stream). In spite of the support by a number of policies and programs from time to time to accelerate the pace of all the efforts made in this direction, the regular schools with inclusive orientation face many barriers and challenges. The whole idea of inclusive education can be defeated due to low level of attitude and sensitivity on the part of teachers, parents, community and classmates. Few trained teachers, large class size, lack of child centred and relevant curriculum, limited appropriate teaching learning materials, teachers lack the competence and the will to modify methodology as per the need, inadequate infrastructure, issues of accessibility to main stream schools and low levels of participatory activities. When inclusion is in place, the child who needs the inclusion does not stand out. To be able to deal with all the challenges it is necessary to sensitize people about it and focus on providing education of three H- Head, Heart and Hand especially education of the heart which is related to feeling aspect. As the formal schooling is rigid in terms of time, curriculum, learning pace, evaluation and is unable to accommodate and retain children with disability it is necessary to look for an alternative strategy and approach.

Even today, people consider any difference in learning as learning disability, impairment or handicap and treat them as victims or patients who need special care or special schools. Many children with disability do not get access to any kind of education. Rather, they are kept at home or are institutionalized because families do not get support from community in raising them or are made to feel ashamed (Stancis, 2009). Many people still have difficulties in accepting diversity. The stigma a learner with learning differences experiences can be more detrimental and painful than the difference itself.

Persons with disabilities are socially ostracized in most societies which may be due to their attitudes of fear, ignorance, lack of awareness and traditional prejudices (Stancis,

2009). Some people in this modern era still believe that educating children with disabilities is senseless and futile. Many are marginalised by dimensions such as poverty and gender. While many educational programmes have attempted to reach out to these previously excluded children, those with disability are often forgotten, emphasising their invisible status in a rigidly categorised society (Martiny, 2015). The social exclusion and negative attitudes result in social discrimination and thus leads to isolation, which produces barriers to inclusion. These barriers are caused by society, which is more serious than any particular medical impairment. Another social discrimination is environmental exclusion which takes place when public services, buildings, and transport services are designed with total disregard to the access needs for persons living with disability in mind.

Another challenge in the inclusive school is high teacher-learner ratio. For a teacher, it is not possible to deal with so many learners with diversity. It becomes difficult for children to adjust with so many children and sometimes children with disability feel alien in the normal classroom.

In any education system, the curriculum is one of the major obstacles or tools to facilitate the development of more inclusive system. In our country curriculum is unable to meet the needs of a wide range of different learners. In many contexts, the curriculum is centrally designed and rigid, leaving little flexibility for local adaptations or for teachers to experiment and try out new approaches. As a result of the knowledge based curriculum, the examinations are also too much content oriented rather than success oriented. Usually children with disability need more time to read or to write their paper. In certain cases severe problems arise for arranging Writers to assist children with disability during examination. Jha (2002) states, “There are walls between schools age children before they get enrolled, they face walls with curriculum inside the classrooms

and finally they face more walls when they have to take examinations which determine how successful they will be in life”.

Regardless of the challenges faced by children with disability, it is crucial to society, government, and schools that all children can enjoy the rights to education. Therefore, it is the responsibility of the government to ensure that children with disability fully enjoy these rights. The aim of this study is therefore to assess the barriers faced by children with disability in inclusive early childhood centers within the New Juaben Municipality.

1.2 Statement of the Problem

According to the Ghana Statistical Service (2012), 4.3% of the populations in the Talensi district have one type of disability or the other. The majority of Persons with Disability (PWDs) have visual impairment, followed by physically disability and emotional disorders. There are slightly more females with mobility impairment (physical) than males. Slightly higher percentage of females (4.7%) has disability than males (3.9%). Inclusive approach to education is the solution to the years of discrimination and marginalization experienced by children with disability but its implementation though consistent has come at an unacceptably slow rate due to the fact that children with disability have been denied rights that are freely enjoyed by their counterparts without disability (UNESCO, 2009). According to Sayed et al (2000), education for learners with disability in Ghana had been bedevilled by problems of availability, accessibility, adaptability and acceptability. Additionally, the Ghana Education Service (2004), states that the challenges of inclusive education in Ghana is perceptual, architectural, curricula and the training of teachers.

According to Holler (2005) these challenges compel many persons with disability unlike their counterparts without disability to drop out of school. Estimations by the

World Bank reveal that, of the 115 million children that drop out of school globally, children with disability constitute 30% to 40% (World Bank, 2003). UNESCO (2009) posits that 10% of all children in school are children with disability, and of this, just half complete primary education. These barriers hinder the quest of children with disability in enjoying their rights to education like their counterparts without disability.

The researcher had a personal experience during a practicum session when the researcher visited some early childhood centers in the Talensi district on the 16 of December 2019, the researcher found out that most of the teachers were not specially trained in special education to enable them handle the learners with disability in their classrooms. In addition during an interaction with teachers at a training workshop on the new Standard Based Curriculum on the 13 of August 2019, some of the participants (teachers) expressed dislike about the fact that they are to accept children with disability into the classroom indicating the lack of special training.

The study therefore sought to observe the difficulties that confront learners with disability in inclusive early childhood centers. The study assessed the challenges face by teachers in handling learners with disability. The level of training of teachers handling learners with disability was also appraised as a means of assessing the barriers it presents.

1.3 Purpose of the Study

The purpose of the study was to explore learners with disability, this study sought to explore the barriers confronting children with disabilities in inclusive early childhood centres in the Talensi district.

1.4 Objectives of the study

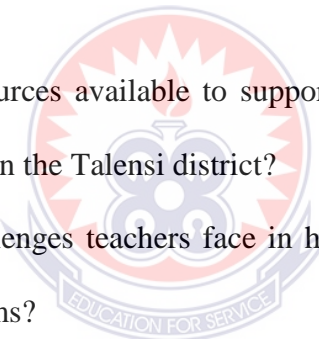
This study sought to;

1. Explore the categories of children with disability in early childhood centers in the Talensi district
2. Assess the resources available to support inclusive education in the early childhood centers in the Talensi district.
3. To assess the challenges teachers, face in handling children with disabilities in inclusive classrooms.

1.5 Research questions

Based on the objectives, the following research questions were developed to guide the study's attempt to address inclusive school barriers to children with disability.

1. What are the categories of children with disability in the early childhood centers?
2. What are the resources available to support inclusive education in the early childhood centers in the Talensi district?
3. What are the challenges teachers face in handling learners with disability in inclusive classrooms?



1.6 Delimitations

The focus of this study was to assess the barriers confronting children with disability. Geographically, the study was conducted in the Talensi district which is one of the districts in the Eastern Region and was established in 1988 by the Legislative Instrument (LI) 1426. Only inclusive early childhood centers were involved in the study. The following categories of exceptionality were focused on for the purpose of this study, visual impairment, hearing impairment, learning disability and hyper activeness.

1.8 Significance of the study

The study would shed light on the plight of children with disability and attract the attention of relevant stakeholders to probe further into the progress of inclusive education in Ghana. This will serve as an effective means of combating discriminating attitudes, creating welcoming communities, building an inclusive society and achieving education for all which has been the major cause of school drop out by children with disability.

The study would inform the appropriate authorities on the difficulties that confront learners with disability. The study would also inform authorities about the categories of children with disability in early childhood centers and the challenges teachers face in handling learners with disability. It will also seek the views of teacher on inclusive education,

Finally, the study would also serve as a guide in knowing the level of training of teachers handling children with disability. This will be a guide to future policy and practice adjustment with the view of creating an inclusive society.

Organization of the study

The study will be organized into five chapters. Chapter one deals with the background to the study which involves the introduction, statement of problem, objectives of the study, research question, scope, the significance of the study, limitations and delimitations and ends with organization of the study. Chapter two will focus on the review of related literature. This will include the overview, understanding disability, the state of children with disability, development of disability education, level of teacher training and the resources available for the teaching and learning for learners with disability.

Chapter three will deal with the research methodology which consists of the research design, population, sample and sampling technique, research instrument, data collection and data analysis while chapter four presents an analysis and discussion of the results. Chapter five states the conclusions made in the discussion of results and then prescribe and make recommendations on the steps to be taken to remedy the situation.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

This chapter reviews relevant literature with regard to inclusive education. This chapter reviewed related articles, books, and journals in relation to the research objectives. The literature is divided into the following subtopics;

1. Theoretical framework
2. Conceptual framework

3. The concept of inclusive education
4. Categories of disability
5. Inclusive education in Ghana
6. Resources available to support inclusive education
7. The training level of teachers
8. Challenges teachers faced in handling children with disabilities

Disability derives from a normal human condition that happens among all individuals during any stage during their existence. According to Subbey (2017), disability can also have incapacitating consequences whether it is viewed as a limitation or failure to conduct an action or as a lack of success of the activity in the manner or range deemed natural for human beings. This section of the study reviews relevant literature on the topic.

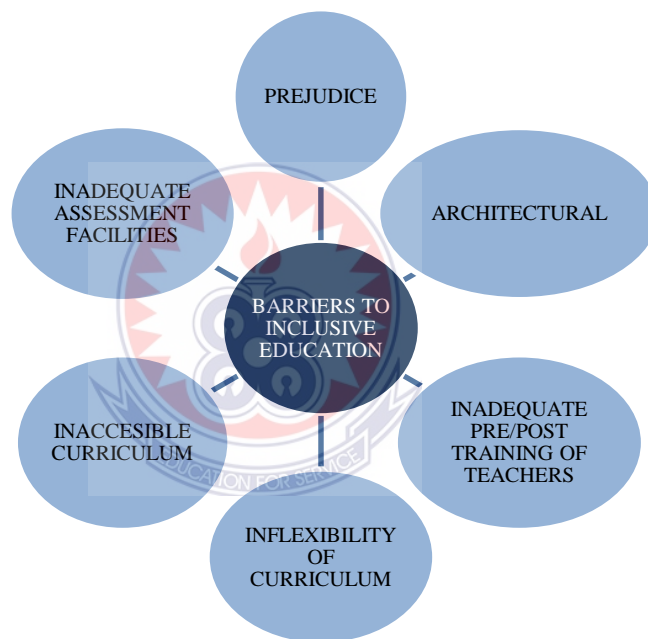
2.1 Theoretical Framework

The researcher uses the social model of disability to highlight the barrier faced by children with disability “The Social Model frames disability as something that is socially constructed. Disability is created by physical, organisational and attitudinal barriers and these can be changed and eliminated. This gives us a dynamic and positive model that tells us what the problem is and how to fix it. It takes us away from the position of “blaming” the individual for their shortcoming. It states that impairment is, and always will be, present in every known society, and therefore the only logical position to take, is to plan and organize society in a way that includes, rather than excludes, disabled people. (Martiny, 2015). The organization of the learning environment to provide equity for all children rather than the environment favouring only a few of the children. The social disability model best fit what is expected of

society and early childhood centers to do in order to serve both children with special need and their friends without disability.

2.2 Conceptual Framework

Inclusive school barriers to children with disability adopted online. One key to inclusive practice is the provision of support for teachers by all stakeholders: politicians and leaders (at national, local and school levels), universities and external experts and the local/school community.



Based on *The development of education national report of Ghana* (G.E.S., 2004)

2.3 Categories of Disability

This section review literature on categories of disabilities in schools and early childhood centers.

2.3.1 Hearing Impairment

Hearing impairment is a situation where one finds it difficult to hear or does not hear at all. It is also referred to as hearing loss. It also occurs when there is a loss of part or all

one's ability to hear Subbey (2017), this means that as a result of a damaged inner ear part of an individual he or she can't hear.

Hearing impairment refers to one whose auditory system is partially or fully dysfunctional which puts such an individual in a situation where the acquisition and use of speech is possible with a hearing aid (Charles and Malian, 1980). Winzer (2005) asserts that hearing impairment is generic and may range in severity from mild to profound. According to Winzer (2005), Hearing impairment is painless, unrecognizable and often misunderstood. This leads to impairment in communication skills and eventually resulting in isolation (Kuyini, 2014).

It is very vital for learners with hearing impairments to be detected so that the required remedial procedures can be undertaken. To do this, educational workers should be familiar with the signs of hearing loss. The National Network for Child Care (1998) indicates that learners with hearing impairment often fail to pay attention in class therefore resulting in the provision of wrong answers to simple questions. To look out for such children, educators should create a quiet environment and watch out for children who often turn their heads towards the source of sound.

According to National Network for Child Care (1998), children with hearing loss function below their potential due to regular sickness and absenteeism. Children whose speeches are unclear or show language problems usually as a result of the difficulty in distinguishing between similar vowels and different consonants are likely to be hearing impaired.

2.3.2 Educational Intervention

Teaching children with hearing loss or impairment pose a difficult problem to teachers and educators as a whole. According to Avoke and Avoke (2004), person with hearing impairment can be managed within the regular classroom in a different ways such as;

1. Inform the other members and peers about the learning difficulty that some of their classmates may be facing as a result of hearing impairment
2. Teachers should be patient when the child does not respond when you call him or her from behind or beside, the teacher can tap the child gently on the shoulder if that is possible, to draw the child's attention. Make sure that you have the child's attention before you speak.
3. Talk clearly, avoid shouting, whispering and mouthing since these destroy the natural rhythm and intonation.
4. Involve the child during group activities the way you would involve other hearing peers. Do not leave them out during games and other recreational activities.

