UNIVERSITY OF EDUCATION, WINNEBA

ASSESSMENT OF INCLUSIVE EDUCATION PRACTICES AT PRESBYTERIAN COLLEGE OF EDUCATION, AKROPONG-AKUAPEM

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JULY, 2014

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B.ED SPECIAL EDUCATION (EDUCATION OF HEARING IMPAIRED) AND SOCIAL STUDIES

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DECLARATION

CANDIDATE'S DECLARATION

I, Sampson Senam Gbedemah hereby declare that this dissertation is the result of my own original research. With the exception of all quotations and references contained in published works which have all been identified and acknowledged, the entire dissertation is my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: PROFESSOR GRACE YAWO GADAGBUI

SIGNATURE:

DATE:

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To Elohim, my provident, I would not have done it without your covenant protection, I say Glory. I owe you in every endeavour of my life, my Supervisor, mother, prayer partner in Christ Jesus and counselor, Professor Grace Yawo Gadagbui, I am so much grateful for your criticism and encouragement „AKPE.‟

I am most appreciative to all my MPhil lecturers, especially Professor Mawutor Avoke and Dr. Samuel Hayford.
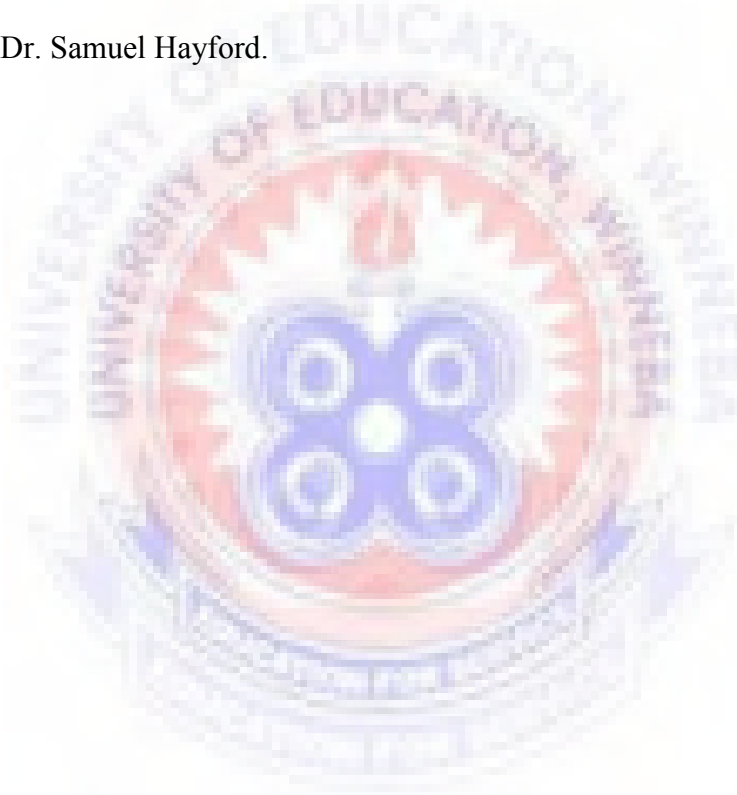
DEDICATION

This dissertation is dedicated to all my unborn children to achieve higher than I did.

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ABBREVIATIONS

ATIAS: Attitudes Toward Inclusion in Africa Scale

CIPP: Context Input Process and Product

CIRC: Co-operative Integrated Reading Composition

CPS: Collaborative Problem-Solving

D/HH: Deaf or Hard of Hearing

ESP: Education Strategic Plan

FRN: Federal Republic of Nigeria

HIV: Human Immune Virus

MOESS: Ministry of Education Science and Sports

NCTE: National Council for Tertiary Education

NGO: Non-Governmental Organization

PCE: Presbyterian College of Education

SEN: Special Educational Needs

SES: Supplemented Education Services

SHS: Senior High School

SRC: Students" Representative Council

TAI: Team Assisted Individualization-Mathematics

TB: Tuberculosis

TLMs: Teaching and Learning Materials

UCC: University of Cape Coast

UNESCO: United Nations Educational, Scientific and Cultural Organization

ABSTRACT

This study was on the assessment of Inclusive Education Practices at Presbyterian College of Education, Akropong-Akuapem. Ethnographic research design was used which involved interviews, observation and document analysis as methods of data collection. A sample of 132 respondents made up of 35 tutors and 97 students participated as respondents for the study. Using purposive and simple random samplings, the data was analysed through thematic approach and verbatim responses of the respondents where applicable. Findings revealed among others that: tutors used different forms of communication, methods of teaching and different methods of assessment on students. It was evident that 4 tutors were not abreast with terminologies in inclusive education hence used „deaf students‟ or „disabled students‟ to refer to students with deafness or students with disability. Support services were available for both tutors and students. Interactions between students and tutors were generally good. Social interaction programmes were adequately available. Students showed willingness to associate with all categories of students. Environmental set up in terms of halls of residence and lecture halls were unfriendly to students due to unavailability of rails and ramps. Measures were put in place to ensure access to the College‟s environments by organizing orientation and mobility techniques to all fresh students and controlling vehicular movement on campus. Recommendations of the study included theneed to: use different teaching and learning materials especially technology in the inclusive classroom.

CHAPTER ONE

INTRODUCTION

1.1   Background to the study

The practices of inclusive education has been on course for some time now, and Ghana has piloted inclusive education practices in some selected general schools all over the country and is waiting to see the outcome of inclusive practices in those schools to initiate full implementation of inclusive education practices. A dead line of the year 2012 was first set to extend inclusive practices to all basic schools in Ghana but was later changed to 2015, now the focus is on 2020 (Ministry of Education, 2011a) as the expected year of ending pilot programme on inclusive education practices and implementing full inclusive practices in all schools in the country.

What might have generated continues postponements of full implementation of inclusive education in Ghana? Could it be teacher competency, financial constraint, or social acceptance of students with special needs? To effectively understand Ghana‟s practice of inclusive education, there is the need to assess what is being practiced so far at Presbyterian College of Education, Akropong-Akuapem. The reason being that policy on inclusion of students with special educational needs has become a primary educational goal of creating suitable educational environment that takes into consideration the special needs of students with special educational needs.

The Presbyterian College of Education was established in 1848, and the first documented practice of inclusive education started in June 1936. According to Ocloo

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(2011), a Scottish missionary Mr. Frederick D. Harker on the then Presbyterian Training College now Presbyterian College of Education teaching staff brought two boys with visual impairment to his house to teach them simple Braille. In 1942, Harker was transferred and he left the children under the care of the wife (Mrs. Benzies) of the then Principal of the College. The students‟ population later increased to nine including one girl who was suffering from malnutrition and inability to walk.

Presbyterian College of Education, Akropong-Akuapem has been admitting all categories of special needs students long before the official pilot programme on inclusive education started in Ghana in 2003 (Gadagbui, 2013). This was evidenced in 1950 when the College admitted the first blind student, Mr. Dogbe who was one of the nine pioneers to start the basic school for the Blind. Mr. Dogbe studied side by side with other students without special needs at Presbyterian College of Education, Akropong-Akuapem and this was the first successful experience in inclusive education in Ghana. He graduated as the first Certificate „A‟ teacher with blindness in December, 1954. Since then, Presbyterian College of Education admits any category of Special Needs Students including but not limited to visually impaired, hearing impaired, physically impaired, and the emotionally disturbed. However, in the last decade of the twentieth century, parents started agitating for educating students with special educational needs in an environment not only friendly and accepting but also devoid of any kind of discrimination, irrespective of the nature and degree of special needs. Gustausson (2004) contends that, including students with special educational needs in regular school classes is a means of increasing their opportunities to gain the same theoretical and social knowledge as other students.

In Ghana however, education for special needs individuals did not receive much attention early. Avoke (2005) and Ocloo (2011) stated that the beginning of special education in Ghana is traced to the initiative of the missionaries in 1936. Following this initiative many institutions for various categories of special needs individuals were established. Ghana therefore, had the first school for the Blind in 1945, school for the Deaf in 1957, and school for the Intellectually Disabled in 1968 (Avoke, 1994) since then, Ghana has operated a dual educational system of general education and special education (in the hands of the missionaries). The Government of Ghana gave legal support to the free compulsory education of all children including SEN student in 1961 (UNESCO Report, Ghana, 1998:3).

In view of this change, the Government of Ghana established Special Education Unit in 1976 and by 1985 it had become a Division of the Ghana Education Service. Additionally, a major factor that influenced the shift towards inclusion was the promulgation of the Salamanca statement and framework for action on special needs education. The Salamanca statement implies that individuals with special educational needs should be given the same kind of education as their non-special educational needs counterparts receive (UNESCO, 2001).

Ghana‟s movement towards inclusive education became the official policy of the Ministry of Education Science and Sports (MOESS), as outlined in the Education Strategic Plan (ESP), 2003-2015 (Yekple & Avoke, 2006 p236). Besides, Gadagbui (2013) further noted that inclusive education practices were being espoused the world as a result, Ghana set up pilot projects in selected educational districts. Abosi & Brookman-Amissah (1992) observed that education is synonymous with teachers; it implies that

teachers are therefore at the heart of every educational process. In an attempt to equip teachers with some knowledge about special needs individuals, the study of special education was made part of the training of teachers in Universities and Colleges of education in Ghana. Awareness has also been created among general education teachers that special needs is not inability and that students with special needs are not strange human beings who require different treatment.

1.2   Statement of the problem

Since 1950, Presbyterian College of Education, Akropong-Akuapem started admitting individuals with special needs; there is no clear date to indicate any assessment on how tutors, peers, support services, and the environment affect special needs students in the practice of inclusive education for any modification to be carried on. It seems the college does not have adequate support services to equip both tutors and students in the college so as to promote effective teaching and learning in the practice of inclusive education. Another problem was unfriendly environmental setup and inadequate social interaction programmes for effective peer-peer and peer-tutor interaction to bridge social gap between students with special needs and their colleague students without special needs as well as tutors in the college. These problems came to light through observations and interactions with tutors and students when I started working in the college as a special education tutor for students with special educational needs in September, 2011.