The National Network for Child Care (1998) also recommends the following:

1. Teachers should speak without any exaggerated lip movement or voice volume. Measures should be taken to seat children with hearing impairment between five and ten feet from the teacher. Children with hearing loss should be encouraged to seek clarification from teacher for any unclear statement while teachers should constantly ask questions to be sure that children can hear clearly.
2. Teachers should observe any moments of fatigue amongst learners with hearing impairments since they need to have full concentration which can be exhausting.
3. Teachers should effectively use visual aids to augment the understanding of children with hearing impairment. This is essential because visual aids effectively communicate to children with hearing impairments than auditory channels

2.3.3 Visual Impairment

It is a situation where one is not able to see clearly or completely with eyes as a result of damage to the eye or part of the eye. Life without vision is difficult for those who

suffer visual impairment. Subbey (2017) states that there are two major types of visual impairment which are low vision, or partially sighted and total blindness. The low vision can read if modifications are made for them. The totally blind however has no or minimal vision and they can only read or write using the braille. Generally, children with low vision can be educated alongside their counterparts who are not having problem with vision. Visual impairment is the consequence of a functional loss of vision, rather than the eye disorder itself. Eye disorders which can lead to visual impairments can include retinal degeneration, albinism, cataracts, and glaucoma, muscular problems that result in visual disturbances, corneal disorders, diabetic retinopathy, congenital disorders, and infection. It is important for educators to be knowledgeable about signs of visual impairment. According to Winzer (2005), children who hold books close or far from the eye when readings as well as children who blink frequently or rub eyes regularly are likely to be visually impaired. Winzer reiterates that, children with vision impairment fear walking down stairs and are constantly falling or bumping into things. Further, children with visual impairments often show poor alignment in written work or frequent loss of place when reading.

2.3.4 Instructional Intervention

Educating children with visual impairment in some classroom and to have their full participation, teachers need to make changes in their class management and the materials to be provided for use by the children. Some of these adaptations as stated by Avoke and Avoke (2004) are as follows; children with visual impairment should be given front rows to sit, the environment should be well-lit. Large print reading materials or teaching and learning resources should be use when teaching them. Teachers should use readers or they should read aloud for children to enable them benefit from the learning process.

Children with low vision should have reduced work load so as to prevent them from being frustrated during lessons. Computers with large screen enlargers can also be used in the classroom. Teachers should try to avoid the use of shining materials or reflectors in the classroom. Further, children with visual impairments should be encouraged to share problems with teachers for remedial measures to be taken.

2.3.5 Speech and Language Disorder

Speech is one of the most important aspect of human living without which life becomes complicated, imagine going to the hospital where the nurse or doctor cannot interpret sign language, it will be difficult for effect treatment to be administered. Of all the achievements of the stages of childhood, the acquisition of speech and language is classified as the most significant (Winzer, 2005).Speech is very important in the educational life of every child therefore when a child is not able to acquire language before a specific age, it becomes difficult and embarrassing for the child and the parents. The child's performance is affected as a result of speech disorder. According to National Institute on deafness and other Communication Disorder (2014), there appear to be critical periods for speech and language development in infants and young children when the brain is best able to absorb language. If these critical periods are allowed to pass without exposure to language, it will be more difficult to learn.

According to Prizant (1983), communication disorder is the deviant development of understanding or the effective use of any written or spoken system. Poor communication skills among children affect their functioning as well as academic performance (Winzer, 2005). Winzer posits that communication disorders results in problems of cognitive development, academic achievement as well as social and emotional development.

2.3.6 Educational Intervention

There are a lot of educational interventions teachers and educators can put in place to help children with speech and language disorders to enable them benefit from teaching and learning. Subbey (2017), state some of the interventions that can be put in place to aid children with speech and language disorder. Teacher should encourage communication and lessening anxiety about speaking. There should be formation of small groups that are less intimidating to the child. Teachers should help the child communicate with peers in groups by first using non-verbal method and gradually adding goals that lead to speech. Teachers should also work with the child's family to generalize learned communication behaviours into other speaking situation. Also the National Network for Child Care (1998), states that interventions for children speech and language disorder should include both parents and educators. Teachers should do well to communicate at the level of the child using simple words and avoid the use of vocabularies that will be difficult for the child to understand. Teachers can create a friendly atmosphere in the classroom to enable the child communicate freely with peers, it can be achieved when the teacher respects and listen to the views of children and responds to their questions promptly.

There should be motivation for children to enable them put in more effort during the learning process. This can be in a form of smile or a nod and sometimes using star badges to encourage children with speech and language disorder. Teachers should always say the right word for the child when he or she communicate wrongly to enable the child learn to communicate.

Parents should cooperate with teachers of the child to enable them learn more about the child's problem and the progress the child is making in school in order for them to also provide the needed help at home. In addition parents should try to correct and expand

the child's speech whenever the child uses one word instead of a sentence. Parents should encourage the development of good listening skills by posing questions to show whether the child understands. This requires that parents frame their questions very well to be able to get the best out of their child.

2.3.7 Attention Deficit and Hyperactive Disorders (ADHD)

ADHD is a brain condition that affects a child's ability to pay attention, it is most common among school going children Subbey, (2017). ADHD is among the most popular disability in the last decade (Winzer, 2005). This situation affects an individual throughout life. With this situation the child is not able to sit and pay attention for a period of time which is one of the symptoms of ADHD. These symptoms occur in multiple settings, rather than just once. According to Subbey (2017), current research supports the idea of two distinct characteristics of ADHA, inattention and or hyperactivity- impulsivity. Some of the characteristics of inattention is difficulty in concentrating and the child having problem focusing and concentrating. Subbey (2017), Also children with ADHD (hyperactivity) shows some of these characteristics; finding it difficult to sit till in his or her chair, fidgeting and appear restless in the classroom. Children with hyperactivity always bounce from one activity to another and often try to do more than one thing. The impulsive child shows difficulty in thinking before acting and have problem waiting patiently for their turn during games which usually end up in fight. Children with ADHD find it difficult to concentrate on activities in and outside the classroom because they are easily distracted.

Hyperactive children are full of energy and are very aggressive always trying to be everywhere. They find it difficult to control their activity to pay attention or concentrate. Due to the exhibition of excessive energy they turn to disturb the teacher and other children a lot in the classroom. They turn to redirect their energy into tapping

their finger or biting their finger nails when they are force to behave well. They always act on impulse without thinking about it. Children with ADHD require a lot of supervision since they can't stay organized. ADHD learners ignore detail, fail to plan and learning from experience or mistakes.

2.3.8 Educational Intervention

No one intervention is universally effective for all learners with ADHD. A combination of research-based and promising practices is recommended. Bean, Townsend & Tung (1963). Several of these practices are described as fellow; teachers should give minimal number of directions or step at a time to children with ADHD since they have trouble following directions. If possible have children repeat the direction given to the teacher and their peers. Children should be part of establishing classroom routines. Teachers should also ensure that the learning environment is well-organized with simple and clear rule for children to follow.

For effective teaching of learners with ADHD, teachers should break tasks into smaller unit to avoid children getting bored and reduce the length of written tasks. The teacher should be friendly and connect to children and appreciate their learning, skills and interest, it will help children strive for positive achievement and learn to obey rules. Teachers or educators should give prompt and meaningful feedback to children and give them opportunity to interact with peers. Teachers should also carefully structure cooperative learning groups in which each learner is assigned a role and has clear expectations for desired outcomes will be very helpful for children with ADHD. The more structured the cooperative activity, the more likely it is that these children will succeed. In addition using think pair share approach, children with ADHD will work with peer partners to discuss the lessons, check each other's work, and share strategies. Teachers need to have adequate knowledge about ADHD and the appropriate behaviour

modifications to apply, educational intervention should be evaluated on regular basis to find out the effectiveness or otherwise of the interventions. Teachers should initiate an alternative intervention if it found out that the current interventions has failed to achieve the desired outcome.

2.5 Legal and Regulatory Frameworks for PWD in Ghana

The message from International Year of Disabled People (IYDP) in 1981 was clear in terms of human rights for students who have disability, stating that students with disability didn't want their future decided by others or limited according to their disability. They have the right to demonstrate the most positive significant ability in their personality not their disability and have the right to receive an education to develop their skills. Also the United Nations Convention on the Rights of the Child in 1990 embodied this right (Foreman, 2001; Jenkinson, 1997). O'Brien (2001) argued that children with special education needs have the right to be educated in a full inclusive classroom, and should not be segregated for any reason. In addition there is a difference between those students to be accepted only and included as physical individuals, the reality should be accepted physically and morally without isolating them from their peers in regular classrooms and preparing appropriate education which meets their needs (O'Brien, 2001).

Social justice means all members of a society are treated equally including those who have disability. In the past, schools have dealt with disability learners in terms of their difficulties, without taking into account the community, which they are, part of. They are influenced by this community and they influence it as interchangeable relationships not labelling them as special people with special programs prepared for them may be because the law or the authorities (Foreman, 2001). Some, who advocate this inclusion, validate their argument by mentioning the advantages of inclusion. By including

individuals with disability, civil rights can be achieved for those with disability, whereas separating them in special classes is not computable to the inclusion environment which has advantages in terms of the social relationship, communication, friendship, self-esteem and confidence by reducing labelling or stigma. In other words by full inclusion, schools do not need to pull-out the learners for special services or special classrooms for a short time (resources room) which makes those learners feel different to the others causing them to lose many important parts of the instruction, consequently leading to fragmentation and creating confusion between what they learn in the special and general classrooms (Friend & Bursuck, 1996; Mastropieri & Scruggs, 2004).

Various laws and legislation protect the human rights of persons with disability in Ghana. The Constitution, Act for the Interests of Individuals with Disability and the National Disability Policies both provide for equality for people with disability. Judicial and regulatory systems give PWD too much potential, but they still face multiple obstacles. This segment discusses legislative mandates that aim to assure fair opportunity for people with disability.

2.6 The Concept of Inclusive Education

The concept of inclusion is far from new and has its origins in the field of special education and disability. During the 19th century, pioneers of special education argued for and helped develop provision for children and young people who were excluded from education (Reynolds and Ainscow, 1994). Much later, governments assumed responsibility for such provision. The twentieth century saw the emergence and development of the field of special education and special schools become very much the norm for learners with disability. The segregated education of children according to

their difficulties was seen as essential because they were deemed to be incapable of benefiting from ordinary methods of instruction (Thomas, Walker and Webb, 1998).

Historically, segregated special education was supported by the medical model of disability which views the barriers to learning as being within the child. It was also bolstered by advances in psychometrics. Both of these models facilitated categorization and separate educational provision according to the learner's disability. This segregated approach largely went unchallenged for many years. As the field of special education expanded, it became the received and unquestioned wisdom that separate provision was the appropriate and most effective option for meeting the needs of a minority of children while safeguarding the efficient education of the majority (Pijl, Meijer and Hegarthy, 1997).

It was only with the rise of the world-wide civil rights movement in the 1960s that the system of parallel provision began to be questioned. As people with disability challenged the stigmatizing and limiting nature of segregated education, and gave voice to their anger and dissatisfaction, issues of equality of access and educational opportunity gained impetus and integration became centre stage. Political pressure from disability and parental advocacy groups began to change society's values and would ultimately bring legislative changes to reform education. Educators were increasingly exploring ways of supporting previously segregated groups so that they could find a place in mainstream schools. At the same time, the efficacy and outcomes of segregated education came under scrutiny. Specifically, evidence about the lack of success of segregated provision began to accumulate with such consistency that it could no longer be ignored (Thomas et al., 1998). Researchers also began to highlight the fact that the special school system selected children disproportionately from racial minorities and socially disadvantaged groups (see Dunn, 1968; Tomlinson, 1985). By the end of the

twentieth century there was a growing consensus, resulting from moral imperatives and empirical evidence, that inclusion was ‘an appropriate philosophy and a relevant framework for restructuring education’ (Thomas et al., 1998).

The current emphasis on inclusive education can be seen as another step along this historical road. It is, however, a radical step, in that it aims to transform the mainstream in ways that will increase its capacity for responding to all learners (Ainscow, 1999). The shift towards inclusion is not simply a technical or organizational change but also a movement with a clear philosophy which is rooted in the ideology of human rights:

This view implies that progress is more likely if we recognize that difficulties experienced by learners result from the ways in which schools are currently organized and from rigid teaching methods. It has been argued that schools need to be reformed and pedagogy needs to be improved in ways that will lead them to respond positively to learner diversity-seeing individual differences not as a problem to be fixed, but as opportunities for enriching learning’ (UNESCO, 2009, p. 9).

Inclusive Education (IE) is an approach or a process which occurs when children with and without disability, HIV status, age and children of diverse backgrounds and abilities learn together in the same classroom, interact socially with each other within the regular school setting for the whole day. It aims at social inclusion and implements the child’s right as pronounced in the universal declaration in human rights of 1949 (UNESCO, 2009). Inclusive learning is the result of effective teaching practice, an adapted learning environment and teaching approaches which ensure that all children are included, engaged and supported. Inclusion is seen as the wider reform of the education system to create a more effective education system and society. The 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. In addition inclusive education focuses on those who were formally excluded but are being given

the equal opportunity, such children include and are not limited to persons with hearing impairment, visual impairment, children with intellectual disability, children with physical disability, children with deaf-blindness, person with multiple disability, children with speech and communication disorder, children with attention deficit hyperactivity disorder children, autistic children, children that have been displays by natural disasters and social conflicts, shepherd boys, fisher folks and domestic child workers. There has been a new approach to inclusive education in recent years. In contributing to the complex field of inclusion, Sandkull (2005) described inclusive education as acknowledging the exceptions of any child and thus providing education within their group regardless of their distinction (cultural, religious, social etc.). Allison (2001) further elaborates that inclusive education is when the needs of people with disability and their peers are met through acceptance and belonging. This shifts the discourse to one of transformation for the improvement of society. This intent to improve social interaction has increased the opportunities of social interaction in education in general.