1.3   Purpose and objectives of the study

The purpose of the study was to assess practices of inclusive education at Presbyterian College of Education, Akropong-Akuapem, under the following objectives:

➢ Support services available for the practices of inclusive education

➢ Social interaction pattern

- Relationship between students in and outside the classroom

- Relationship between tutors and students in and outside the classroom

➢ environmental adaptations

1.4   Research Questions

I.   What support services and resources are available for students with special needs and tutors at Presbyterian College of Education?

II.   How do students with special needs socialise with students without special needs and tutors at College?

III.   What environmental adaptations have been made at Presbyterian College of Education to promote inclusive education practices?

1.5   Significance of the study

The outcome of this study will reveal the level of support services available to tutors and students of Presbyterian College of Education, Akropong-Akuapem so as to determine whether to provide more support services or to maintain the available ones. The results will also help to improve social interaction among SEN students, their peers and tutors.

The results of this study will also point to the lapses in infrastructure setup of the College so as to inform authorities of the College to make the environment more inclusive friendly.

Lastly, since there has been little assessment on the practices of inclusive education at Presbyterian College of Education, Akropong-Akuapem, the outcome of this study will add up as a reference document in assessing pilot program on inclusive education in Ghana.

1.6   Delimitations of the study

This study was delimited to Presbyterian College of Education, Akropong-Akuapem in the Akuapem North Municipality of the Eastern Region of Ghana. The participants were also delimited to students, as well as all tutors of the College. The exploration focus was delimited to support services for students and tutors, and social interactions among students and tutors during lectures and other social activities in the college as well as environmental adaptations at the College.

1.7   Limitations

There was difficulty getting access to both tutors and students to respond to the interview items after they had agreed to be part of the sample. This limitation was however overcome.

1.8   Definitions of terms

Assessment – is the process of gathering data for the purpose of making decisions about individuals or groups (programme or project)

Inclusive Education – is an educational system that accepts all children equally and provides them with the best quality education possible in the same environment. In this study, inclusive education is establishing collaboration, support, and nurturing environments for learners based on giving all students the services and accommodations that learners need to learn, as well as respecting and learning from each other"s individual differences in the same class room.

Inclusive Education Practices - Inclusive practice can be defined as attitudes, approaches and strategies taken to ensure that students are not excluded or isolated from the learning environment because of any of these characteristics. In other words, this is to ensure that all students feel welcome, accepted, safe, listened to, valued and confident that they can participate in all activities.

Presbyterian College of Education, Akropong-Akuapem – a public tertiary institution mandated to train individuals for the award of diploma in basic education to become professional teacher, located at Akropong-Akuapem in the Eastern Region of Ghana.

1.9   Structure of the Study

The report of the research is in six chapters. Chapter one includes background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation, limitation, definition of terms and structure of the study.

Chapter two describes literature review which used theoretical and empirical studies. The theoretical framework made use of CIPP model of evaluation theory while empirical studies covered findings of other related studies on assessment of inclusive education from Ghana and other countries such as concept of Inclusive Education, support services available to students with special needs, social interactions and environmental adaptations.

The third chapter describes the methodology that was employed to collect data for the study. The methodology includes the research design, population, sample and sampling techniques, sampling procedure, and procedure for data collection and instrumentation, reliability and validity of instrument. Chapter four describes the results/findings. The fifth chapter presents the data analysis/discussions of findings, while chapter six provides the summary of the findings, conclusions, recommendations and suggestions for future studies.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter discusses what other authors have written on any aspect of the research problem. According to Fink (1998), literature review is a systematic method of identifying, evaluating and interpreting the work produced by scholars, researchers and practitioners for the purpose of clarifying the relationship between your own research and the work that has previously been done. The literature had been reviewed as follows:

1. Theoretical framework – CIPP evaluation model pg. 11

    - Context evaluation

    - Input evaluation

    - Process evaluation

    - Product evaluation

2. The concept of Inclusive Education pg. 15

3. Collaboration with other professionals pg. 24

4. Adaptations of curriculum instruction and assessment pg. 25

5. Support services pg. 26

6. Social interactions pg. 32

7. Conducive environment for inclusive education pg. 41

8. Summary pg. 43

2.1   Theoretical Framework

The theoretical framework underpinning the study is the „Stufflebeam‟s theory of evaluation.‟ This theory is presented in a model as a decision-focused approach to evaluation and emphasises the systematic provision of information for programme management and operation. The model was propounded in 1966 and made use of Context, Input, Process and Product (CIPP) methods of assessing a programme (Stufflebeam and Gullinick, 2011). CIPP focuses on providing the foundation for deriving and validating particular assessment criteria through an interactive relationship between evaluator and client. CIPP was founded on a constructivist approach that requires evaluators to operate on a foundation of trust, showing respect to all stakeholders, regardless of power, gender, and cultural backgrounds (Stufflebeam & Shinkfield, 2007). The CIPP thus, allows communication between evaluator and stakeholders to be kept open, and allow for gathering of data, as well as further analysis and synthesis.

Context Evaluation helps to assess needs, problems, assets and opportunities while defining goals and actions. Planning decisions and context information are two key concepts addressed during context evaluations (Stufflebeam & Gullinick, 2011). Decision makers need to consider the selection of problem components and set priorities in terms of importance. They also need to determine the strategy or strategies that will be used to carry out or overcome these problem components (Stufflebeam & Shinkfield, 2007).

Input Evaluation helps to assess plans for the feasibility and cost-effectiveness for achieving objectives. It entails structuring decisions and action plans put in place to provide solutions to problems identified in the context. This may include comparing competing plans, funding proposals, allocating resources, scheduling work and assigning human resources(Stufflebeam & Shinkfield, 2007).

Process Evaluation according to Stufflebeam and Gullinick, (2011:82) sees actions and implementations of plans that are being achieved. At this stage, the mechanism put in place at the Input stage is being observed as to how they are functioning. Evidence is collected to determine the effectiveness of the objectives, and to help gauge the success of the process

Product Evaluation aids in identifying and assessing outcomes, those intended and unintended, short-term and long-term (Stufflebeam & Shinkfield, 2007). It implies that the interventions provided at the Input stage through its functioning at the process stage will produce an outcome. This outcome will determine whether solutions have been provided to the problems identified at the Context stage. The results of the intervention can be compared to other results elsewhere.
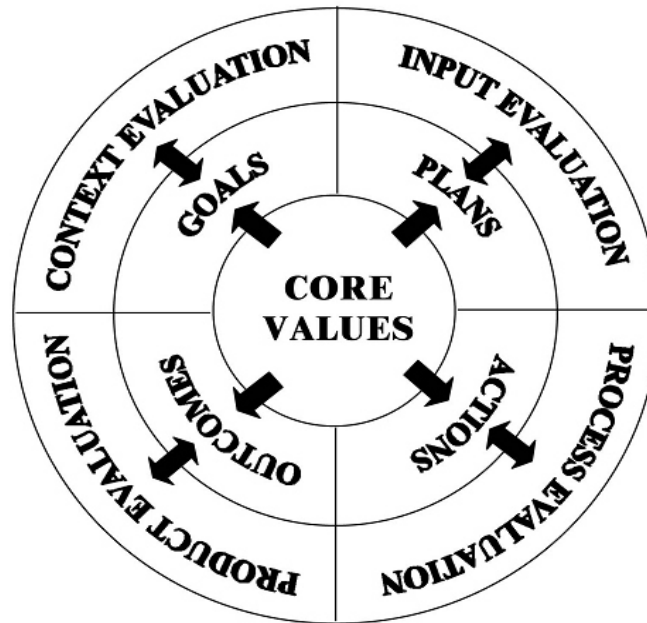
Figure 1.Stufflebeam's Theory of Evaluation

2.1.1   The value of evaluation models

According to Scriven (2007), the aim of an evaluation is to determine the merit, worth, or significance of a product or service. Robinson (2002) claims that all evaluation models share at least one common factor: to conduct a rigorous evaluation and for reliable and systematic evidence to support any conclusions. For Stufflebeam and Shinkfield (2007), evaluations are therefore a process of quality improvement, while Scheerens and Glas (2003) and Stufflebeam (2008) add that this process serves to emancipate and empower key stakeholders.

It aims to provide an analytic and rational basis for programme decision-making, based on a cycle of planning, structuring, implementing, reviewing, and revising decisions, each examined through a different aspect of assessment –context, input, process and product

2.1.2   Implication of CIPP model of evaluation on this study

The use of CIPP model enabled the researcher to assess competences of tutors towards inclusive education practices in regards to their academic qualification and skills of teaching special needs and other students in the same classroom. It also laid a solid foundation for assessing implementation of inclusive education practices in areas of support services delivered and social interaction pattern among tutors and students, as well as environmental adaptations for inclusive education using systematic steps to gather information for assessing inclusive education practices at Presbyterian College of Education.

In view of the above, CIPP evaluation model has been adapted for this study. However there are implications associated with the model as in figure 2 below to assess inclusive education practices at Presbyterian College of Education.