The principle of an inclusive education system in which tolerance, diversity and equity is striven for may be uncontested; however, the way in which we achieve this is much more challenging. Inclusion is an elusive concept (Ainscow, 1999; Ballard, 1997, Slee, 2000). Furthermore, in 1998, Florian suggested that while there were many definitions of inclusion put forward in multiple contexts, no single definition had been universally accepted. Ten years on from this assertion, a single definition is still elusive, which may reflect the complex nature of inclusion locally, nationally, and internationally. While the ideological concepts of inclusion are important, the needs of children and young adults in the education system and how these are met in high quality and effective settings must be paramount.

There are multiple perspectives in the field of inclusion and many complex challenges and tensions involved. The complexities and contradictions, however, make oversimplification an inherent danger in the process of reviewing and interpreting the literature (Sebba and Sachdev, 1997). In addition, Slee's review of the literature notes that authors place 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, 2001a). Slee also notes,

There is no such thing as innocent reading. Words are received and put through our own interpretative sieve as we construct meanings from the page. This process is shaped by our theoretical or ideological disposition, experience and, of course, our attendant limitations. Consequently there is a need to think carefully about the language that we use' (2001a, citing Ainscow, 1999).

2.6.1 Inclusive Philosophy of Education

Inclusive schools must recognize and respond to the diverse needs of their learners, accommodate different learning styles and rates, and ensure quality education for all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a spectrum of support and services to facilitate different needs of different learners in educational institutions (UNESCO, 1994). Addressing the diverse learning needs of all learners and learners is essential for strengthening the goal of this document.

Ghana has fully backed and supported the Education for All initiative through national and international commitments and committed itself through signing the UN Convention on the Rights of Persons with Disability and the Salamanca Accord among others. The emphasis on educating all children in the conventional school system was firmly supported at the UNESCO World Conference on Disability Education: Access

and Efficiency, held in Spain in 1994. (UNESCO, 1994). At the meeting called the Salamanca Conference, the Disability Education and Plan for Intervention was officially adopted. The Salamanca Declaration proposed a change in policy that would force regular schools to become inclusive and accommodate all children, including those with disability. This method was important for the development of education for all, considering their academic, physical, social and emotional circumstances. Article 2 acknowledges that multicultural schools are the most successful in countering racial behaviours and building a supportive and inclusive community. The statement called on governments to take policy, legislative and implementing steps to improve national education and to establish a system of comprehensive schools. Specific recommendations were given for action taken to ensure improvements at the level of school administration, apposite recruitment of teachers, program flexibility and the advancement of support resources.

The Dakar forum presented the opportunity for over 180 countries to submit their EFA evaluations (UNESCO, 2000). The key finding was that unless movement in education for everyone continues to increase more people will continue to be left behind. Regarding challenges and prospects, inclusive strategy was stressed for ensuring quality education for all, taking into account early childhood education, primary education and adult literacy preparation.

Governments were dedicated to at least meeting the priorities and objectives decided upon in the process for Action by 2015. While it is undeniable that the Dakar system revived the global commitment to achieving education for all as a right for all children, it did not specifically address minority groups by name. Furthermore, effective measures for inclusion have not been adequately articulated. The Right to education is

the key justification for the social trend towards equal education for children with disability.

2.6.2 Inclusive Education in Ghana

Ghana was among the first countries to ratify the United Nations Convention on the Rights of the Child (CRC) in February, 1990. This implies that, Ghana has pledged its commitment to ensure that all children are given equal opportunity to access education. The Government of Ghana through the Ministry of Education and the Ghana Education Service (GES) has adopted and implemented policies geared towards the achievement of universal primary education for all, over the years. These policies are also intended to enable the country achieve the Millennium Development Goals. In this regard different initiatives such as the Free Compulsory Universal Basic Education, Girl-Child Education, and capitation grant, the school feeding programme, free school uniforms, were designed to encourage school enrolment, retention and completion rates.

Inclusive education in Ghana, begun as integration into schools since 1951 – Accelerated Educational Development Plan and the 1961 Educational Act for free education which resulted in increases in basic school enrolment. UNESCO alongside with other UN Agencies and NGOs worked towards the achievement of this goal together with the efforts made at the country level. For example, the 1992 Constitution had emphasized the Free Compulsory Universal Basic Education (FCUBE) which also increased access to basic schools. However, all these educational measures did not provide what it takes to run an effective inclusive education programme. Rather, access to special schools was possible for some and those integrated had no equal opportunity. Society or educational systems remained the same whiles the child was rather expected to adapt to the old system. For example to have hearing aid; the teacher or peer are not

expected to learn to sign but the child has to pass the standardized test in class to be promoted and if he or she fails, the child repeats or drops out.

Ministry of Education/GES adapts Inclusive Education in the light of these global developments since Ghana was a participant at the Salamanca and Dakar Conferences, the Ministry of Education pursued those rights hence the Ghana Education Service in its Education Strategic Plan of 2003 – 2015 adapted Inclusive Education.

In 2013, the Ministry of education headed by Nana Jane Opoku Agyemang released a draft policy document on inclusive education. The draft policy document became possible as a result of series of meetings and discussion held with stakeholders such as Ghana Education service, Girls education unit, Early childhood education unit in collaboration with other state agencies such as Ministry of Health, National Council for persons with disability and the Ministry of Gender and Social protection.

The involvement of non-state agencies such as the Ghana Blind Union, the Ghana Federation of the Disabled, the Ghana National Education Coalition Campaign, the World Education and the International Council for Education of people with Visual Impairment in the various stages of the development of this policy cannot be over emphasized. This policy will respond to changing priorities and national aspirations as well as international development trends in provisions for inclusive education.

2.7 Resources available to support the teaching and learning of children with disabilities in inclusive early childhood centers.

2.7.1 Concept of Teaching and Learning Resources (TLR)

Adequacy of TLR refers to satisfactory or acceptable quality and quantities of material resources, physical facilities and human resources. According to DFID (2007), adequacy of instructional materials such as textbooks which is the main instructional

material, is the most cost effective input affecting learner performance. In this context adequate supply is usually assumed to be a minimum of one textbook per two students, and at primary level enough reading books so that every child has the opportunity to read at least one new book every week.

Adequacy of TLR determines an educational system's efficiency, according to Owoko (2009). For effective teaching and learning, textbook and resource materials are basic tools, their absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it as dry and non-exciting. It is also important to have appropriate personnel plan for adequate instructional materials and physical facilities to support educational effort. Therefore Scarcity of textbooks, libraries and physical facilities according to Crawford and Tindal (2006), will constraint educational system from responding more fully to new demands. In order to raise the quality of education, its efficiency and productivity, better learning materials (TLM), physical facilities and human resources are needed.

2.7.2 Teaching and Learning Resources and Performance

TLR comprises basically three components: material resources, physical facilities and human resources (DFID, 2007). Studies done in the past with regard to availability of TLR in education reveal that TLR are not always available in schools. This inadequacy of TLR has been of serious concern to educators.

According to Stubbs (2008) learning is a complex activity that involves interplay of students' motivation, physical facilities, teaching resources, and skills of teaching and curriculum demands. Availability of TLR therefore enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students. The necessary resources that should be available for teaching and learning

include material resources, human resource such as teachers and support staff and, physical facilities such as laboratories, libraries and classrooms.

TLR help improve access and educational outcomes since learners are less likely to be absent from schools that provide interesting, meaningful and relevant experiences to them. These resources should be provided in quality and quantity in schools for effective teaching-learning process. Several studies have been conducted on the impact of instructional materials on education. Momoh (2010) conducted a research on the effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE). The achievements of students in WASCE were related to the resources available for teaching. He concluded that material resources have a significant effect on student's achievement since they facilitate the learning of abstract concepts and ideas and discourage rote-learning. When TLR are inadequate education is compromised and this inevitably is reflected in low academic achievement, high dropout rates, problem behaviours, poor teacher motivation and unmet educational goals.

2.7.3 Influence of availability of Teaching and Learning Materials on Learners'

Performance

Material resources include textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. Other category of material resources consist of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks and so on (Momoh, 2010).

Perner (2004) discovered a very strong positive significant relationship between instructional resources and academic performance. According to Perner, schools endowed with more materials performed better than schools that are less endowed. This

corroborated the study by Momoh (2010) that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Mendis (2006) also supports that students performance is affected by the quality and quantity of teaching and learning materials. The author noted that institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones. Therefore, poor performance could be attributed to inadequate teaching and learning materials and equipment.

2.7.4 Influence of adequacy of Physical Facilities on Learners' Performance

The development and maintenance of physical facilities in educational institutions by communities, parents, and sponsors should continue to be encouraged. This is because lack of such facilities interferes with learning process. DFID (2007) indicates the importance of school facilities in relation to quality education. Difference in school facilities would be seen to account for difference in achievement. Physical facilities include classrooms, lecture theatres, auditoriums, administrative block, libraries, laboratories, workshops, play grounds, assembly halls, and special rooms like clinics, staff quarters, students' hostels, kitchen, cafeteria, and toilet amongst others.

They further added that learning experiences are fruitful when there are adequate quantity and quality of physical resources; and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance. Mendis (2006) posits that the physical conditions and organization of schools facilitate or inhibit construction of a culture of success.

2.7.5 Influence of adequacy of Human Resources on Learners' Performance

The adequacy of TLR determines the success or failure of the educational system. A method of determining the extent of teacher's adequacy is through Students - Teacher Ratio (STR) which is the number of students assigned to teachers for teaching. STR is used to determine the number of students that are to be allocated to a teacher in a given educational level. The STR shows a teacher's workload at a particular level of education. It also helps in determining the number of teaching manpower needed for a projected student's enrolment. Thus, it could be used to determine either teachers are over-utilized or underutilized (Momoh, 2010).

An educational institution's human resources consist of teachers and other support staff who engage in the process of teaching and learning. They include, laboratory assistants, cooks amongst others. There should be optimum use of the available human resource especially teachers if good performance is to be achieved.

2.7.6 Availability of Teaching and Learning Resources for the Implementation of Inclusive Education

Puri and Abraham (2004) emphasize that classroom need to be colourful, interesting, for learners to feel enthusiastic about coming to early childhood centres. For easy access, ramps (for children with physical disabilities), hand-rail (for children with visual impairment), Braille for reading and writing and wheelchairs are needed. A mug and a bucket of water too may be kept outside the classroom to ensure that learners maintain basic hygiene by washing their hands after playing outside. Eleweke and Rodda (2002) noted that social facilities to accommodate learners with special needs are often non-existent or inadequate in many institutions. Few facilities may be found within the urban centres but none in rural areas.

Many colleges and universities provide training for regular and special needs teachers but there is concern regarding the adequacies of the programs, teaching and learning resources. These programs tend to concentrate on the pathology of disabilities, rather than instructing on modifications to suit the needs of the child (Elweke and Rodda, 2002; Perner, 2004). The curriculum should be adapted to enable learners with special needs to learn at their own pace train the learners to make use of their functional parts of their bodies and to provide extra work for exceptionally talented and intellectually gifted learners (Ngugi, 2007).

Lack of, or inappropriate, resources are often cited as a major barrier to making inclusion happen in practice. Those in favour of inclusion tend to stress that it is much more about planning and attitudes, than about resources (e.g. it doesn't cost more to plan and build an accessible building than an inaccessible one). Disabled activists, however, stress that inclusion should not be seen as a 'cheap option' that results in particular student's not receiving sufficient support to enable them to learn on an equal basis with others. The following examples address the issue of resources in different yet informative ways.

Including the students with disabilities and having the knowledge of how to treat them are important characteristics of the effective school, and in this regard, Ainscow (1991) indicated that the effective school has effective leadership and staff who are able to deal with all students and their needs, is optimistic that all the students can progress and develop their abilities toward successful achievement, has a willingness to support its staff by meeting their needs taking into account the curriculum, and ensuring that the curriculum meets all the students' needs by effectively reviewing its programmes (teachers, curriculum, students' progress), frequently making sure there is progress in terms of the effective teacher. Successful teachers challenge the students' abilities by

setting good quality tasks, providing students with opportunities to choose their tasks, varying learning strategies and providing facilities that contribute to student learning (Ainscow, 1991 akt, Sakarneh, 2004).

Use of materials has been the basis for equality of opportunities in the process of education. In other words, it provides the opportunity to present the educational environment which is improved and enriched by the help of every kind of educational technology to all people in every part of the country and the world. As a result, everybody will have the chance to have high quality education. By the help of the educational technology, equality of opportunity problems in our country can be prevented (Perner, 2004). Educational materials are the tools that enrich the learning process and make the learning concrete. The fact, research indicates that educational materials have positive effects on making education effective. Educational materials are elements that teachers can not overlook such as: facilitating the process of learning and providing permanence of what is learned.

The materials that the classroom teachers use differ. Analysis indicated them to be: student's book, worksheets, models, posters, etc. In recent years there have been some positive improvements regarding the use of educational materials as a result of the ministry of education and publication companies' support in our country. However, these improvements are not enough for the students who need special support and the teachers working with them. Inclusive education is used in the same meaning with placing the students who need special education with other students at the same age in the same classes (McConkey, 2001).