Context Evaluation	→	How to educate all categories of students together
Input Evaluation	→	Training and equipping teachers, and providing support services
Process Evaluation	→	Inclusive education practices going on in the college
Product Evaluation	→	Satisfaction of both tutors and students in the college on inclusive education practices
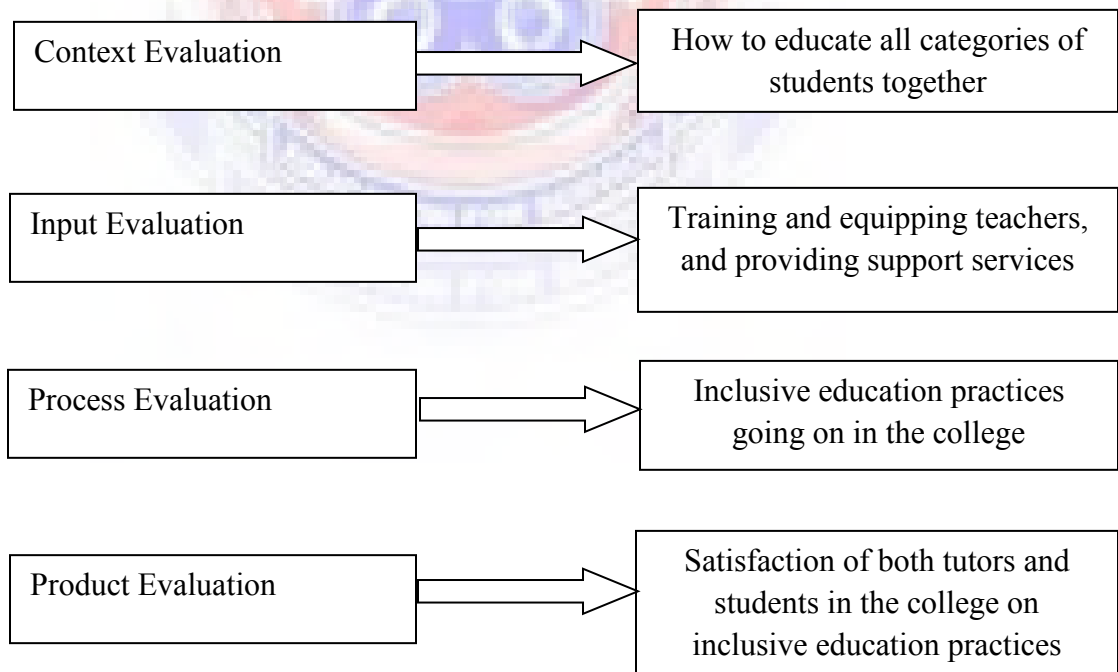
Figure 2. Self-Designed Framework on Implication of CIPP Model

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As shown above, the one arrowed diagram show how the CIPP model has implication on this study. the Context evaluation looked at how to educate all categories of students together, the Input observed the intervention measures put in place as in training and equipping tutors and providing support services for the practice of inclusive education, the Process implies how the various measures put in place under the Input were functioning, and the Product looked at how all the interventions put in place made both tutors and students comfortable so as the practice of inclusive education is concerned at PCE.

2.2   The Concept of Inclusive Education

Inclusive education describes the process by which a school attempts to respond to all learners as individuals, by reconsidering and restructuring its curricular organization and by providing and allocating resources to enhance equality of educational opportunities (Hyam, 2004).

Inclusion has now come to mean a philosophy of acceptance where diversity among all people is welcomed, valued and respected (Carrington & Robinson, 2004). What this means is that, inclusion or inclusive education is increasingly seen as a school reform where all individuals regardless of their physical, intellectual, social, emotional, linguistic, ethnic, cultural or economic conditions are supported and accommodated in order for them to achieve their true potential. Thus, inclusive education has now come to mean the provision of equal educational and social opportunities to *all* children in schools

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In spite of that, discrimination and acts of aggression are still perpetuated against some children all over the world. Thus, Florian (1998) affirmed that there is a gap between policy and implementation, which must be acknowledged and addressed.

The United Nations Charter on Human Rights, (1948), the Salamanca statement (1994), and the United Nations Standard Rules and the Equalization of Opportunities for Persons with Disabilities (1993) are compelling regular schools and institutions to open their doors for students having special needs to be educated together in the same class, with their non-special need peers. In spite of these conventions, people with special needs are still being subjected to inhuman treatments and denied access to relevant services in many parts of the world, including Ghana (Avoke, Hayford, Ihenacho & Ocloo, 1998).

The thinking has moved beyond the narrow idea of inclusion as a means of understanding and overcoming a deficit, inclusion is now widely accepted as concerning issues of gender, ethnicity, class, social conditions, health and human rights encompassing universal involvement, access, participation and achievement of school activities (Ouane, 2008). Friend (2006)argued that inclusion is a belief system of a school being a learning community, which educates all their children to reach their potential. Inclusion in schools is also viewed as an ongoing developmental process rather than as a static state. This implies that all schools can continue to develop towards greater inclusion whatever its current state, in order to respond to diversity.

Thus, according to Sebba and Ainscow (1996), inclusion is better defined as a process by which a school attempts to respond to all students as individuals by reconsidering its curricular organization and provision and through this process, the school builds its capacity to accept all students from the local community who wish to attend and, in so doing, reduces the need to exclude pupils (p. 9).

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Tay (2009) quoted UNESCO (2001) in Gadagbui (2013), referred to inclusive education as schools, centres of learning and educational systems that are open to ALL children. Gadagbui viewed this as meant for slow learners; gifted and talented children; children with disabilities diverse needs and from diverse background. A definition of inclusion as a process of responding to diversity would be more relevant and applicable for this study.

In Ghana more efforts are being made in implementing inclusive education. According to the Ministry of Education (2003), the Education Strategic Plan 2003-2015 document mandates that special education should include more in-depth knowledge of special needs children particularly in the light of policy on inclusive education, and that all teachers in the country should be trained in the UNESCO special education training pack (1993) which provides basic approaches to helping children with special needs. Even though the focus of inclusive education is on children it is also relevant for all age groups and for students of Presbyterian College of Education, Akropong-Akuapem. UNESCO also suggested that a more comprehensive special needs education module should be developed (Ministry of Education, 2004 cited in Avoke, 2005). Booth and Ainscow (2002) has developed a number of indicators to support the inclusive development of schools which intend can be used to assess inclusive education practices.

It is in view of these policies that as at 2009 about 379 pilots Inclusive schools have been established in 70 districts within 7 regions in Ghana (Ministry of Education, 2010).

Interaction of certain key factors determined the success of inclusion (Avramidis & Norwich, 2002; Fox, Farell & Davis, 2004; Lipsky & Gartner, 1998). Separate policies for special education and general education are said to be contributing factors for

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continue exclusion of students with special needs from the mainstream as they foster the notion that a separate special intervention system is required to look after the needs of students with SEN (Booth, 1999).

The efforts to support inclusion are quite significant; hence some special educationists such as Hallahan (2002) have raised concerns about the ability of schools to implement effective inclusion programmes.

Ikujuni (2006) postulate that much as inclusion is desirous it may be difficult to be successfully implemented due to some reasons. Kumedzo-Kwame (2006) in agreement opine that despite several merits inherent in educating the exceptional individual in the regular system, there are some hurdles to be crossed to successfully meet the needs of the individual in the inclusive environment. Challenges and barriers to inclusion may include:

- ♦ Lack/inadequate understanding
- ♦ Existing attitudes
- ♦ Large class size
- ♦ Inadequate funding (p 25)

2.2.1   Inadequate understanding

One of the barriers to inclusion is inadequate understanding of the concept inclusive education. Contributors to the UNESCO Teacher Education Resource Park (UNESCO, 1993) believe that in order to adopt a new way of working, it is necessary to have a reasonable understanding of what the purpose is. This implies that without such an understanding, commitment is likely to be limited and attempts are likely to be tentative.

2.2.2   Existing Attitudes

Attitude is a personal view of something. Clemens (1997) reports that, a central argument against inclusive education is that teachers are not prepared to work with students with special need. Avoke and Avoke (2004) posit that throughout history, there has existed a belief that individuals with special needs could pollute the society. Indeed when people attitude towards persons with special needs are negative it is unthinkable to imagine that such people would be included into a society or school setting successfully with persons without special needs.

Alghazo and Gaad (2004) cited Sharpe, York & Knight (1994) and Chow & Winzer (1992) as arguing that in order for inclusion to be successful, general education teachers need to develop positive attitudes towards students with special needs. From the fore going, it can be said that attitudes are very central for the success of inclusion, and favorable teacher attitude are essential for the practice of inclusive education. Negative teacher attitudes were evident in the study carried out by Dadzie-Bonney (1997). The study revealed that some children who acquired hearing impairment in the course of their

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education were not allowed to continue their education in their community schools. The main reason for the refusal was lack of knowledge in managing such children in the classroom.

Yekple and Avoke (2006) confirmed that a number of teachers expressed concerns and apprehension as to whether they were practically confident in teaching students with special needs effectively. For this reason, teachers feel that any child identified to have some form of impairment should be sent to a special school. Many other children who go unnoticed are labeled as stupid and lazy. Many teachers therefore feel that the best place for a student with a special need is a special school.

Studies by McLesky, Henry and Hodges (1999) on teacher attitude towards students with special need in regular classrooms revealed that student-teachers have a fear of receiving children with special needs because they do not feel prepared and knowledgeable. The anxiety expressed by these students was evident that more students have decided not to major in education leading to teaching (Busch, Pederson, Espin and Weisseubarger, 2001). They also have a feeling of insufficiency in terms of ideas to address differences in the classroom as bulk of undergraduate students who major in education are only expected to take one course in special education (Yellin, Yellin, Claypool, Mokhtari, Carr, Latiker, Risley, & Szabo, 2003) so do not feel adequately prepared to teach in inclusive classrooms.

Agbenyega, Deppeler and Harvey (2005) similarly revealed that a meta-analysis of research by Scruggs and Mastropieri (1996) found out that 1056 of general education teachers surveyed across the years, approximately two-thirds have positive attitudes

towards inclusion but are concerned with many other classroom issues such as resource supplies, collaboration, and support. Other sources (Akinkuotu (2006); and McGregor & Vegolsberg, 1998) point out that although some teachers may have positive feelings towards inclusive education, their degree of enthusiasm decreases as teachers appear to be afraid of some types of special needs such as severe visual and hearing impairments.