2.9 Challenges Teachers face in handling Children with Disability

2.9.1 The Physical Environment

With the increasing trend towards educational reform, policy making and change practice, education systems and governments worldwide have identified Inclusive Education (IE) as the principal vehicle for educating all learners regardless of disability and/or Special Educational Needs (SEN). The educo-socio-political and economic basis for IE is to address the challenges of access, quality and equity in education practice, policy and provision. Philosophically, IE articulates that all learners are capable of learning and participating in educational and social experiences in a safe and scaffolding environment (Ackah-Jnr, 2016).

Thus, when children with disability especially, are provided with appropriate attention, support, and resources in high-quality, age-appropriate, general education classrooms and environments, they are more likely to succeed (Allen and Cowdery, 2015, Cologon, 2014, Foreman, 2011, Foreman and Arthur-Kelly 2008, Mitchell, 2010). Inclusive education, as an evolving and transformative practice ensures that, the hitherto excluded, marginalized, discriminated and disadvantaged learners exercise their educational right. Overall, it rationalizes the need for educating all, regardless of disability and SEN.

For Slee (2013), IE challenges the notion of business as usual for schools globally. Consequently, the move towards enhanced IE practice implementation will inadvertently bring aboard the inclusion-ship many diverse learners, liberating, empowering and enabling them to rise and realize their potential, and to make meaningful contributions to self and society generally.

Internationally, many countries including Australia, Canada, USA and South Africa have progressively acceded to the clarion call for the recognition, adoption and

implementation of IE as a change and best practice. This is mainly based on its empirical benefits such as academic and social outcomes and the rationale such as human rights and social equity (Foreman 2011, Smith et al. 2012, Cologon, 2014, Mitchell, 2010, Slee, 2013, Ackah-Jnr, 2016, 2017), as well as the supporting conventions and declarations, including the Salamanca Statement (1994), the Dakar Framework for Action (2000) and UN Convention on the Rights of Persons with Disability (UNCRPD, 2006). Therefore, IE practice has become a wind of change and positive pressure exerting influence and driving education systems in the global North and South or in both developed and developing countries.

As a middle-income developing country, Ghana has similarly recognized IE and has made several commitments to its practice. Influenced by the aforesaid drives, as well as national legislative framework and policies including the Education Act 1961, Education Act 2008 and more recently, IE Policy 2015, Ghana has also established inclusive pilot schools, to complement regular schools to educate children with disability and SEN (Ackah-Jnr, 2016). The inclusive schools support the operationalization of Ghana Government's policy objective to implement IE, which aims to provide accessible and equitable educational opportunities for all children with mild SEN in mainstream schools and full enrolments of hard-to-reach and out of school children (Ministry of Education, 2015a). While teacher preparedness and effective curriculum have been identified particularly as key factors that enhance student learning and performance and IE practice in Ghana (Kuyini 2014, Ackah-Jnr, 2010), the quality of the physical environment of inclusive schools, where students learn, interact and socialize with other peers, or they are taught, is often overlooked. Nonetheless this is not peculiar to the Ghanaian context, as Kuyini (2014) acknowledges succinctly that, there is too often the ignoring of the physical environment in favour of issues which are

perhaps more intellectually exciting to researchers. As such, the physical environment is crucial to IE implementation.

Whilst the barriers to IE may take many forms and are multi-faceted, but are cross-culturally and cross-contextually similar to a larger extent, the physical environment of schools is considered a critical implementation factor influencing IE (Pivik, McComas, and Laflamme 2002, Smith et al. 2012, Lewis et al, 2006). There is much research reinforcing that the quality of the physical environment significantly affects student learning and achievement (Cheryan et al. 2014, McCreedy and Hill, 2005, Tanner 2008, Weinstein, 1979) and student attitudes (Sapon-Shevin, 2007, Weinstein, 1979). The physical environment comprises the classroom and its furnishings, but more broadly, it denotes the school building and all its 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). On the one hand and from an inclusive orientation, the physical environment connotes flexible and safe school buildings and facilities, adjusted to students' aesthetics as well as to participatory teaching and learning, and the feeling' of the school, the extent of social connectedness and respect for differences, styles of communication and conflict management at school, and care for the well-being of students as well as school staff (Simovska, 2004). It is thus intertwined with elements of the social environment, and it impacts the affective, behavioural and cognitive functions of children and teachers in inclusive schools.

The physical environment of schools thus defines whether all children are physically, pedagogically and functionally included or excluded from school programs. 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. Elsewhere in Australia, Elkins (2005) noted similarly that little account is taken of individual differences in students, and not much attention is given to school design as a factor for successful IE. Often children with disability in Ghana, especially those with physical and neuromotor disability struggle to fit in or face daily challenges using school facilities and navigating school settings and other public buildings. A critical analysis of the policy guidelines on the planning and design of school environment and infrastructure (e.g., Education Act 1961, Education Act 2008, IE Policy 2015), shows that they have not been fully auctioned to support the effective use of facilities and other aspects of the physical environment by children with disability, which potentially affects IE. The Ghana Disability Act 2006, recognizes that for persons with disability to effectively use school facilities, equipment and other aspects of the physical environment, and hence promote the IE agenda,

the Minister of Education shall by Legislative Instrument designate schools or institutions in each region which *shall provide the necessary facilities and equipment (and barrier-free physical environment)* that will enable persons with disabilities to fully benefit from the school (s.715.17).

The Ghana Education Act 2008 (Government of Ghana 2008) further mandates that,

District Assemblies and heads of institutions shall ensure that designs for schools are user-friendly for children with disability and disability, and institutions, including regular schools that deliver education to children with disability shall improve upon existing infrastructure and provide for additional facilities where necessary (Education Act 778, p.5).

Inherent in the Standards and Guidelines for the Practice of Inclusive Education in Ghana 2015, Standard 1, are the provisions for enabling access to schools for children with disability, deemed also to benefit children without disability. Critically, the recommended

inclusive education standards shall satisfy anyone who is hindered from participating successfully in learning (environment) as a result of obstacles put in their way by the siting of the school, design of buildings, materials, arrangement of out- or inside space, attitude of staff, equipment and materials...and pedagogy (MoE 2015a, 6).

In addition to these legal provisions, the IE policy (MoE 2015a) has the objective to redefine and augment education and support services that are responsive to the needs of all children, within the context of universal design and child-friendly schools, and overall, to increase participation and educational access for children with SEN. To achieve this policy goal, the physical architectural designs and environments of existing schools need to be modified or adapted, while ensuring also that all new school physical designs and constructions enhance opportunities for persons with SEN.

However, while nationally the legal directives and policies supporting the restructuring and transformation of schools to make them more inclusive are well-intentioned, it is generally evident that most schools practicing IE operates in unchanged physical environment and educational facilities'. Thus, a further look at inclusive schools indicates a seemingly lack of adaptation and modification of the physical environments, including architectural designs and facilities to meet the needs of children with disability and SEN. There are problems of stairs, narrow doorways, inappropriate seating, rigid classroom designs and school compounds, which generally affect access, student learning, participation and achievements or engagement. Further, whilst extensive research is available in the Ghanaian context on teacher attitudes towards IE (Gyimah, Ackah-Jnr, and Yarquah, 2010; Ackah-Jnr, 2010; Obeng, 2007; Ackah-Jnr,

2017), research on the physical environment of regular schools practicing IE has particularly attracted little attention.

2.9.2 Physical Environment of Inclusive Schools

Since the extensive review of the research on the importance of the physical environment of schools (Weinstein, 1979), other researchers have also increasingly explored the impact of various dimensions of the physical environment on the education of all children generally, and more specifically children with disability (Cheryan et al. 2014; Engelbrecht, 2003; Higgins et al. 2005; Jin, Yun, and Agiovlasitis, 2017; Pivik, McComas, and Laflamme, 2002; Tanner, 2008; Lewis et al, 2006). Research investigations show that the nature of the physical environment of IE schools influences teacher and student behaviour, student learning and achievement (Cheryan et al. 2014; Guardino and Fullerton, 2010; Tanner, 2008; Weinstein, 1979), physical access (Pivik, McComas, and Laflamme, 2002; Winter and O'Raw, 2010), physical activity participation (Jin, Yun, and Agiovlasitis, 2017; Pivik, McComas, and Laflamme, 2002) 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 (e.g., 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 et al, 2006), 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.

Previous research indicates that classroom management is an integral part of a carefully planned physical environment (Okyere and Adams, 2003; Smith et al. 2012; Allen and Cowdery, 2015), influencing how teachers and students feel, think and behave in IE schools (Guardino and Fullerton, 2010; Weinstein, 1979; Weinstein, Mignano, and Romano, 2011). Classrooms that are barrier-free and arranged effectively may foster free movement of children with disability between desks or tables, and to the general areas of the school. For Elkins (2005) at the classroom physical access needs to be the first consideration for effective IE. In well-planned IE classrooms, there is effective seating arrangement and spacing (Lewis et al, 2006; Smith et al. 2012), and instructional materials are placed within the reach of all children, and adequate storage spaces are also created for special equipment such as magnifying devices, crutches and adapted keyboards for computers (Lewis et al, 2006). Bookshelves and bulletin boards are also conveniently located to facilitate their use by students with disability, and there are adequate spaces in the general areas of the school to accommodate all students (e.g., classrooms, hallways, exits and washrooms). Following the need to create inclusive environments, Okyere and Adams (2003) articulated that effective classrooms must have sufficient spaces for all children to move around or functionally participate in activities, especially if there are children with physical disability.

Additionally, the safety and comfort of the inhabitants of schools is identified as another key dimension of an appropriate physical environment that affect the feelings of belonging in IE settings (Sapon-Shevin, 2007; Okyere and Adams, 2003; Lewis et al, 2006; World Health Organization, 2004). 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 et al, 2006). 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 et al (2006), eliminating architectural barriers e.g. 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 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 and Cowdery, 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, 2003; Tanner, 2008; Weinstein, 1979). When the classroom is comfortable and attractive, learning is likely to be enhanced. Many researchers (Cheryan et al. 2014;

Engelbrecht, 2003; Higgins et al. 2005; Lewis et al, 2006) agree 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) noted that effective IE requires a nurturing environment, if all children are to feel belong and part of the classroom. Aesthetically pleasing classrooms may enhance the learning, comfort levels and health of all learners.

Two other critical components of the physical environment of schools, identified to impact IE practice are ventilation (Higgins et al. 2005; Lewis et al, 2006) and lighting (Cheryan et al. 2014; McCreey and Hill, 2005; Tanner, 2008). Research shows that adequate ventilation prevents stuffiness in classrooms, enhancing the general comfort and well-being of children and teachers (Higgins et al. 2005; Lewis et al, 2006). Ventilation or air-quality is considered a basic survival need. Adequate natural and artificial illumination has been identified as an important element of IE schools and classrooms, which makes teachers and students to feel comfortable during teaching and learning (Cheryan et al. 2014; McCreey and Hill, 2005), while poorly lit classrooms causes students to feel a jet lag (Tanner, 2008). A study that investigated the effects of school design on student outcomes (Tanner, 2008) also found that students exposed to more natural light in their classrooms performed better than students exposed to less natural light. Inclusive classes that are well-light and free from glare are important for all learners, especially students with visual impairments since they may require improved lighting. As a critical characteristic of effective classrooms, good lighting (McCreey and Hill, 2005; Lewis et al, 2006) also fosters the general well-being of students and teachers who are usually confined to the classrooms for several hours per day.

Inadequate lighting controls can produce negative results, including eye strain, fatigue, decreased attention span, increased body temperature and, consequently, poor student/teacher performance (McCreey and Hill, 2005). Light and colour are seen to affect learning and blood pressure of students in IE classrooms (Tanner, 2008; Gaines and Curry, 2011).

Colour signifies another essential aspect of the physical environment and aesthetic appeal identified to influence student learning and behaviour in inclusive settings (Engelbrecht, 2003; Gaines and Curry, 2011; Higgins et al. 2005; McCreey and Hill, 2005). As a powerful design element, colour produces psychological and physiological reactions, and impacts student behaviour within the physical learning environment, hence functional colour applications are critical to the inclusion of students with disability (Gaines and Curry, 2011). As light colours enhance illumination systems in inclusive classrooms (McCreey and Hill, 2005), researchers (e.g., Smith, Neisworth, and Green, 1978) have previously argued against the use of dark or bright colours for classroom walls. For Smith, Neisworth, and Green (1978) wall surfaces that have light tone colours, and not drab, function better as pleasant background for whatever is placed on them in classrooms. Different colours are considered stimulating. This varies across the age groups. While younger children prefer bright colours and patterns, adolescents prefer more subdued colours (Engelbrecht, 2003). Maxwell and Ninnis (2000) also found that children thought colour was important and that they thought the colour of the walls in their school was uninviting and boring. Further, room decoration is important because it can affect the attractiveness of classrooms (Tanner, 2008). Therefore, effective furnishings, pictures, posters and displays of education materials and equipment can enhance the visual appeal of inclusive classrooms and the engagement of all children.

2.9.3 Effective Teaching Practices

Teaching students with disability in an inclusive classroom may be regarded, as a challenge for teachers accustomed to teaching in the regular classroom; therefore teachers should require the basic characteristics of effective teaching. To be a successful teacher in inclusive classrooms is not easy as the teacher is dealing with different abilities. Most of the effective teaching evidence comes from the research which involves the classrooms directly using several different techniques (Westwood, 1995). 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 observes 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). Stanovich and Jordan (1998) indicate that effective teachers who are able to monitor the classroom and the students' behaviour in their class also demonstrate the ability to use body language. Furthermore they are able to manage the instruction time for the students and themselves and have good expectations for the lesson and ensuring students' understanding by using questions and monitoring students' progress frequently (Stanovich & Jordan, 1998).

Teachers' behaviour also has a significant link to students' achievement. Englert (1983) in a study on teacher effectiveness found that effective teachers had a high level of presentation and corrected student responses in a short time, also following the students error responses and informing the students of the correct response by giving the suitable

feedback (Englert, 1983). Shanoski and Hranitz (1992) indicated that effective teachers are enthusiasm in their work, take care of the students and work cooperatively with parents. According to Shanoski and Hranitz; effective teachers are interest 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 & Hranitz, 1992).

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).

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

(Murphy, Delli, & Edwards, 2004). A study by Larrivee (1985) reported that students with disability demonstrated a greater level of achievement in the mainstream classrooms when the teacher: used the time efficiently, his or her relationship with the students was good, gave the students positive feedback, made a high rate of success for learning tasks and responded for all students positively (Larrivee, 1985). In contrast, the students who had lowest achievement were in classrooms with a high degree of: off-task actions or behaviour, wasted in the time transition process, teachers criticized students' responses and when there was a low ability in terms of behaviour problems interventions (Larrivee, 1985).

An effective teacher in an inclusive classroom has the ability and skills to plan for the content coverage and takes into account the difference between students by scope and sequences their objectives. Moreover, effective teachers have good strategies in taking advantage of time by maximizing academic time on- task and have good presentation skills and therefore making the presentation very clear and keeping the students active and engaged, monitoring the academic practices in the inclusive classroom with frequent questioning and giving immediate feedback are vital factors that could influence teaching process (Mastropieri & Scruggs, 2004; Westwood, 2003). It is evident that the effective school plays an important role in students' outcome socially and academically. It is stated that "The most persuasive research suggests that student academic performance is strongly affected by school culture. Successful schools are found to have cultures that produce a climate or 'ethos' conducive to teaching and learning" (Purkey and Smith cited in Mitchell, 2010). Clark and colleagues (1995) indicate that an effective school reinforces students' performance, has a good work environment that meets the disabled students' needs, and gives the opportunity for all the students to become involved and participate in school activities (Clark et al., 1995).

Including students with disability and having the knowledge of how to treat them are important characteristics of the effective school. In this regard Ainscow (1991) mentioned that the effective school has effective leadership and staff able to deal with all students and their needs and optimistic that all students can progress and develop their abilities toward successful achievement. Effective school has a willingness to support its staff by meeting their needs and taking into account the curriculum and ensuring that the curriculum meets all the students' needs and also effective school reviews its programmes (teachers, curriculum, students' progress) frequently (Ainscow, 1991). Successful teachers challenge students' abilities by setting good quality tasks, providing students with opportunities to choose their tasks, varying learning strategies and providing facilities that contribute to student learning (Ainscow, 1991).

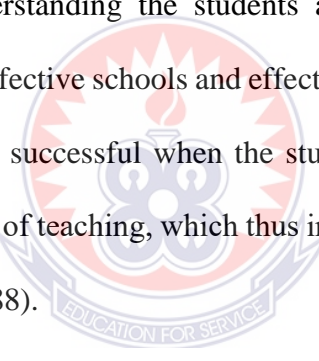
2.10 Context of Effective Teaching

Effective teaching does not occur in a vacuum. It occurs in a physical space and this cannot be removed entirely from the related contexts. The whole education system contributes to the teaching-learning process and, if one section or part of the education system is isolated from the other parts, then students' achievements may be affected. With this understanding, Wang and Walberg (1991) reviewed the professional literature and surveyed experts in instruction and learning to develop an understanding of the variables that influence learning. Their final framework included 228 variables or factors categorized into six main categories: the context outside of the school, variables linked to the students, variables linked to the district or education system in the state including political factors, variables linked to the school, variables linked to the program design and, finally, student outcomes. Their analysis of these categories for effective learning environments showed that variables linked to the program design

possessed the greatest importance, followed by the context outside of the school, then classroom climate and instruction, and then variables linked to the students. Variables linked to the school and district or state ranked as the least important overall (Wang & Walberg, 1991). In the mentioned study, the variables relating to the classroom and teaching still have a high rank or influence.

For a long time, there have been debates and questions about which factors influence learners' achievements. Some researchers attribute learners' achievements to the school, while others indicate that the school has little impact on academic outcomes. Other researchers indicate that the effective teacher plays the main role in terms of learner progress. From the wide range of factors examined by extensive research, and the fact that this research makes claims that most of these contextual factors have at least some impact on learner learning, it may be presumed that all contextual factors, such as the teacher, school context, classroom context and school community, contribute something toward learner achievement. Some researchers highlight further factors that may influence the teaching-learning process, including school reform, community dynamics, teacher attitudes, curriculum, school location, and student abilities and socio-economic backgrounds (Maxwell & Ninnis, 2000; Paterson, 2000). Effective teaching operates within a complex teaching and learning context that can influence it in different ways. Effective teachers by themselves cannot work effectively and productively unless they are located in a supportive environment. The Organisation for Economic Cooperation and Development (OECD) (2005) stated that: 'the quality of teaching is determined not just by the "quality" of teachers but also by the environment in which they work. Effective teachers are not necessarily going to reach their potential in settings that do not provide appropriate support or sufficient challenge and reward'. Also, Stringfield and Teddlie (1988) conducted a longitudinal study at

Louisiana school, the aim examine the conditions that influence student' achievement. They found that the conditions relating to the school had a significant effect on student achievement more so than the conditions of the teachers. Also, it was found that the socio-economic conditions, school and teacher factors could influence students' achievement (Stringfield & Teddlie, 1988). In terms of leadership, the study which mentioned above, found that the principals in effective schools were more active, had long plans for their schools, had a clear vision of how to achieve their goals for their schools, effectively concentrate, were involved about the classrooms in their schools and made the instruction processes more easy for the teachers and the students. In addition it was found that principals in effective schools usually remain close to the students in order to understanding the students and their needs. In terms of the connections between the effective schools and effective teaching, the researchers found that schools become more successful when the students receive from the teachers a good and an effective style of teaching, which thus increases the students' achievement (Stringfield & Teddlie, 1988).



In terms of school effectiveness, Teddlie et al (1989) indicate that the school and the teachers demonstrate the following effective teaching behaviours: Spending time on teaching the task, develop new ways of presenting material, practice independently, the school and the teachers have high expectations, encourage, giving feedback and reinforce the students frequently, minimizing the interruptions, controlling the students and all of the school in a positive manner, provide a friendly environment and thus the students work hard. In comparison an ineffective school has no such characteristics (Teddlie, Kirby, & Strinfield, 1989). In the school context, the principal plays the main role in school improvement and effectiveness, leading to the students' achievement. Dinham et al (1995) conducted a case study into three schools in NSW and found that

the principals had significant influence on the school climate and culture and also on school staff, which led to progress in the students' achievement (Dinham et al., 1995). Meta-analysis of the research into the influence of schools and teacher on students achievement has been done by Marzano (2000) found that student achievement was influenced by three main factors: those relating to the school, those relating to the teacher and those relating to the student. The surprising thing in this meta-analysis is that the school-level factors account for 7% and the teacher - level factors account for 13%, whereas the students-factors account 80% overall (Marzano, 2000). In terms of leadership and its influence on the school outcome, Dinham (2005) conducted case study based on AESOP (An Exceptional Schooling Outcomes Project), it was found that the principals play the main role in school outcomes by providing suitable conditions for the teachers and students to do well in terms of schooling outcomes which reflect eventually on the students' achievement. Also according to Dinham's model of principal leadership, the effective or the successful principal has the following characteristics or responsibilities: they take into account the external environment and engage with it, they have aptitude, ability to change and creativity, they have a good interpersonal skills and are respected by staff and students, they have long term visions and they prepare themselves to work toward these, they have responsibility, trust and they are concerned about their teachers professional development, they support the students and co-operate with the teachers and other staff and they focus more on the students in terms of teaching and learning (Dinham, 2004b).

In conclusion, the right of children with disability to be educated in an inclusive classroom rather than educating them in an isolated environment has been a main concern raising, issues and interest for educators, policy-makers and researchers in recent times. Thus it is became the basic issue in terms of teaching students with

disability. Effective school and teachers characteristics influence positively students' achievement or outcome in an inclusive classroom. School characteristics could be: qualified leadership, learning environment, high expectation, positive reinforcement, monitoring student's progress and parent-school co-operation. Teacher characteristics such as: efficient use of time; good relationships with students; provides positive feedback; has a high student success rate; and in general provides support for the students with and without disabilities. All of that can only be operated in an appropriate educational context

2.11 Summary

The chapter has addressed the great risks and difficulties of incorporating the children who are of different ability with and without disability. The chapter established that integration was a major obstacle to learners and teachers alike. The flaws in the program were also noticed, as was the recognition that to ensure adequate instruction for children with disability it was necessary to engineer the substance of what they should be learning. The chapter concluded that an inclusive early childhood center must: enable and facilitate the specific needs of children with disability, be placed in an atmosphere that welcomes supports and encourages integration and needs-based decision making, and be aware of the unique needs of children with disability.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter details out the method to be used for this study to assess the barriers faced by children with disability in inclusive early childhood centers in the Talensi district. The highlights of this chapter entail research design, sample technique, data collection procedure, instruments and techniques for data analysis.

3.2 Research Design

Case study design was employed in the study primarily because this approach provides the opportunity to observe selected informants daily interaction and behaviours in their natural setting. Qualitative research is said to be multi-method in focus which involves an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them (Creswell, 2007).

3.4 Population

The population was made up of all-inclusive early childhood centers in the Talensi district. Five (5) inclusive schools were obtained. This was to understand the issues that confront their everyday quest for full and equal education. In all, there were a total of forty one (41) learners with disabilities in the five (5) inclusive schools. Ten (10) teachers/facilitators were also interviewed. In total, five (5) disability types were found

which included Vision (Partially Impaired), Hyperactive, Learning Disability. Each of the schools under study recorded at least one disability. Population has been defined by McMillan and Schumacher (2010) as a group of elements or cases, whether individuals, objects or events that conform to specific criteria in research.

3.5 Sample and Sampling Technique

A sample is basically a representative portion of a population. Sampling helps the researcher to relatively study a small unit within a target population which represents the entire population (Sarantakos, 1998). Cohen et al (2004) caution that a sample size is dependent on the relationship the researcher seeks to assess amongst groups within an entire sample. The schools were made up of all-inclusive early childhood centers. Each early childhood center entails Kindergarten one (1) and two (2) with children with disability and regular classroom teachers.

Purposive sampling was used to select the early childhood centers. Purposive sampling is a process where units of analysis are intentionally chosen so that instruments for the study can be administered (Bryman, 2008). Basically, the sample is selected intentionally because they typically show most of the characteristics of relevance to the study. For this study, a purposive sampling technique was employed in the selection of the inclusive early childhood centers because the study revolved around inclusive early childhood centers. Purposive sampling was used to sample the teachers and head teachers to form part of the study. The study sample was 10 respondents because of the in-depth nature of the study.

3.3 Instrumentation

Blaikie (2009) defines a research population as an aggregate of all cases that conform to some designated set of criteria. It is the group the researcher wishes to use in the

investigation Semi- structured interview for teachers and observation checklist of learners was the research instruments used for data collection for this study. There are a number of reasons for the use of interviews in qualitative research. McNamara (2009) notes that interviews are particularly useful for getting the story behind participant experiences. Kvale (1991) also explains that qualitative research interview seeks to describe the meanings of central themes in the lives of the subjects. A semi-structured interview was used because the research interview sought to collect data at both a factual and a meaning level. Kumeckpor (1999) opines that in a face-to-face interview, both the respondent(s) and the researcher see and observe each other personally and directly and, in the process, may develop personal friendship, rapport, collaboration and exchange of information beyond the specific interview. It is further argued that in an in-depth interview, longer time is spent on fewer questions or on more restricted aspects of the topic but a larger amount of information is collected in greater detail. In this study, the researcher used semi-structured interview and observation checklist in order to understand the barriers faced by children with disability in inclusive early childhood centers.

3.6.1 Data Collection Procedure

Respondents were briefed on the purpose and aim of the study and why they are of interest to the study. Patton (2002) posits that the adherence of informed consent requires the researcher to accurately inform the respondents on the purpose and aim of the study. The consent of the respondents was sought for the administration of research instruments. Names of respondents will not be published to prevent the personal experience and views of respondents with regards to the plight of persons with disability from been traced.

Semi structured interviews and observation (check list) were the research instruments used for data collection of this study. The researcher ensured that the content of the instruments (Observation (check list) and semi structured interview guides) were adequately used to capture in detail the issues of relevance to the study. Draft copies of the interview guide were given to colleagues and asked to discuss objectively with the researcher any incomprehension and ambiguity about any section of the instruments. The instruments were pre-tested in schools outside the Talensi district. The final output of the instruments was therefore a product of the suggestions and evaluations.

3.6.2 Interview

The researcher used semi-structured interview since it is flexible in terms of the way questions are asked and answered. Semi-structured interview also involved the use of predetermined questions which are asked in a systematic and a consistent order and allows the interviewer to probe beyond the questions stipulated (Berg, 2004).

3.6.3 Observation

Literally, observation means a method of data collection that uses vision as its main means of data collection. In observation, the researcher collects data from the natural setting of the situation by watching, listening and taking records of occurrences. There are two types of observation, thus participant and non-participant observation. For this study the researcher used participant observation.

3.7 Data Analyses

Data analyses emphasize “sense making” or the understanding of a phenomenon. This requires a creative and investigative mind-set based on an ethically enlightened and participant-in-context attitude, and a set of analytic strategies. Data collected will be transformed into usable formats.