Al-Zyoudi (2006); and Nell (2006) mentioned that there have been many studies about teachers" attitudes on inclusion and findings from the studies are varied. The majority of the teachers surveyed had strong negative feelings about inclusion and felt that the decision makers were out of realities in the classroom. Leysey, Kapperman and Keller (1994) conducted a cross-culture study of teachers" attitude towards inclusion in USA, Germany, Israel, Ghana, Taiwan, and Philippines. Their findings show that there were differences in attitude to inclusion in these countries. Whilst teachers in USA and Germany were more positive, teachers" attitudes were significantly less positive in Ghana, Philippines, Israel, and Taiwan. This is why Ali, Mustapha and Jelas (2006) citing Gartner (1996) recommends that "trainee teachers be given structured opportunities to experience inclusive education practices," (p. 43). It is therefore understood that teacher incompetence and inadequate exposure to special needs students are of concern to general education teachers.

In the views of Vaughn, Schumm, Jallad, Slusher and Samuel (1996); and Subban & Sharma (2006), other factors that might cause teachers to raise objections to inclusion are large class size, budget shortage, workload and difficulties in standardized evaluation. Also, some teachers talked about the lack of teamwork, and asked for guidance in dealing with students with special needs (Ali, et al, 2006; & Idol, 1997)). It means that proper

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teacher orientation is a necessary pre-requisite for the policy of inclusion to be embraced by teachers. Subban and Sharma (2006) added that teachers view inclusion of students with special needs as difficult and stressful.

Finally, a further tendency is to focus on maintenance of standards of education. Educators are concerned that included students will lower standard in two ways: firstly, their own academic progress will be modest with resultant low grades. Secondly, their presence in the classroom will affect the progress of other students negatively(Mock and Kauffman, 2002). Traditional emphasis on meeting standards for the next grade is viewed by many as appropriate and necessary. Hence, those who cannot meet these standards should not be in the classroom under the responsibility of regular education teachers (Bunch, Lupart, & Brown, 1997). Lending support to such reasoning Mamah (2006) pointed out that in many countries such as Ghana, mainstream schools are under increasing pressure to raise academic standards. These schools are therefore reluctant to admit and retain pupils whose presence could have a negative impact on the overall profit of results. Others argue in favour of retaining the continuum of education placement while advocating for educating children in the environment most appropriate for individual student needs (Braser, Polsgrove, &Nelson, 1988; Fuchs & Fuchs, 1991; Lieberman, 1990; and Vergason & Anderegg, 1992) in Yell (1995). It is however my view that in the light of the various arguments advanced, students with special needs and their counterparts without special needs stand the chance of making modest gains. While students with special needs make gains in areas of social and academic competence, their „normal" counterparts gain awareness of the existence of person with needs than their own.

2.2.3 Large class size

Gadagbui (2007) noted that the average number of students in a class must be between 30 – 35 including students with visual and hearing impairment, and five to eight for the mentally handicapped (intellectually disabled). She however disclosed that the number is much lower in developed countries where the class size is pegged at five with two resource teachers. In Ghana, the enrollments of both regular and special schools are large. This is in line with Avoke and Avoke (2004) who remarked that many special school and regular schools in Ghana experienced sharp increases in students" enrollment per class. Akinkuotu (2006) emphasized that the enrollment in our ordinary schools has increased without increase in facilities and human resources, a situation that brought stress on teachers resulting in ineffectiveness. Struutt Sawyer and Cudjoe (2008) opine that student-teacher ratio is key to quality education.

2.2.4 Inadequate funding

Inadequate funding has been identified as one of the salient issues to consider when the policy of inclusion comes under discussion. Providing accessible school environment such as construction of ramps and rails require finance. Training and re-training of teachers by way of in-service requires money. Provision of resources, equipment and other forms of support to make inclusion succeed all depends on availability of funds. Such a re-emphasis is fully explored in Avoke (2005) writing on budgeting and financing inclusive education remarks that while disability do not

automatically equal extra expense, some individuals with special needs and some schools require more or extra funding in order to meet the peculiar needs in inclusive education.

2.3   Collaboration with Professionals

Inclusive education is based on the premise that no one teacher can possess all the expertise needed to meet the educational needs of all the students in the classroom. Teachers should have support system in place through collaboration with trained experts, peer assistance, parents and other professionals.

The degree of support the teacher receives is the most powerful predictor of positive attitudes towards inclusive education, hence, sharing information and working as a collaborative team can serve to alleviate concerns and resistance (Downing, 2002). Teachers who work together will have more opportunities to investigate and explore their beliefs and attitudes and instructional alternatives (Pugach & Johntons, 1995).

Also, collaboration with district education level would enhance teachers" preparedness for inclusive education. District support teams will provide the full range of education support services such as professional development in curriculum and assessment. When there is a need for more specialist advice and intervention, the district support team will be capable of offering support and advice (Engelbrecht & Green, 2001). This team can consist of school psychologists, special educators, guidance counselors, speech and language specialists, occupational therapists, and doctors and nurses (Walter-Thomas, Korinek, McLaughlin, & Williams, 2000).

2.4   Adaptations of Curriculum Instruction and Assessment

The success of inclusive education also depends on the regular classroom teachers'' ability to adapt instruction when students have difficulty acquiring skills and information. The curricular and methods of instruction must meet the needs of students. Many teachers still tends to think that it is correct to use the „one-size-fits all'' approach to teaching (Wade, 2000). In reality, teachers are faced with a group of learners with different character, interests, styles, and pace of learning and working. Curriculum differentiation should not be an exception but rather a central method of ensuring curriculum access (Gilbert & Hart, 1990). This means teachers must be prepared in terms of understanding the curriculum appropriately for implementing inclusive education.

According to Levitz (1996) the physical presence of learners in a classroom is no guarantee for their involvement in class and school activities, therefore curriculum should be adapted to involve every student. Mowes (2002) agreed that, curriculum as all those activities designed or encouraged within its organizational frame work to promote intellectual, personal, social and physical development of learners. These include the content of lessons, types of resources, lesson presentation, teaching style, time allocation, and learners'' activities.

Research has stressed the importance of the flexibility of curriculum (Richmond, 2003). There has to be a balance between the learner, the learning content and the instructional strategies adopted. Teachers must be prepared to adapt instructional strategies to suit the individual needs and diverse learning styles of learners to progress at

their own rate. To accommodate differences, teachers need to develop different method of teaching and assessing students

2.4.1 Willingness of Teachers to Cope and Adapt Instruction to benefit Special Needs Students

Okyere (1999) cited in Diedong (2006) wrote on attitudes of classroom teachers towards including children with special needs in regular education classroom in Ghana and Nigeria indicated that most of the teachers had negative attitudes. Other studies have revealed that teachers were more positive about including only those whose characteristics were likely not to require extra instructional or management skills on the part of the teachers (Forlin, 1995; Schumm, Vaughn, Haager, McDowell, Rothlein, & Saumell, 1999; Vaughn, Schumm, Jallad, Slusher & Saumell, 1996) cited in Bradshaw & Mundia (2006). This confirms the stand that teachers are wary of inclusion due to a feeling of incompetence.

2.5 Support Services needed for the practice of inclusive education

Support services equip special needs students to effectively communicate with classroom teachers and resource room teachers. Provision of support services helps students to be self-dependent in least restricted environment which enhances socialization (Barber, 1960).

Support services for individuals with special needs vary from one group of special needs to the other. For individuals with hearing impairment, support services like interpreting service, tutorial service, note taking service, counseling service, hearing aid support service could be provided (Kirk, 1962). Support services like resource rooms, white cane, orientation and mobility services, projection and magnifying equipment, Dictaphones and record players, movable and adjustable desks should be provided to support individuals with visual impairment (Nacino-Brown, Oke, & Brown, 2005).

Tamekloe, Amedahe, and Atta (2005) said that a learning resource is what the teacher prepares or uses to make learning easier than it would have been without it.

Other support services might include:

- **Counseling services**

Counseling plays a key role in helping students develop a realistic educational plan. Guidance is provided in a career decisions, academic challenges, independent living and personal needs. In all, counselor oversees the entire academic programme a student needs (Nacino-Brown et al, 2005).

- **Interpreting service**

One of the most critical components for any programme for the deaf and hard of hearing students is the interpreting services (Ajuwon, 2012). Interpreters function as a means of enhancing communication between a deaf or hard of hearing student and a hearing person who does not use sign language. As any interpreter role clearly indicates,

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its importance is in bridging the communication gap between two or more people using a different language.

There are several types of interpreting services that may be used in the academic settings such as:

Sign language interpreting: - this is when the interpreter „visually" use American Sign Language, signed English, or pidgin to relay the spoken word to the students in any of the sign system agreed on (Ajuwon, 2012).

Oral interpreting: - when the interpreter „mouths" the words spoken for the deaf or hard of hearing students. When sign language and oral interpreting is used simultaneously as filler, it is called simultaneous communication (ibid).

Tactile interpreting: - is used by deaf-blind students who need to feel the formation of signs that the interpreter is making. The student places their hands on the interpreter"s hand while interpreting (Ajuwon, 2012).

- **Note-taking services**

Note taking services are vital service for students who are deaf or hard of hearing. Watching an interpreter or reading the lips of an instructor does not allow the student time to take notes. Many students use note takers on a regular basis to supplement class lecture along with an interpreter.

Types of note takers are:

Volunteer note takers: - these are usually classmates who agree to share notes with the special need student. The costs of the stationery are usually absorbed by the special needs students (Central Piedmont University College, 2006).

Paid note taker: - this is a note-taker hired by the disability service unit to take notes for special needs students (Central Piedmont University College, 2006).

Stipend note-taker: - this is another classmate who agrees to take notes for special needs students for a monetary compensation from the disability service unit (Central Piedmont University College, 2006).

Recorded note taking: - this is when a lecture is recorded on tape and then brought to the disability service unit to be transcribed into printed format (Central Piedmont University College, 2006).

Collection of an instructor‟s note: - this is normally done when there is no note-taker and permission is obtained from the instructor to get a copy of the lecture note for special needs students (Central Piedmont University College, 2006).

- **Tutorial services**

Although, tutorial services are not mandated by any law, it is an imperative supplement for many students, special needs or non-special needs students. But Berke (2001) of the No Child Left Behind Act has mandated tutoring as a part of its Supplemented Education Services (SES). According to No Child Left Behind Act 2001, tutoring programs provides extra academic assistance for eligible students.

According to Way (2010) tutoring is very beneficial as it provides Personalized attention, Increases knowledge and understanding of subjects, Increases motivation to succeed, and Leads to better use of study time

- **Tape recorders**

Tape recorders can be beneficial for some students with mild hearing loss or visual impairment. A student with mild hearing loss is more likely not to utilize a sign language interpreter and must focus intently on the speaker. Having a tape for a backup to play later can enhance the acquisition of a lecture (Central Piedmont University College, 2006).

- **Testing accommodations**

Testing accommodation is giving some priorities to students with special needs during testing. Some of the accommodations may include:

Extended time: - due to slow pace of writing, reading and language difficulties, some students with special needs in the form of learning disabilities, visual impairment, hearing impairment, and other physical disabilities need more time to complete their test. Time extension may be time and a half, double time or even unlimited time depending on the special needs of the student (Central Piedmont University College, 2006).

- **Interpreted test**

For some students who have difficulty in reading, the test can be interpreted from English language to sign language. An interpreter can assist the student by interpreting questions into the language understood by the student. The interpreter will translate what the student has said to the lecturer. However, when the test is a test in English comprehension and expression, interpreted tests are not utilized, except for instructions, if needed (Central Piedmont University College, 2006).

- **Priority seating**

Priority seating simply means that the student with special needs have to determine the best sitting place depending on the student‟s needs. For the majority of students with hearing or visual impairments, sitting in the front of the classroom allows the best opportunity for visual learning and taping the lecture with tape recorder, sitting closer to the instructor is more effective (Central Piedmont University College, 2006).

School base Support Team

According to Easton (1996) a school-based support services are relevant and should be coordinated by a member of staff, preferably someone who has received training in either life skills education, counseling or learning support (remedial). Support services are important in the education of every child and that not any teacher or person can lead supports provided to students but a well trained professional in the field of providing support services whose primary function according to White paper 6 of the Republic of South Africa (DNE, 2001) would be to support the learning and teaching process by identifying and addressing learner, teacher and institutional needs which is

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imperative for school-based teams to become an integral part of the education system which focuses on prevention, rehabilitation, social integration, and equalization of opportunities.

2.6   Social Interactions

Friendship relations refer to the number of mutual friends one has. According to Gu¨rog˘ lu, van Lieshout, Haselager, and Scholte (2007), social competence consists of three dimensions that characterize individual‟s areas of functioning, prosocial behaviour, antisocial behaviour, and socially withdrawn behavior.

Children need relationships and friendships todevelop social skills. These skills are necessary to develop social relations later on in life. Children with different degrees of peer acceptance, social competence, and friendship relations have been found to show differences in their behavioural development (Gifford-Smith & Brownell, 2003). Other literature by Gest, Graham-Burmann, & Hartup, (2001), opine that popular children, who are well liked by many peers and seldom disliked, show many prosocial behaviours such as cooperating, helping, being considerate; they are more sociable; often display behaviours such as associative play, friendly approaches, and social conversation ;and they are seldom engaged in aggressive behaviours. Rejected children are frequently disliked and seldom well liked so often display aggressive and antisocial behaviours such as bullying or victimizing and are seen as arrogant by their peers. Rejected children are at greater risk of negative developmental outcomes than other children. So when special needs children are neglected or neither liked nor disliked by their peers, they may have

low social visibility and a neglected or controversial status. Children who do not have any friendships or antipathies are not very visible in the classroom and show a high degree of socially withdrawn behavior (Kluwin, Stinson& Colarossi (2002); Nunes, Pretzlik & Olsson (2001). It is clear from these studies and reviews that peer acceptance, social competence, and friendship relations are interrelated.

Relationships and friendships with class mates are related not only to social and behavioural development but also to children‟s academic achievement (Gifford-Smith & Brownell, 2003; Johnson, 2000). Children with more friends have fewer adjustment problems, have higher self-esteem, report less loneliness, enjoy wider peer acceptance, and display better school adjustment, positive attitudes toward school, and better achievement (Gifford-Smith & Brownell, 2003).Children who are rejected by their peers are at risk for school failure or drop out.

Guralnick (2001) think that as play evolves from non-social to social, it is critical for every individual to initiate and maintain interactions with their peers. However, students with special needs have difficulties in initiating and maintaining interactions. According to Rubin and Coplan (1992), social play requires that students demonstrate strategies to gain entry into peer groups, resolve conflicts, and maintain interactions with other students.

Students with special needs often have difficulty engaging in positive social interactions. They are typically unable to demonstrate peer-related social competence and as a result engage in more solitary play than do their typical peers (Guralnic, Connor, Hammond, Gottman, & Kinnish, 1996a, 1996b; McConnell & Odom, 1999). The

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thinking of Guralnick, et al (1996a, 1996b), Odom, Zercher, Li, Marquart, and Sandall (1998) and Kopp, Baker, and Brown (1992) is that students with special needs receive fewer positive responses to their social bids or attempt to engage in social interactions and, as a result demonstrate less interest in their peers which makes them more prone to social isolation. In addition, they are rarely sought out as resources by their peers, infrequently serve as role models, and are the least preferred play partners of typical students (Brown & Gordon, 1987; Guralnick & Groom, 1998b).

Other factors found by Rubin (1973) cited in Mussen, Conger, Kagar, and Huston (1990) to be involved in the formation of interpersonal relationships are proximity (nearness) and three types of similarity: attitude similarity, demographic similarity for example (age, gender, and socioeconomic status) and personality similarity. Powless and Elliott (1993 posits that, most students have no problems in making contacts and building relations with peers and other people. Relations with peers of equal status are of great value in the development of students (Schaffer, 1996). An important condition for developing positive relation with peers is having the age-group appropriate social skills. Gresham and Elliot (1990)& King, Specht, Schultz, Warr-Leeper, Redekop and Risebrough (1997) explain social skills as socially acceptable learned behavior that enable a person to interact effectively with others to avoid unacceptable responses. Examples of that are helping, initiating relationships, requesting help, giving complements, and saying „please" or „thank you."

Students with special needs can have difficulties in building relationships with peers without special needs. They have been describe by Greenspan and Granfield (1992), Garrison-Harrel and Kamps (1997), Soresi and Nota (2000), and Monchy, Pijl,

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and Zandbery (2004) as students particularly at risk in acquiring sufficient sets of social skills.

Research on students‟ social relation shows students‟ preference to associate with similar peers. McPherson, Smith-Lovin, and Cook (2001) names this as homophily, homophily can be based on different dimensions as age, gender, race, educational attainment, values, interest and/or beliefs. According to Spence, Donovan, and Brechman-Toussaint (1999), the effect of homophily is that students without special needs flock together and tend to exclude students with special needs. It is not clear which dimension is relevant here; it could be their behavior, looks and/or their intellectual level. Whatever motive, the effect is that students without special needs prefer to pull together and the same holds through for the students with special needs. They also like to be amongst „equals‟ (Minnette, Clark, & Wilson, 1995). This argument by the authors sees the social position of students as been influenced by other conditions than competence in social skills.

Some researchers have reported that young students with special needs engage in more cooperative play with typically developing peers than with classmates with special needs (Rogers, 2000). Other researchers have found the opposite to be true (Guralnick & Groom, 1998b). In many studies, play observation only occur on one or two occasions during the school year. Aristotle (2004) contends that "no one would choose to live without friends." Creating an environment within which students with special needs can interact meaningfully with others is pivoted to negating the poor self-concept and potential for social isolation which is often associated with being special needs. Hartup (1996) says that friends are those "who spontaneously seek the company of one another;

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furthermore, they seek proximity in the absence of strong social pressure to do so."(p.217).

According to Wright (2005), the friendship is a voluntary and rewarding relationship, but not one which is necessarily free of the difficulties arising from interpersonal tension. Hay (1988) contends that friendship is a "voluntary inter dependency between two persons overtime, that is intended to facilitate socio-emotional goals of the participants and may involve varying types and degrees of companionship, intimacy, affection and mutual assistance." (p. 395). Thus to say that choice of friends are a well thought of decision based on benefits to be achieved.

The importance of friendships between people with and without special needs has served to open up the social inclusion debate, identifying, for instance, the way gender factors can impact on inclusion strategies (Gun-Han & Chadsey, 2004). Allen (1996) asserts that there is no agreed set of socially acknowledged criteria as to what makes a friend. Perhaps this is because even the very understanding of what friendship might be varies across cultural, philosophical and historical perspective (French, 2007). Generalizing this discussion to encompass a consideration of friendship in the context of special needs, Heslop (2005) asserts that research has consistently shown people with special needs to be lonely and lacking in friends. She argues in the sense of geographical distance, lack of transport and an absence of support to keep in touch as key factors why sustaining friendship is difficult for persons with special needs. Inclusion provides another context within which to consider the social worlds and friendship experiences of people with special needs. As Nakken and Pijl (2002) note, parents concern about social

relationship is often the first motive for sending their children with special needs to inclusive schools.

Cummins and Lav (2003) contends that people with special needs consistently identify making friendships among their most important concern. Moreover, Landesman, Dwyer, and Berkson (2004) are clear that there are no theoretical constructs or social behavior principles which would delineate the friendship patterns of people with special needs from those operating within the general population. In essence, the same norms apply as friendship is a pervasive, sought after thing. The special needs students; for example students with blindness may lack the visual stimulus of other student to initiate first effort to enlarge circle of friendship. According to Meisgeier (1991),the sighted student watches and imitates peers; their reactions provide feedback necessary to know if and when one is accepted.

Visual contacts thus help the child move into relationship, usually with one student first and later with a group. This skill of imitation may be lacking in students with blindness thus preventing initiation and preservation of friendship.