Result from the observation of the children in and outside the classroom will be tabulated and compared to best practices from literature. Transcripts of field interviews will also be examined. Responses expressing a common idea will be categorized under a subject matter. Responses placed under each subject matter will later be sorted for variations and placed under thematic areas.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

Chapter three detailed out the methods used in collecting data to assess the barriers that confronts learners with disabilities in inclusive schools in the Talensi district. The highlights of the chapter entailed the research design, sampling technique, research instruments and data collection procedure. The chapter climaxed with an insight into the process of data analysis used in the study.

This chapter presents the results and discussion of data gathered from learners with disabilities in inclusive schools within the Talensi district on the barriers threatening the achievement of inclusive education. Data gathered covered the demography of respondents, the performance of teachers handling children with disabilities and the physical environment. To add details that were difficult to capture in the administration of the interview, the physical environment was observed and a learner with disabilities as well as a sample of teachers handling learners with disabilities were also interviewed.

4.1 Demographic characteristics of respondents

In an attempt to understand the issues of concern to the study, it was imperative to require the demographic data of respondents to be able to put their concerns into perspective. For this reason, the gender, age and disability types of learners with disabilities in the five (5) inclusive schools were obtained. This was to understand the issues that confront their everyday quest for full and equal education.

In all, there were a total of forty one (21) learners with disabilities in the five (5) inclusive early childhood centers. Ten (10) teachers/facilitators were also interviewed. In total, five (4) disability types were found which included Vision (Partially Impaired),

Hyperactive, Learning Disability. Each of the schools under study recorded at least one disability. Learners with learning disability were the highest (19) amongst the respondents.

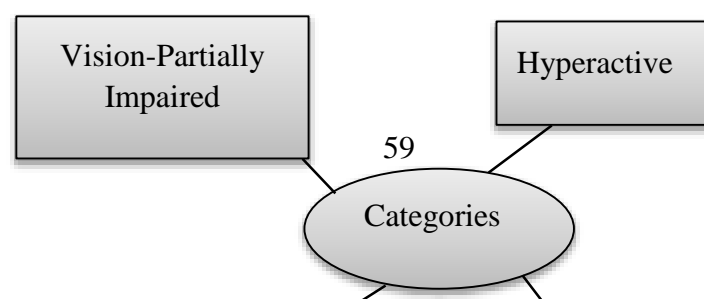
4.2 Data Presentation and Analysis/Discussion

The analysis that was carried out in here involved three different but complementary concurrent flows of activities made up of data reduction, data categorization and conclusion on concurrent views. The researcher paid attention to observation, interview and the documents of the respondents. The data reduction bit dealt with reducing and condensing of responses to levels where themes and patterns were drawn for ease of analysis and comprehension data. This involved drawing similarities, differences and the grouping of commonly expressed views by respondents. This exercise was critical to the researcher as this was the scientific approach adopted to craft standard meaning from the data collected from the interviewees.

The researcher undertook separate reproduction of the responses gathered from the interviewees by way of note takings. This was done to aid comprehension of the data in the clearest terms. The reproduction of the primary data was done in no particular order. For the avoidance of wordy study, repeated answers were not captured. The analysis of data from individual interviews was done based on themes and sub themes.

4.3 Categories of children with disability in early childhood centers in the Talensi district.

The researcher through the interview sessions presented the categories of disabilities that are observed at the centers as follows:



Categories of Disabilities Present

From the interview conducted the researcher recounted an interviewee stating a particular category of disability she is having in her early childhood centre. She said:

“I have children with hyperactive behaviours in my classroom and they disturb a lot”

(Verbatim expression by R1)

The second respondent also stated that:

“Having a hyperactive child in your class when you are the only teacher is difficult and I don't find it easy handling them”

(Verbatim expression by R2)

Another teacher also responded that:

“I have a hyperactive child in my class and he is always restless and like moving from one place to the other”

(Verbatim expression by R3)

From the responses some learners were classified as being hyperactive from three of the early childhood centers. Learners who were identified as hyperactive are fidgety, restless, and easily bored. They always have trouble sitting still, or staying quiet when needed. They rush through things and make careless mistakes. They may climb, jump, or roughhouse when they should not do so. This is in line with Kawabata, Tseng, and Gau (2012), which states that attention-deficit/hyperactivity disorder (ADHD) is one of the most common disorders in school-aged children. The essential features of ADHD are a persistent pattern of inattention and/or hyperactivity and impulsivity more severe than in typically developing children. These features are associated with both behavioural and academic difficulties, which may cause difficulties in forming and maintaining relationships. In other words, being diagnosed with ADHD clearly introduces a set of risk factors, academically as well as socially in children's' school interaction.

The second category of disability the researcher came across during the interview is the visually – Partially impaired. Some of the responses are;

The first interviewee expresses that:

“I have a learner in class who will always come close to the chalkboard before going back to sit and write and I have brought her to the front sit in the front row”

(Verbatim expression by R1)

In addition, another interviewee also said:

“There are two learners in my class who writes all their names and other words that are to be separated together and I think they can't see properly”

(Verbatim expression by R2)

Then another interviewee said:

“Am having two learners who are finding it difficult to see and write on the line instead of in between the line”

(Verbatim expression by R3)

From the foregoing responses, it can be started that although the learners are not completely blind, they all the same, have issues with vision. Patton (2002) stated that visual impairment refers to any condition in which eyesight cannot be corrected to what is considered normal. Not all visual impairments are the same. The word visual impairment also may be used to describe the consequence of an eye condition and disorder. There are two main categories for visually impaired students in the process of learning according to Carney et al (2008): included blindness and low vision. It can be concluded from the learners observed that what they suffered from was low vision. Most of the learners with this disability use aids such as lens. This confirms the assertion of Carney et al (2008) that most low vision cases can be managed or corrected. It is a situation where one is not able to see clearly or completely with eyes as a result of damage to the eye or part of the eye. Life without vision is difficult for those who suffer visual impairment. Subbey (2017) states that there are two major types of visual impairment which are low vision, or partially sighted and total blindness. The low vision can read if modifications are made for them. The totally blind however has no or minimal vision and they can only read or write using the braille. From the responses, it was recorded from the respondents that few learner complain of not seeing either sitting close to the marker board or away from the marker board.

Another category of disability present at the early childhood center is the learners with learning disability.

These are some of the responses from the interviewee;

A respondent started that:

“Some of the learners can’t just identify some of the alphabets and numerals, I have tried all approaches that could help but still so I have concluded they have a problem”

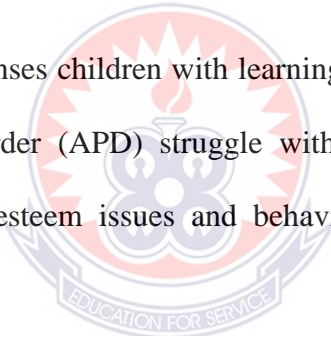
(Verbatim expression by R1)

Another respondent said:

“There are children in my classroom who find it difficult to complete simple hands on tasks such as grouping based on shapes”

(Verbatim expression by R2)

From the preceding responses children with learning difficulties such as dyslexia and auditory processing disorder (APD) struggle with academics. To reach their full potential and avoid self-esteem issues and behavioural issues, they need specific learning methodologies.



Hearing impairment is another category of disability encountered at the early childhood centers visited;

The responses are as follows;

The first respondent said;

“Some of my learners will only follow instructions after I have shouted at them, I sometimes feel bad when the rest of the children get startled”

(Verbatim expression by R1)

A second respondent said:

“The child in my class will always ask others to repeat what I have said and do not pay attention in class.”

(Verbatim expression by R2)

Another respondent said that:

“Most learners complain of not hearing what I said in class when they are not closer to me hence they provide the wrong answers to questions”

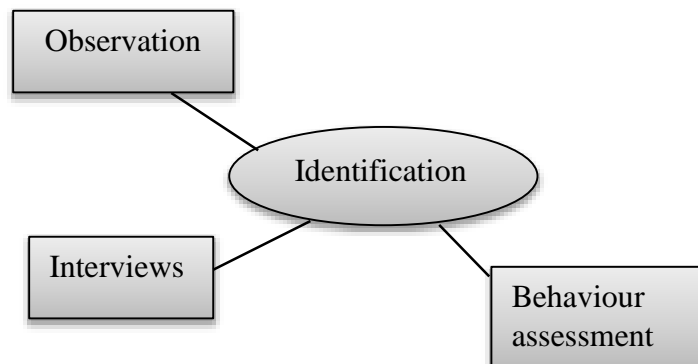
From the antecedent it can be stated that all the children have problem with hearing.

Hearing impairment is a situation where one finds it difficult to hear or does not hear at all. It is also referred to as hearing loss. It also occurs when there is a loss of part or all one's ability to hear Subbey (2017), this means that as a result of a damaged inner ear part of an individual, he or she can't hear.

How the Categories were identified

The researcher sought from the respondent how they identify the children with disability in the early childhood centers.

Identification



This was recorded from a respondent at one of the early childhood centers.

“There are many times we look for signs that may be indicative of a problem and those that need our intervention, the parents are also interview to know more about the child”

(Verbatim expression by R1)

Another said:

“I observe them a lot and sometimes when the special education coordinator visit the School with some nurses for screening”

(Verbatim expression by R2)

A third respondent said:

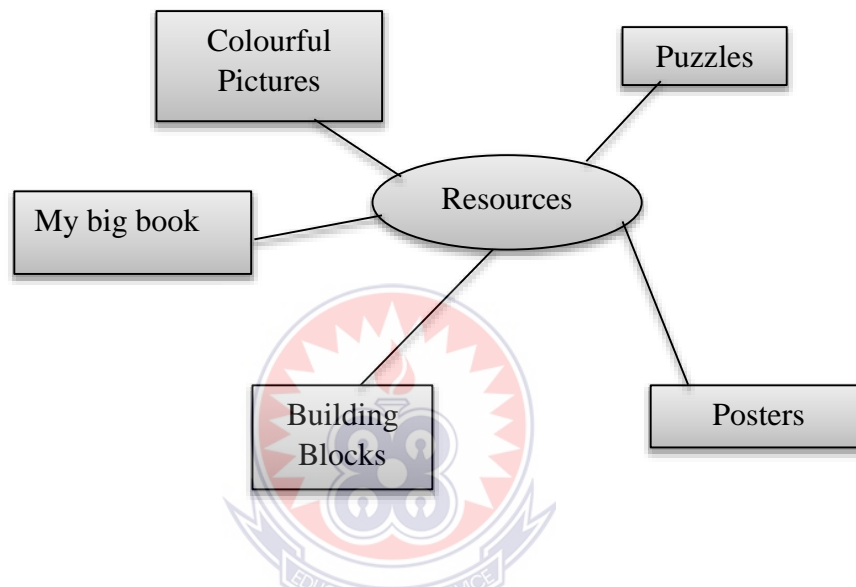
“There are many types of disabilities that are obvious and visible when you see the child but some are also difficult especially the behavioural and the learning issues but I assess how they behave for some time before concluding”

(Verbatim expression by R3)

From the foregoing responses, the general way the respondents are able to identify the learners with disability is through observation and sometimes by general screening. The list is neither exhaustive nor comprehensive, just a few indicators that if noticed in most situations and if observed to be sustained over an extended period of time is recommended to warrant further investigation. The disabilities that are hard to identify are typically learning disabilities and attention deficit disorders. It is for this reason that they are known as hidden disabilities. Before one takes the step to assess formally the presence of a disability or special needs, it is important to observe the child in all situations to see the pervasiveness of the issue at hand.

4.4 Resources available to support the teaching and learning of children with disabilities

This section discusses the resources available to support inclusive education in the early childhood center. The researcher sought from respondents the resources available at the early childhood center as represented by the diagram below.



The researcher gathered from the interviewees the resources available to support inclusive education in their classrooms and it very evident that there were no specific resources available to give evidence that they were practicing inclusion. The following were their responses;

Pictures and Posters

On the availability of pictures and posters available for teaching and learning, an interviewee said that;

“I have some posters, and pictures which I use in teaching literacy and also assist my learners in coming up with creative stories.”

(Verbatim expression by R1)

Another interviewee recounted;

“The few resources we have around are the alphabet tree and pictures that I have printed out myself. It is difficult to help the special needs children but we always give off our best. I have personally written to my headmaster to request for some manipulative to make the class more interesting for all learners but the age old excuse of lack of funds has been the story till now.”

(Verbatim expression by R2)

Building blocks and Puzzles

One of the respondents mentioned the availability of building blocks and puzzles as part of the resources in her school but bemoaned their adequacy. According to her;

“There are a few manipulative such as building blocks and puzzles in my classroom for the learners to use. It is quite unfortunate that they are not enough considering the fact that the number of learners in the class is high. The word puzzles enhance the reading ability of the learners but if picture puzzles were available, they would have appealed more to the senses of learners.”