2.6.1 Perceptions of Regular Students towards Students with Special Needs

Students without special needs form an integral component to the success or failure of any inclusive education programme. Kluwin, Stinson, and Colarossi (2002) found that the greater the contact students have with each other, the more the participation of student with special needs in social activities with peers without special needs. The majority of the reviewed studies reported that peers without special needs

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accepted students with special needs in classes, although factors such as extent of contact and gender may have an effect. Antia, Stinson, and Gaustad (2002) suggest that the goal of inclusive programme should be to assist all students to reach their maximum potential in educational and social development. This requires that students actively and regularly interact with one another with respect to meaningful membership in school and classroom communities. Stinson and Liu (1999) found that students without special needs were among five groups of individuals who played influential roles in the participation of students with special needs in general education classes.

Research on students educated in public schools suggests that students with a range of hearing loss report feelings of loneliness and absence of close friendships (Stinson & Whitmire, 1992; Tvingstedt, 1993). Several researchers report that degree of hearing loss is not a key factor in determining the extent of social relationships (Cappelli, Daniels, Durieux-Smoth, McGrath, & Euss, 1995). Studies of social integration include observational studies of peer social interaction, sociometric studies of acceptance, and studies requiring students to complete self-reports of their social relationships. Antia and Kreimeyer (1996) found that students with hearing loss were less accepted than their hearing classmates even after an intervention designed to increase social interaction.

Hollowood, Salisbury,Palombaro, and Rainforth (1994) used classroom observations, sociometric analysis, and social competence ratings to study the peer interactions and social acceptance of eight students with severe disabilities and eight randomly selected students without disabilities educated together in elementary classrooms. Data collected by classroom observations revealed that interactions between the two groups of students were more often initiated by students without disabilities, and

that although these interactions included some elements of play, talking, and physical affection, they tended to be assistive in nature. The observation results also indicated that, although the number of social interactions between students with and without special needs declined as the school year progressed, the interaction that did occur tended to be more natural. Sociometric data revealed that, although several of the students with special needs were very popular, others were not particularly popular.

Roberts and Zubrick (1992) used a co-relational design to compare the social status of 97 elementary students with mild disabilities who were partially or fully integrated into general education classes and 97 general education students without disabilities who were their classmates. Data were collected to assess the peer perceptions, social status, and attending and disruptive behaviours of both groups of students as rated by their peers. The findings revealed that, although both groups of students were rated as equal in terms of their disruptive behaviour, the students with mild disabilities were less often accepted and often rejected than their classmates without disabilities. The results also indicated that although the social rejection and acceptance of the students with special needs seemed to be related to their peers" perceptions of their disruptive behaviour, the social rejection and acceptance of their classmates without special needs tended to be related to peers perception of their academic behaviour.

Roe (2008) is of the view that totally blind students may have difficulty in making lasting friendships partly because a great deal of communication with one another is non-verbal in the form of facial or body gestures. The author indicated:

"Think of all the gestures we make to express surprise, anger, happiness, scorn, boredom, agreement, and many more. Students with blindness lack of gestures may be misinterpreted by their fully sighted peers or members of the public" (p.173).

The social difficulties that may confront individuals with blindness are more of the result of the attitudes of others than of their visual impairment. Lowenfeld (1975) identified four common attitudes towards individuals who are blind:

"… pity, because the individuals are seen as helpless, unhappy, or tragic figures; fear, because it could happen to me or it might be contagious; guilt, because I have not done enough for the blind; and discomfort, because many people do not know how to interact with blind person" (p. 98).

These attitudes interfere with the ability of persons with blindness to learn and practice the social skills that lead to effective interpersonal relationships as Hellen Keller explains "not blindness but the attitude of the sighted to the blind is the hardest burden to bear" (Lowenfeld, 1975).

2.7   Environmental Adaptation for Inclusive Education

The physical environment and cleanliness of school facility can affect the well-being of students; it is in view of this that Cummins and Lav (2003) postulated that each school should design and construct friendly, gender-sensitive and sustainable toilet facilities. This will enable student to practice behaviours that control diseases leading to sickness. According to Adams (1993) environment for the practices of inclusive education should be healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities. The quality of school facilities seems to have indirect effect on learning, an effect that is hard to measure (Fuller, 1999). The classroom arrangement can help effectively manage instruction as it can trigger fewer behavior problems and create conducive atmosphere for learning.

Most researchers agree that well-arranged classroom should ensure that spaces are well created for different purposes (Quinn, Osher, Warger, Hanley, Bader, & Hoffman, 2000). The areas should include spaces for both large and small group activities and storage of teaching and learning materials. Seating students in rows easily facilitates social exchange and academic learning. All students should therefore have clear eye view of the teacher. According to Konza, Grainge & Bradshaw (2001), desks arranged in single or double rows are helpful in demonstrations and independent work. In classroom adaptations safety should be ensured so that students are not hurt, adequate space for movement in the classroom, dormitories, dining hall and school compound should be made. According to Akinkuotu (2006),clear bulky items, stabilize furniture and place signs around for directions especially exit and entry ways in case of emergency.

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Downing (2006) is of the view that students with special needs should have an equal opportunity to participate in school library programmes. Unfortunately, many school libraries do not fulfill this obligation as many libraries are stocked with print materials which may not be accessed by individuals with blindness.

A study in India, however, sampled 59 schools found that out of these only 49 had building and of these, 25 had a toilet, 20 had electricity, 10 had a school library and four had a television (Carron & Chau, 1996). In this case, the quality of the learning environment was strongly correlated with students" achievement in Hindi and mathematics (Carron & Chau, 1996).

In Latin America, a study that included 50,000 students in grades three and four found that children whose schools lacked classroom materials and had inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped (Willms, 2000). Other studies, carried out in Botswana, Nigeria, and Papua New Guinea, concur with these latter findings (Pennycuick, 2004: 112).

2.8   Summary of the Literature

This chapter reviewed related literature on the research topic, empirical and theoretical framework. The chapter was discussed under the following strands The concept of Inclusive Education, Collaboration with other professionals, Adaptations of curriculum instruction and assessment, Support services, Social interactions, Conducive environment for inclusive education, and theoretical framework were discussed to reflect the topic under study: assessment of inclusive education practices.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter talked about the methods and techniques that were used in carrying out the study. The main purpose of the study was to assess inclusive education practices. The procedure used include: research design, population, sample and sampling techniques, sampling procedure, and procedure for data collection and analysis. It includes the validity of the instruments and reliability of tools for data collection as well as ethical considerations in the study.

3.1   Research Design

The study intends to investigate competences of tutors, supports services, and social interaction patterns as well as environmental adaptations for assessment of inclusive education practices. Against this background, the ethnographic research design was used. Ethnography is a social science research method which typically refers to fieldwork. Ethnography literally means 'a portrait of a people.' It is usually a written description of a particular culture of a group of people involving their customs, beliefs, and behaviour based on information collected through fieldwork (Harris & Johnson, 2000). Gay(2009) is of the view that, ethnography research also called ethnographic is the study of the cultural patterns and perspectives of participants in their natural settings.

In ethnographic study, the researcher immerses himself in the setting in which the study is being conducted. The selection of the groups and organizations in the community must be of interest to the research purpose. In ethnography, the study is conducted by a single investigator who 'lives with and lives like' those who are studied, usually for a year or more (Van Maanen, 1996).

This design was selected because it has the advantage of producing good responses from a wide range of people. Ethnographic study seeks to capture, interpret and explain how a group, organization or community lives, experience and make sense of their world (Avoke, 2005). Conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. Ethnographers engage in the study of particular phenomena to situate understandings about those phenomena into a meaningful context. With origins in cultural anthropology, ethnographic research involves multiple data collection techniques.

According to Avoke (2005), the importance of accurate description cannot be underestimated if the world of the participants is to be understood in their own eyes using their own frames of references. Valuable data can be discovered through ethnographic methods that might never be found through interviews outside of the workplace, and certainly not through introspection or walkthrough methods done in-house by the interface designers (McCleverty, 1997).

Even with these specific goals in mind, the results of an ethnographic study are hard to quantify but does not means cannot be quantified (McCleverty, 1997). It is with

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this Agar (1996) is of the view that as an exploratory research design, ethnography draws on a wide range of both qualitative and quantitative methodologies.

Robson (2003) opine that, the main instrument used in ethnographic study is participant observation. This is because ethnography relies on the study of natural settings and/or on what people do rather than what they say; because it seeks to increase meanings to what is observable.Creswell (2005) contends that in ethnographic studies, the actual instruments for data collection are traditionally based on observations, interviews, and documents.

Like all research however, ethnographic is not without its limitations. It is highly dependent on a particular researcher˵s observations, and since numerical data are rarely provided, there is usually no way to check the validity of the researcher˵s conclusion. Ethnography requires time commitment and intense personal involvement with the community being studied. Ethnography is potentially expensive and requires a good researcher. It takes time to build trusts with participants that facilitate full and honest self-representation. Short term observational studies are at a particular disadvantage where trust building is concerned.

3.1.1   Justification for choosing ethnography

The researcher chose ethnographic design because from August 2011 to 2014 I am still serving as a college tutor working with students with special needs.

Besides, from the year 2008-2011 I was a sign language interpreter for students with hearing impairment at the University in Winneba, Ghana. I believe this

understanding of the context and role enhances my awareness, knowledge and sensitivity to many of the challenges, decisions and issues encountered in the practices of inclusive education. In addition, this previous ideas will complement my understanding of data being collected in working with the information in this study.

3.2   Population

According to Seidu (2006), population is the sum aggregate of the phenomena of interest to the researcher. The target population for the study was 1070 persons; made up of 70 tutors and 1000 students of Presbyterian College of Education, Akropong-Akuapem in the Eastern Region of Ghana. The table below presents the said information. Table 3.1 below showed the population of the study.

Table 3.1 Population

Item	Population
Tutors	70
Students	1000
Total	**1070**

3.3   Sample and Sampling Techniques

The sample size for the study was 40 tutors, and 120 students. McClave & Dietrich (2008) explained that sample is a subset of a population. The researcher used purposive sampling and simple random sampling techniques to select samples for the

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study. Purposive sampling was used to select 15 tutors directly responsible for teaching Special Education, and 99 students with Special Educational Needs. Simple Random sampling was used to select 25 non-special education tutors, and 21 students supposedly without special needs.