(Verbatim expression by R1)

Reading materials (My big book)

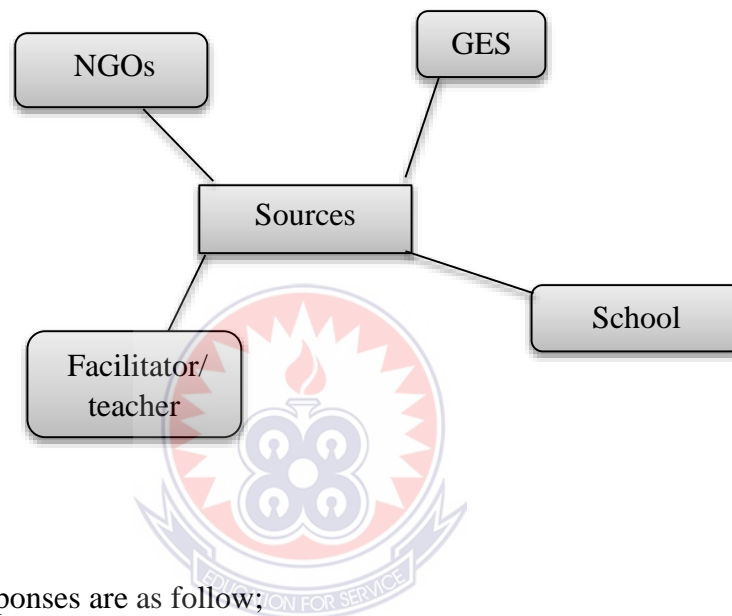
On the availability of reading materials, one of the respondents intimated that;

“The few reading materials and the ‘my big books’ which contains interesting pictures with stories that learners can relate with are woefully inadequate. These books were provided by USAID in 2016 and with the growing class size, we are just managing to use them proportionally.”

(Verbatim expression by R1)

From the fore going responses, the resources (teaching and learning materials) available are just few and have no specification for the child living with disabilities.

The researcher sought from the interviewees about the sources of the materials they have in their classrooms.



Some of the responses are as follow;

Interviewees mention that;

“Most of the resources are provided by me especially those I can make and afford to buy such as the manila cards for drawing, makers, masking tape and sometimes their writing materials. When lack smile on us some NGOs sometimes provide us with some of the materials.”

(Verbatim expression by R1)

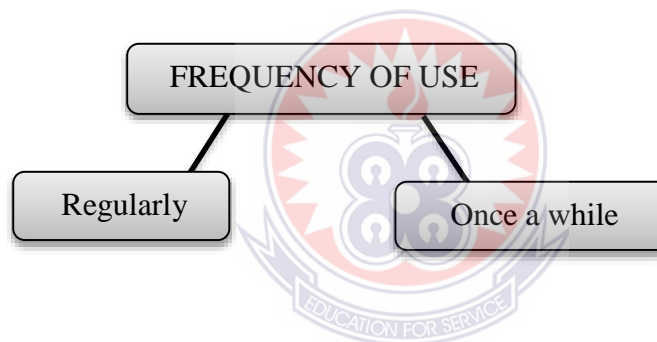
Another interviewee said;

“The school provides some of the teaching and learning material such as the wall charts (colourful pictures), manipulative whenever grants are made available by government. GES also provide some of the resources to the school sometimes though no regular.”

(Verbatim expression by R2)

From the fore going it can be stated that provision of the resources are not regular and the teachers use those they can afford or improvise and those they cannot afford are left forcing them sometimes to teach in abstract.

The researchers also inquired from the interviewees about how often they use the resources during teaching and learning and below are some of the responses.



An interviewee said;

“Most of the materials are not there and those that are available do not always much with the indicators, since the new curriculum was introduced without the accompanying material so hardly use the materials.”

(Verbatim expression by R1)

Another interviewee said;

“With teaching resources learning becomes easier and fun so I always do my best to get some for my lessons. I use it on regular basis to make my work easier”

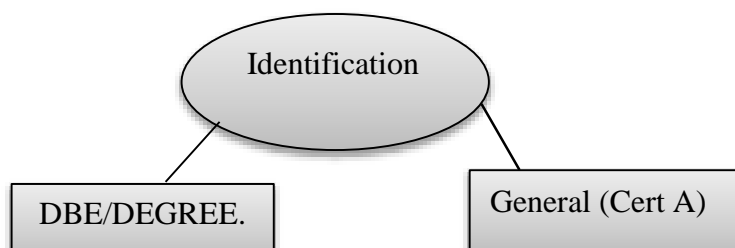
(Verbatim expression by R2)

From the foregoing responses it can be realized that due to irregularity and inadequacy of the teaching and learning materials some of the teachers hardly use them to teach making most of their teaching done in abstract. According to Stubbs (2008) learning is a complex activity that involves interplay of students' motivation, physical facilities, teaching resources, and skills of teaching and curriculum demands. Availability of TLR therefore enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students. The necessary resources that should be available for teaching and learning include material resources, human resource such as teachers and support staff and, physical facilities such as laboratories, libraries and classrooms.

4.5 Level of training for teachers handling children with disabilities in early childhood centers

This section discusses the various kinds of training teachers in the selected study areas use in handling children with disabilities. The researcher sought from the respondents and transcribed as discussed below. Teacher preparation programs can be powerful measures for supporting the success of learners with disabilities.

Levels of Training of Teachers Present



The researcher gathered from the respondents the following responses;

A respondent said:

“I was trained as a general classroom teacher with certificate A”

(Verbatim expression by R1)

Another said:

“Am a trained teacher with cert A and I continued with my Diploma and Degree through Distance education”

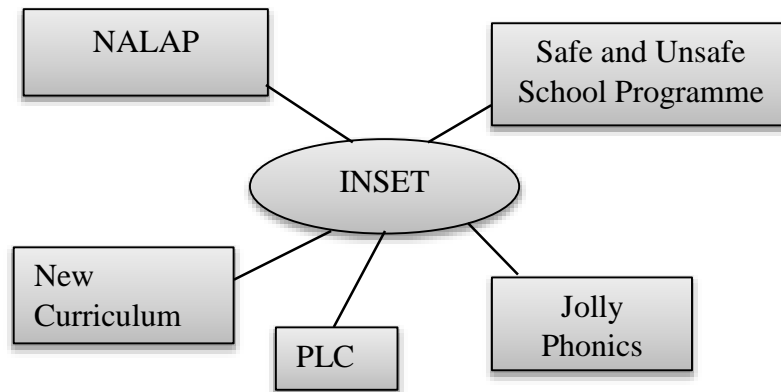


(Verbatim expression by R2)

From the antecedents, teachers training level were just in general and how to manage children in the classroom. Teacher preparation programs can be powerful measures for supporting the success of learners with disabilities.

Teachers need to have the training and skills to teach learners with disabilities who spend most of their instructional time in general education classrooms. If teachers are to develop a positive attitude towards inclusive education, they must first be trained and supported.

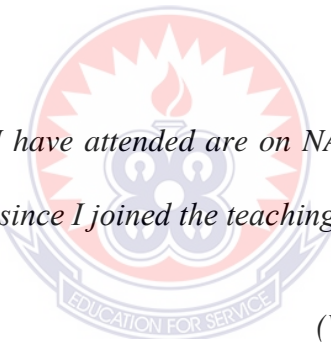
Inset Programmes Attended



The researcher sought from the interviewee about some in-service programmes attended and their responses are stated as follow;

An interviewee said:

“The inset programmes I have attended are on NALAP, Jolly Phonics and the new standard base curriculum since I joined the teaching service”



(Verbatim expression by R1)

Another said:

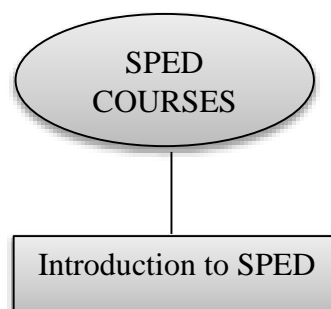
“I have attended Jolly phonics, National Literacy Accelerated Programme (NALAP), safe and unsafe school work shops and the new standard based curriculum which came with a new inset called Professional Learning Community (PLC) which we attend every Wednesday.”

(Verbatim expression by R2)

From the foregoing responses, all the inset programmes organized were all about general classroom activities without the child living with disabilities in focus. On the

question of in-service training organization for teachers to be able to handle learners with disability with care, it was deduced from the interview section that teachers and management do not place much value on the issue of in-service training since most managerial heads are afraid of the cost involved in getting the resource person; hence the study recorded that in-service training are not regularly organized for teachers in the early childhood centers. This is contrast with Charnov's argument, as he states that training and development are an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness and performance at work. Effective trainings convey relevant and useful information that inform employees and develop skills and behaviours that can be transferred back to the workplace (Charnov 2001). De Cenco and Robbins (1996) have also added their voices to what training is. To them, training is a learning experience that is seeking a permanent change in the individual to improve on a particular job. Meaning if police officers are trained very well, it will bring about a permanent change in the way they carry out their daily duties and how to apply the law appropriately without creating any problem for members of the state and themselves. The absence of ongoing in-service training of educators, in particular, often leads to insecurity, uncertainty, low self-esteem and lack of innovative practices in the classroom (Department of Education 1998:11).

Special Education Courses Attended



The researcher sought from the respondents the various kinds of special education courses they have been trained in,

An interviewee said:

“We did introduction to special education at the training college and after that nothing on special education again”

(Verbatim expression by R1)

Another also said:

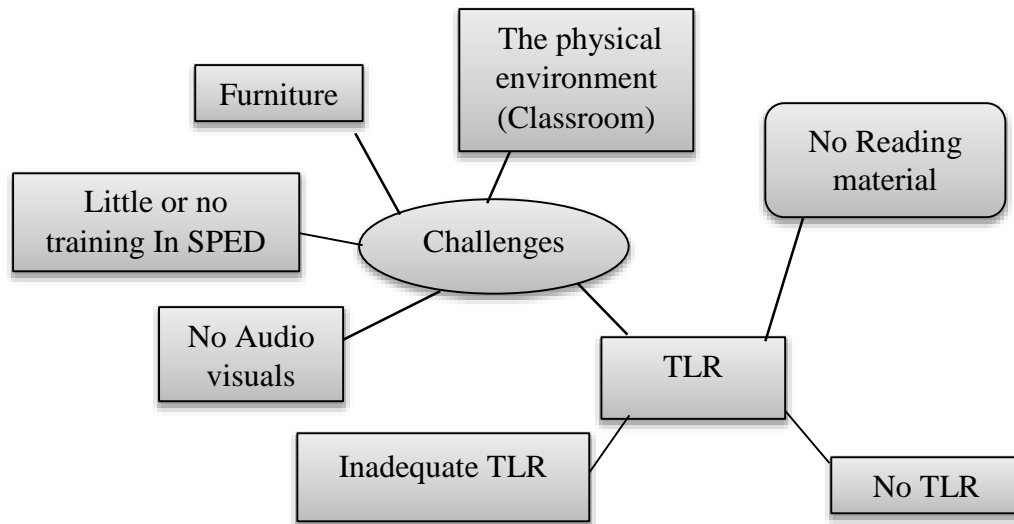
“Introduction to special education at the college of education and degree level”

(Verbatim expression by R2)

It was recorded from the interview section that few of the respondents have received professional training from the universities and colleges of education. Based on this argument the researcher sought from the interview if they have received some special training concerning the job they are doing, from the responses it was recorded that few of the interviewee have had formal education in Early Childhood Education but they have no professional skills and knowledge in handling the affairs of children with disability. In the case of dealing with disabilities one needs a special training to be able to pay a particular attention to the special needs of the children.

4.6 Challenges teachers face in handling children with disabilities in inclusive classrooms.

The researcher sought from the interviewees about the challenges they face in handling children with disabilities in their early childhood centers. The challenges centered around three thematic areas; teaching and learning resources, physical facilities available and human resource with regards to training in Special Education (SPED).



Teaching and Learning Resources (TLR)

During the interview with one of the interviewees, he complained that:

“Teaching learning materials are mostly supplied late to the early childhood centers by which most of the themes have been taught in the abstract form, this contributes to the abysmal performance of learners”

(Verbatim expression by R1)

During the interview with one of the teachers, one remarked that:

“I don't have teaching and learning materials and other facilities such as audio visual in the classroom and these delay the teaching of practical lessons, I have little knowledge in special education which also makes it difficult for me to handle the children.

(Verbatim expression by R2)

Another respondent remarked that:

“Learners at this level need a lot of reading materials to enhance their pronunciation skills. They also need a lot manipulatives to keep them agile and attentive but it is quite unfortunate that there is limited supply of these items for some subjects and non for some of the subjects”

(Verbatim expression by R3)

Physical facilities available

On the physical facilities available, one of the respondents remarked that:

“Our structure is not even ideal for the learners, the only toilet facility is shared with the primary. Instead of hexagonal tables and chairs the children sit on decks which are not appropriate for them”

(Verbatim expression by R1)

Another respondent commented that:

“It is very difficult for learners to navigate through the columns in the classroom. This poses a serious challenge to one of the learners who has a problem with his vision. He is capable of doing things for himself but it seems he has to adjust to the classroom environment instead of us creating a conducive environment for him.”

(Verbatim expression by R2)

One respondent who was very passionate with her responses asked:

“If we claim we are truly practicing inclusion, how can we site the urinal so far away from the main classroom block?”

(Verbatim expression by R3)

Training in Special Education (SPED)

It was obvious and very disheartening that all the facilitators who availed themselves for the interview conducted had not had training in Special Education.

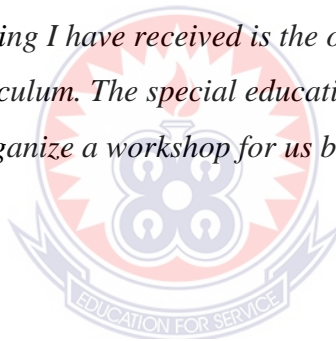
One of the respondents remarked that:

“The only knowledge I have in special education is from a course I took at the College of Education 6 years ago. I have not attended any workshop or in-service training since I began teaching.”

(Verbatim expression by R1)

Another facilitator commented that:

“The only in-service training I have received is the one on the implementation of the new standard based curriculum. The special education coordinator has promised on countless occasions to organize a workshop for us but that is yet to see the light of day”



(Verbatim expression by R2)

From the foregoing responses, the researcher realized that teachers handling children with disabilities face challenges from furniture, the classroom environment and teaching and learning resources

The government needs to provide the various early childhood centers with the resources and materials to help with the practice and implementation of this program. Proper facilities and infrastructures need to be provided in the early childhood centers to encourage and motivate teachers to teach children with disability (Kuyini, 2014). Agbenyega (2007) added that it is important to provide the resources and facilities to offer opportunities for children with disability. This is part of the proper organization

to help include children with disability into mainstream schools and make sure the facilities needed to improve their learning are provided in the school (Sharma, 2015).

Lack of teaching and learning materials, textbooks and other facilities may cause delay in teaching and teachers may at times ignore the teaching of some of the relevant indicators (topic) in some (themes) subjects' altogether. In a study conducted by Etsey et al (2005) about academic performance of students it was found out that, the availability and use of teaching learning materials affect teachers' motivation and the effectiveness of their lessons as well. From the responses the researcher realized that most of the teachers have not specialized in the area of special education or has not taken any course relating to special education hence they find it difficult to apply it at the work place as compared to someone who had a formal training and education in the area. According to Savolainen (2009:16) teachers play an essential role in quality education and thus the quality of an education system cannot exceed the quality of its teachers. Studies show that teachers become more willing participants in inclusion when they view themselves as competent and prepared to teach students with disabilities. Hull (2005) reiterates that training needs to continue to provide assistance with differentiated instruction and with modifying and adapting curricula to meet various students' needs. The development of educators, service providers and other human resources is often fragmented and unsustainable.

Teachers are generally not educated or supported to teach children with LD, according to Bagree and Lewis (2013:2), making these children among the most marginalized in terms of educational opportunities and attainment. Teacher education standards vary greatly between countries and are frequently insufficient. Regular teacher preparation rarely prepares instructors for working in diverse classrooms, and especially does not

provide them with the confidence, knowledge, and skills necessary to effectively help students with disabilities.

It was realized that this was a key reason why so many children with disabilities remain out of school or excluded from the learning process within the early childhood centers. Bagree and Lewis (2013) further argue that if we are to reignite progress towards quality basic education early childhood, primary and lower secondary schooling for all, then regular teachers need to be prepared to meet the learning and participation needs of children with disabilities. To do this they need to be given appropriate initial training, ongoing training and professional development, and ongoing access to adequate high-quality support and advice from specialist personnel. Teachers and researchers often express concerns about training when discussing the abilities of teachers to cater for the diverse needs in inclusive classrooms. Loreman et al (2005) argue that inclusion failed because in part, teachers were unable to meet the demands of modifying and delivering an appropriate curriculum to children with diverse educational needs because of incapacity. Barriers resulting from fear and lack of awareness may arise from the feelings of educators themselves. For example, learners with high ability are often regarded as a threat and therefore face denial of their significant abilities by unqualified and under qualified teachers. Another challenge that was drawn is inadequate teaching learning materials and poor teaching methods for learners with disability. It was recorded that most of the material that should be used to enhance the teaching and learning for learners with disability are not available and some are also few in use as compared to the number of learners. Mukhopadhyay et al. (2013:6) also observed that at a school with a long history of practicing inclusive education, regular teachers collaborated well with special educators. Their teaching approaches were ideal because they employed instructional adaptations and strategies such as (1) large fonts for

learners with visual impairments and (2) peer-tutoring to meet the learning needs of individuals with visual impairments. The culture of teaching at the early childhood centers also emphasized team-teaching, instanced by the presence of regular and special educators who shared teaching responsibilities. The juxtaposition of these scenarios highlights the effectiveness of appropriate teaching methods against inappropriate ones.

4.7 Analysis of Observational checklist data

From the observation section it was identified that children with hyperactive behaviour, learning disability were the majority found in the classroom. Learners with visual impairment and the hearing impairment were in the minority in the classroom.

The environment inside and outside the classroom was observed and the following was identified, inappropriate writing and sitting places for children, spacing in some of the classroom are small and prevent easy movement and some of their classrooms are not easily accessible too, there are few large print teaching and learning materials available on the walls of the classroom. Most of the early childhood centers shared toilet and urinal facility with their peers at the primary. There were no audio visual learning aids in the classrooms.

The researcher also observe how teachers handle children with disability in the classrooms, most of them had low commitment to the work because during the outdoor observation most of them left the children to play on their own, all learners were given the same task to work on regardless of those with living with disabilities.

At arrival time in the morning, some of them will not be present early to receive the children. Parents and sibling who bring the children to school will sometimes wait or leave the child behind without any proper handing over for the day. Low commitment to teaching and learning may have adverse effect on the performance of learners.

Maxwell and Ninnes (2000) posit that, a teachers' influence can be unlimited and his/her ideas can affect thousands. A study conducted by Etsey (2005) on causes of low academic performance in Ghana revealed poor teacher habit and commitment as one of the main causes of poor academic performance of students. A good number of them are highly deficient in their subject areas and thus fail to teach what they are supposed to teach. This supports Lockheed's (1991) assertion that, lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect their performance academically.

The addition of observation as a data collection technique was chosen to provide additional opportunities for understanding the cases. Two observation sessions were carried out. The observations sessions provided the researcher with a way to record data of interest directly, instead of relying on the completion of a survey or questionnaire about the teachers' daily practices (Rolfe & Emmett, 2010). The observation sessions occurred within each of the classrooms, but also extended to school activities which were occurring at times when the researcher was on site. The extra school activities included break times and other activities.

The researcher assumed the role of a non-participatory observer (Wolcott, 1988) who does not participate within the activities of the class. The aim was to not disrupt the normal course of the day; however, it was noted that by having an extra person in the room this was a disruption in itself. The researcher had already developed a rapport with the participants through the initial meeting and interview before observing within the context. These initial meetings were set up to decrease any potential feelings of anxiety that may have been felt by the teachers having a researcher in their own classrooms watching them. The observations and field notes were then written up into

full research notes for later analysis. The researcher maintained a diary of notes with informal notations and observations recorded throughout the data collection period.

The use of the observation sessions provided contextual information collected within the natural setting of the participants (Bloomberg and Volpe, 2008). The implementation of the observation protocol allowed the observation sessions to be both targeted and relevant to the research problem outlined in this study. The data collection within the observation sessions was used in conjunction with the interview data and the data gathered through the document analysis. The observation sessions began after the first interview was conducted to add depth to the interview data (Patton, 2002).

The use of an observation protocol was deemed to be beneficial for this study. The use of an observational protocol in qualitative research design facilitates researchers documenting what is seen at the research site (Creswell, 2008). It also acted as a way of organizing field notes taken during observation sessions. The observation protocol design offered large amounts of space for field notes to be taken as well.

Using an observation protocol in this study was important to provide cohesion between how what was going to be observed could result in answering the research questions. For this to occur, the researcher needed to go back to the research problem and research questions and pull out particular themes for observation. Rolfe and Emmett (2010) noted the importance of creating congruence between the choice of observational technique and the research questions. These themes were then matched with themes from the literature reviewed for this study. This yielded several themes which formed the basis for the observation protocol.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

The study aimed at exploring the various research questions to ascertain the teachers through the interviews on inclusive school barriers to children with disabilities in Early Childhood Centers; the case of Talensi district. In all, 21 learners were identified from five schools in the Talensi district to be suffering from any form of disabilities. Also, teachers were put in groups for interview sessions. The information gathered was thematically analyzed. This chapter discusses the summary of the findings, as well as challenges faced by teachers teaching in the inclusive schools.

5.1 Summary

This assertion gives credence to the assertion that attitude to inclusive education is of great importance in every learning situation. It generally means that when teachers have positive attitude, it gives rise to great success in the teaching and learning in an inclusive school barrier to children with disabilities in Early Childhood Centers. On the other hand, learners tend to be unsuccessful when the attitude is negative, and this goes a long

way to affect them. The outcomes of this research are discussed according to the research questions as follows:

5.1.1 Categorization of children with disability in early childhood centers in the Talensi district.

The findings showed that (21) learners with disabilities in the five (5) inclusive early childhood centers. Ten (10) teachers/facilitators were also interviewed. In total, five (4) disability types were found which included Vision (Partially Impaired), Hyperactive, Learning Disability. Each of the early childhood centers under study recorded at least one disability. Learners with learning disability were the highest (9) amongst the respondents.

5.1.2 Resources available to support inclusive education

The study is very evident about the resource constraints that bedevil the Ghanaian classroom in general. Most of the classroom resources available are from the ingenuity of teachers. Most of the books which are available are not suitable for early childhood settings. The manipulative which learners have to experiment and explore with, are virtually non-existent.

Apart from a few drawing books and a few reading materials, the schools lack most resources that make teaching and learning exciting for learners.

5.1.4 Challenges teachers, face in handling children with disabilities in inclusive classrooms.

The challenge the study identified was that teachers did not feel sufficiently knowledgeable and professional about the teaching of the children with disability and thus were not adequately equipped to deal with problems and consequently avoided teaching and paying much attention to the child with disability. Some of the teachers with early childhood background do not like to teach at the inclusive early childhood

centers due to their inability to handle those living with disability alongside their counterparts without disabilities. The findings showed that factors such as lack of qualified teachers to teach the child with disability at the early childhood centers, the infrastructure of the early childhood centers and lack of teaching and learning materials were discovered to be contributing to the challenges that have hindered the teacher from teaching to his or her best. This has influenced the attitude of teachers towards the teaching and learning in the inclusive early childhood centers.

5.2 Conclusion

The findings made so far from the study suggest several important conclusions.

Firstly, the various categories of children with disabilities should be grouped according to their categories so as to help the teachers to relate to them frequently and particularly, since they need special attention. Also, other problems with poor response of parents to the needs of their children when they are called upon.

However, the study has been able to identify factors that pertain solely to the study area. These factors attributed to teachers, parents and the school environment was primarily responsible for the barriers to children with disabilities in Early Childhood Centers. It can be emphasized that these factors generally do not operate in isolation. Inadequate training of teachers for example would result in the usage of inappropriate teaching pedagogies and would also affect their commitment to the teaching and learning of children with disabilities. Therefore, to improve the academic performance of students in school, there is the need to look at these issues in totality.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made:

- Regular sensitization meetings on learners with disabilities in the municipality. There should be regular screening of children by health personnel's to enable parents and teachers know the specific problem they have.
- There should also be expert of teachers on the various categories of the disabilities since teachers might major in one and might have problem in dealing with the other categories.
- Parents should be encouraged to be active in Parent Teacher Associations as well as in other activities of the early childhood centers. Their involvement would make them aware of the problems and issues affecting the children, teachers and the early childhood centers in general. In this way, parents would be able to provide suggestions that may lead to the provision of a better teaching and learning environment for the children at the early childhood center which is in line with early childhood policy goal four.
- The Ghana Education Service should supply inclusive early childhood centers in the municipality with adequate teaching and learning materials as well as other study materials to help enhance teaching and learning to raise the academic standards of learners. Efficient and effective teaching can be done for improved performance.

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APPENDIX A

**UNIVERSITY OF EDUCATION WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EARLY CHILDHOOD EDUCATION
INTERVIEW FOR TEACHERS**

NAME OF SCHOOL:

REGION:

NUMBER OF YEARS OF TEACHING:

INTERVIEW DATE: **DURATION:**

1. Categories of children with disabilities at the early childhood centers

a. Please what category of children with disability are there in the class?

.....
.....

b. Please how do you identify the children with special needs?

.....
.....

2. Resources available to support inclusive education in the early childhood center.

a. What type of resources are available in the early childhood center?

.....
.....

b. Who provides the resources? (Teaching and learning aids)

.....
.....

c. How often are the resources used by children with disabilities in the early childhood center?

.....
.....

3. Training level of teachers handling children with disability at the early childhood centers.

a. Initial teacher training programme attended

.....
.....

1. Induction and INSET programmes (within one year after pre-service)

.....

b. Upgrading programmes attended.

.....
.....

c. Special education courses attended.

.....
.....



4. Challenges teachers face in handling children with disability at the early childhood centre.

a. What challenges are there in terms of sitting places for children with disability?

.....
.....

b. What challenges are there in terms of teaching and learning resources for children with disability?

.....
.....

c. What challenges are there in terms of reading and writing?

.....

APPENDIX B**Checklist for categories of children with disability in Inclusive early childhood centers**

Instruction: Indicate with a tick (√) in the appropriate box on the appropriateness of physical environment for inclusive early childhood center. The response options for this section are 2 (two) namely, (Y) Yes and (N) No.

No.	STATEMENT	YES	NO
1	There are physically challenged children in the class (using crutches, wheel chair).		
2	There are mild to moderate visually impaired children in the classroom		
3	There are no hearing impaired children in the classroom		
4	There are children with attention hyperactive disorder in the classroom		
5	There are no children with speech and language disorder in the classroom.		

APPENDIX C

Facilities available to support teaching of children with disability

Instruction: Indicate with a tick (√) in the appropriate box on the appropriateness of physical environment for inclusive early childhood center. The response options for this section are 2 (two) namely, (Y) Yes and (N) No.

No.	STATEMENT	YES	NO
1	There are large print reading materials for children		
2	There are television or radio set in the classroom		
3	There are appropriate tables and chairs in the classroom		
4	There is enough space for easy movement in the classroom		
5	There are large print and colourful teaching and learning materials.		
6	The classroom is easily accessible		