In purposive sampling, the researcher handpicks cases to be included in the sample on the basis of their judgment of typicality (Cohen, Manion, and Morrison, 2003). According Tuckman (2004), in purposive sampling, sample elements judged to be typical or representative from the population is handpicked. In this study, the researcher handpicked all students with special educational needs and all tutors of Education Department in the College.

Simple random sampling is obtained by choosing elementary units in such a way that each unit has an equal chance of being selected. A simple random sample is free from bias (Creswell, 2005). In this study, the researcher informed all students without disabilities about the research at the College‟s morning gathering. In order to avoid biases in selecting 21 students and 25 tutors, the researcher went to the College‟s morning gathering early to select the first 10 students who accompanied students with special educational needs and agreed to be part of the sample. Lastly, 11 students who left the morning gathering were also selected after they agreed to be part of the sample.

Using simple random technique in selecting 25 non-education tutors, the researcher asked tutors who came for breakfast and lunch at the College‟s cafeteria if they would be part of the sample and selected the first 15 non-education tutors who came

for breakfast, and the first 10 non education tutors who came for lunch made up the sample. Larger sample of tutors were selected during breakfast time because it was observed that more tutors patronized breakfast than lunch in the college. Table 3.2 below shows the distribution of sample size.

Table 3.2 Sample Population

Items	Frequency
Special Education Tutors	15
Non-Special Education Tutors	25
Students with Special Educational Needs	99
Students without Special Educational Needs	21
Total	**160**

3.4   Research Instruments

Semi-structured interview, document analyses, and participant observation were used for collecting data for the study. Creswell (2005) contends that in ethnographic studies, the actual instruments for data collection are traditionally based on interviews, observations, and documents analyses. These research instruments generally seek to amass information from their studies on event, institution or geographical location, with a view to discerning patterns, trends and relationships between variables (Grix, 2004).

3.4.1   Interviews

The researcher interviewed the respondents on the major research questions; what resources are available to students, and how do students with special needs socialise at

College, as well as the environmental adaptations of the college? Two sets of Semi-structured interview were used for the study, one for the tutors (Appendix B) and another for the students (Appendix C).

3.4.2 Document Analyses

Relevant documents from the College administration, Head of education department, and the resource centre for students with special needs were analysed.

3.4.3 Observation

The researcher finally used data from participant observation to cross check the various responses on the interview and the document analyses. In participant observation (observer as a participant), the researcher becomes part of those observed. Robson (2003) stipulated that this involves not only a physical presence and a sharing of life experiences, but also partaking in their social and symbolic world and therefore great sensitivity and personal skills are required for the data to be trustworthy.

In this study the researcher observed interaction among students with special needs and their counterparts without special needs in and outside the classroom and how tutors and students with special needs interacts during lectures and out of lectures. Other aspects observed included various supports services available and how effective they have been implemented for successful inclusive education practices. The researcher also observed the setup of the college‟s environment in the areas of infrastructure and topography of the land.

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3.5   Validity Consideration

Validity consideration for this study focused on how the study findings could form the basis for generalisation beyond the sample which is the external validity. The construct validity is about whether the instrument used really measured the key element which is assessment of inclusive education practices at Presbyterian College of Education, Akropong-Akuapem. This was done through the collection and critical analysis of views from tutors and students who ultimately revealed the findings.

In order to strengthen external validity, attention was paid to the sampling procedure and the extent to which the final sample was representative of the tutors" and students" population in the school. The school, Special Education Tutors and Students with Special Needs as participants were purposively selected while other tutors and students were simple randomly selected. In order to strengthen construct validity, attempts were made to give clear operational definitions of the key concepts. For example, during the administration of the instrument, the term „indusive education, students with special needs" and other concepts thought not to be obvious to some participants were orally clarified at the beginning of every session. Better still; the following measures were taken to enhance validity:

- Triangulation of instruments for data collection was used to examine evidence from the sources and using it to build a coherent justification for themes.
- Member-checking was used to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate.

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- Rich, thick description of data analyses was employed to convey the findings; this may transport readers to the setting and give the discussion an element of shared experiences.

- Prolonged time was spent in the field. In this way, the researcher developed an in-depth understanding of the phenomenon under study and can convey detail about the site and the people that lends credibility to the study.

- Peer debriefing was done to enhance the accuracy of the account. This process involves locating a peer who reviews and asks questions about the study so that the account will resonate with people other than the researcher(Lincoln & Guba, 1985).

3.6   Piloting

In order to ensure that the instruments used are valid, equivalent form technique of the interview items were piloted at Okuapeman Senior High School at Akropong-Akuapem. Equivalent form technique is altering the words in the same interview questions but maintaining the meaning of the questions. The school was chosen because the school practices Inclusive Education in similar ways as Presbyterian College of Education Akropong-Akuapem. The pilot study involved a total of 16 respondents made up of eight students with special educational needs, four students supposedly without special educational needs and four teachers. Purposive sampling and simple random sampling techniques were used to select the participants for the study. Purposive sampling technique was used to select the entire four special education teachers in the

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school while simple random technique was used to select eight students with special educational needs and four students supposedly without special educational needs. In using simple random technique, pieces of paper were taken with „YES" and „NO" written on them and folded. Eight students with special education needs who picked „Yes" were involved in the study and four students supposedly without special education needs who picked „Yes" were also involved in the study. The interview guide was divided into three sections with 25 items for teachers and 20 items for students covering all the three research questions with highlights on social interaction, support services, and environmental adaptation of the school.

The outcome of the pilot study revealed that support services were available but inadequate for the practice of inclusive education. The outcome also revealed that none of the students were restricted from socialization programmes in the school but measures were not put in place to ensure safety for all students during such activities.

In areas of environmental setup, findings from both students and teachers revealed that there were many uncovered gutters in the school that made mobility difficult for some of the students with special needs; the school compound did not have ramps and rails; and besides the classrooms did not have special furniture arrangement to cater for all categories of students.

The pilot study indeed assisted the researcher to reframe many of the interview items to make them more meaningful and explicit for use in the actual study.

3.7   Ethical Considerations

The researcher told the participants of their right to participate voluntarily or withdraw from the study at any stage if they were uncomfortable or skip any question they deemed unnecessary to provide answer to. Anonymity and privacy of participants were guaranteed by asking them not to mention or write their names. The respondents were exclusively informed that the study was solely for academic purposes and not to sabotage or discredit any individual, group, or institution. All information gathered during the study was dealt with confidentially and permission from sources was obtained for all information to be shared publicly.

3.8   Access

Ability to operate in an environment (setting) by meeting respondents, getting documents and other relevant materials to validate or prove trustworthiness is referred to as access. According to Creswell (2005) in research, it is unethical to enter into an organization or social group to collect data without permission from the „gatekeepers‟. It means that access is asking of permission to collect data from an institution.

In this study, the researcher wrote an official letter to the Principal of the College and copied to the Head of Education Department and Unit Head of Special Education seeking permission to interact with the school environment. Audience was then given to the researcher to brief members of staff the rationale for the research; later the researcher briefed the students about the research.

3.9   Procedure for Data Collection

Data was collected from September 2013 through February 2014. The researcher used interviews, participated as an observer, and obtained private documents from the College for analyses. Six months were used to collect data for the study. Focus group interview was conducted to students (Appendix C) and tutors (Appendix B). Documents in the form of College"s strategic plan, matriculation brochures, infrastructure development plans, and letters were scrutinised. In observation, key areas such as classroom arrangements, infrastructure, teaching methods, and support services were observed. Quantification of some data from respondents in resources available were used.

3.9.1   Interviews

In interviews, two set of guides were used. One for tutors (Appendix B), and the second for students (Appendix C), the researcher conducted face-to-face interviews with participants, interviewer engaged in focus group interviews with respondents of about six to eight interviewees in each group. These interviews involved semi-structured questions with probes and prompts that were intended to elicit views and opinions from the participants. A minimum of bi-weekly, 45 minute recorded interviews with the informant.

Interview protocol for recording information during a qualitative interview was used. This protocol includes the following components; a heading, instructions to the interviewer (opening statements, the key interview questions, probes and prompts to follow key questions, transition messages for the interviewer, space for recording the interviewer"s comments, and space in which the researcher records reflective notes.

Information from interviews was recorded using handwritten notes, and audio taping. During the interview, the researcher took notes in the event that recording equipment fails. Recorded interviews were later transcribed thematically, verbatim and in some cases paraphrased.

3.9.2   Document analyses

Bi monthly documents were collected from the College‟s administration with official permission from the Principal. Documents collected included College‟s strategic plan, matriculation brochures, infrastructure development plans, and letters. Summarized notes were made to reflect the content of the document.

3.9.3   Observation

In Observations, the researcher took field notes (observational notes) on the behavior and activities of individuals at the research site using observational guide (Appendix D). Six hour daily observations of peer-peer interaction and tutor-peer interaction in the classroom, and 30 minutes observations of peer-peer and tutor-peer daily activities outside the classroom were recorded.

To assist in the data collection, the researcher utilized a field log, providing a detailed account of ways time was spent on site, and in the transcription and analysis phase. Details were recorded related to the researcher‟s observations in a field notebook and kept to chronicle the researcher‟s perceptions throughout the research process. Some of the observations were videotaped and transcribed later.

3.10   Data Analyses

This is a naturalistic study therefore the results were presented in descriptive narrative and descriptive statistic using simple percentages, and pie chart. McMillan and Schumacher (1997) are of the view that descriptive statistics transform a set of numbers or observations into indices that describe a data. Data collected and collated was analysed by focus by research questions. With regard to focus by research questions analysis, responses to all the questions under a major research question were grouped, paraphrased while some were quoted verbatim and analysed regarding the consistencies, differences, links, and relationships to develop themes. Thick description was used to communicate a holistic picture of the practices of inclusive education. This would allow readers to vicariously picture the practices of inclusive education at PCE.

Agar (1996) is of the view that as an exploratory research design, ethnography draws on a wide range of both qualitative and quantitative methodologies. Avoke (2005) further stressed that the differences in quantitative and qualitative techniques were inexact and artificial, and Robson (1993) states that both paradigms are complimentary therefore Gall, Borg, and Gall (1996) in Avoke stated categorically that it is not necessary to adhere to any particular tradition in doing qualitative research since multi approach can enhance validity of findings.

CHAPTER FOUR

RESULTS/FINDINGS

4.0   Introduction

This chapter provides details of data gathered from the data collection instruments which covered interviews, observations and document analyses. The findings were reported to reflect the research questions. In an attempt to find answers to the main research questions, responses to each specific question were reported thematically under major and sub-themes as follows:

1. Support services (supports available, activities with needed support, support teams, supports needed, communication, teaching learning materials (TLMs), assessment, identification, behaviour management).

2. Social interactions (social interaction programmes, access and membership, communication, attitude, tutor-student relationship, peer-peer relationship).

3. Environmental adaptations (classroom accessibility, mobility).

4.1 Demographic characteristics of respondents

The tables 4.1.1 and 4.1.2 below shows participated respondents

Table 4.1.1 Over View of Respondents' Turnout

Respondents	Sampled	Turnout	%T	TRN	%RN
Tutors	40	**35**	87.5	**5**	12.5
Special Need students	99	**78**	78.79	**21**	21.21
Students without special needs	21	**19**	80.95	**2**	19.05
TOTAL	160	**132**	82.5	**28**	17.5

*%T= percentage of Turnout

*TRN = Total number of Respondents Not reached

*%RN= percentage of Respondents Not reached

Table 4.1.2 Participated Respondents

Respondents	**Frequency**	**Percentage**
Special education tutors	14	10.6
Non-Special education tutors	21	15.9
SEN Students	78	59.1
Non- SEN Students	19	14.4
Total	**132**	**100**

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4.2 Research Question 1: What support services are available for students and tutors at Presbyterian College of Education?

Regarding support services and resources available for students and tutors, the following sub-themes were developed; support services currently available, activities that needed support services, support teams, other support services needed for effective inclusive practices. Responses were either verbatim or paraphrased to represent views of groups of respondents with the same or similar ideas.

4.2.1 Support services and resources available:

All the 35 tutor-respondents indicated that only sign language and Braille transcription services were available at Presbyterian College of Education, Akropong-Akuapem. In observation, it was realized that Sign Language support services, Braille transcription support services, peer-guided support services, note-taking support services, and tutorial support services were available.

When the students were asked to name the resource services available to them at PCE, the following were their responses:

"Sign language interpreting services, Braille transcription services, peer-peer support services, tutorial services."(Student G)

The table 4.2 below represents number of students who mentioned each of the services above:

Table 4.2 Support Services Available at PCE

Resource services	Number of Students
Sign language interpreting	97
Braille transcription	97
Peer-peer support	53
Tutorial services	22

4.2.2 Activities with support services:

On the type of activities tutors and students need support most, the following were the responses:

Two (2) tutors mentioned games and sports: a tutor's response was quoted verbatim as followed

"During sporting activities because many of them are skilled in sports so I need support to give them instruction and to communicate with them." (Tutor A)

All the 35 tutors mentioned academic activities: a tutor's response that cut across the responses of other tutors was quoted verbatim as followed:

"When teaching it would be appropriate to have all support needed for students with special needs and tutors as well so that students can achieve their aim of paying huge fees." (Tutor E)

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Another response was:

> *"When reading the scripts written by deaf students because sometime I don't get the meaning of what they have written until I get a specialized tutor to explain to me. I also need support in transcribing Brailled materials."* (Tutor D)

When students were asked the type of activities that they would need support most, the following were their responses:

All the 97 student-respondents mentioned academic activities: response of a student that agreed with responses of other student was quoted as followed:

> *"Support services would be needed during teaching and learning process in the classroom."*(Student 4)

They would need support services most during tutorial section outside teaching period.

Sixty-two (62) mentioned access to information:

> They would need more support during the time of announcements.

4.2.3 Support teams:

Responses on what tutors do when they encounter challenges when dealing with diversity in the classroom had the following responses:

> *"Depending on the type of challenge, if it is something I can handle I do that but if I cannot handle the challenge I draw the attention of special education tutors."* (Tutor L)

In coping with such a situation, one tutor whose view cut across views of other tutors stated that:

"I try to cope with the challenge during teaching so that after teaching I meet with the students and all those concern to thrash out the differences. An example is if I go to class and students with special needs don"thave resource tutors for assistance I make good use of the writing board and slows down teaching to help all follow the teaching process." (Tutor F)

About teamwork, another tutor stated that:

*"I don"tassume knowledge of everything, special needs education is a delicate area so any challenge is transferred my colleague tutors (*special educators)*, and so I immediately draw their attention to it so that students with SEN are not disadvantaged."* (Tutor W)

When the respondents were asked whether the college has school-base support team, 30 tutors representing 85.71% said „no"; while 5 tutors representing 14.29% said „yes."

When the tutor-respondents who said „YES" were asked support services they received from the school-base support team, two (2) tutors said the following respectively:

"They organize seminar session for tutors on how to interact and handle students with SEN" (Tutor U).

"The school base-support team has been seeking the wellbeing of students with special needs in other to help them settle in the new school environment and also to cope with social and academic activities on campus" (Tutor K).

When the tutors were asked about the support they received from special educators of the college, the following were their responses:

    i.   In-service training:

"Special educators in the college holds seminar to educate us on special educational needs and how to manage inclusive education classrooms." (Tutor G)

Another response was:

"Special educators give us assistance in communicating with students with special needs as they teach us fundamental skills of communicating with the students." (Tutor Q)

    ii.   Support services:

"not any specific support as such but you can see that special educators are so skilled that they understand what they do best, so I'll say they have their responsibilities which they attends to in diverse ways, in fact they are always busy."

Students indicated that they received pre-service training from special educators of the college: one student"s response that cut across the responses of other students was:

"Special educators in the college educate us on special needs education, teach us on how to relate with students with special needs, and encourage us to socialize with other students without special needs." (Student N)

When tutors were asked about the support they receive from parents to enhance inclusive education in the college, here are some of the responses:

"No, we don"t receive any support from parents. We don"t even ask them for any support." (Tutor A)

iii.   Feedback:

"As a special educator and resource person parents do visit to find out how their children are doing in school and also to find out materials that the students might need to enhance coping with academic activities on campus." (Tutor 6)

Others said:

"Parents come to visit me because I am the head of the special education unit of the college. Parents visit is usually to find out admission requirements for admitting individuals with special educational needs, how their children can be supported by the college and the home to achieve academic work on campus." (Tutor 1)

Tutors were asked about support they receive from resource tutors. Supports received included: transcription, provision of educational materials and socialization programmes:

i.   Transcription:

All the 97 students were of the view that they received braille transcription and sign language support services from resource teachers, their responses were as follows:

"Resource tutors translate written materials to Braille and also translate Braille materials to written words. They also support us in teaching students with hearing impairment by translating speech language to sign language and vice versa." (Student 5)

Another response was:

Resource tutors provide sign language services to us during classes and during other important programmes (Student 2)

ii.   Educational materials:

"Resource tutors made some materials available to help us read more about inclusive education and students with special educational needs." (Tutor G)

Socialization:

"The formation of sign language club by special educators and resource tutors has been a tremendous support to us tutors and students in general to learn and socialize with students with hearing impairments." (Tutor 6)

The 35 tutors were later asked about the supports given by PCE administration in the teaching and learning process. Various responses were as follows:

i.   Approval of learning materials:

"The college administration approves or disapproves various course books to be used in the college. The administration is also responsible for the provision of teaching and learning materials in the form of markers, projectors, white boards, etc." (Tutor U)

ii.   Time table:

"The administration draws up time table for all classes and monitors how tutors teach in the college." (Tutor 7)

All the 97 student-respondents indicated that administration provides teaching and learning materials that both teachers and students need to use for effective teaching and learning process.

On support service respondents received from NCTE and Institute of Education, UCC, response received from tutors were the following:

i.   Time extension:

"Institute support us in the form of 50% extra time for students with special educational needs during examinations, examination papers are Braille or font size enlarged for students with visual impairments from institute of education."(Tutor F)

Response from all the students about the Institute of Education, UCC indicated that invigilators give students with special education needs 50% extra time for any examination paper.

ii.   Large font size:

Fifty-two (52) students indicated that large font size of examination papers has been provided by Institute of Education. Similarly, findings from the observation made and some documents analysed also indicated that Institute of Education provided large font size of examination questions to students with low visions.

All the 35 tutors and students were of the view that they received no support from NCTE by stating that:

> *"No, we don"t receive any support from NCTE. Rather, I see them as hindrance to inclusive education in the college."* (Tutor R)

When tutors were probed why NCTE was a hindrance to inclusive education at the college, the respondent had this to say:

On standardized admission requirements "*NCTE insisted that all students with visual impairment and hearing impairment should have the same passes in all subjects before they are admitted in the college. Forgetting that students with hearing impairment have language barrier for that matter might not do well in English language but there is no consideration for deaf students so the college could not admit more of deaf students just because they had D7 in English language which is a pass not failure amidst good grades in other subjects."* (Tutor 2)

To improve the process of marking and admission requirement a letter dated July 03, 2012 from PCE requested the Institute of Education, UCC to consider the marking scheme whereby specific ideas should be marked for students with hearing impairment in English language. Another letter was written to NCTE to consider admission requirements for students with visual and hearing impairments since students with visual impairment do not study integrated science and mathematics at SHS and asking them to have a pass in these subject before gaining admissions could be a disservice to them, and asking students with hearing impairment to by all means have C6 or better in English language could cause them a lot since rules governing speaking and writing of English

language does not favor them. The college recommended that at least D7 and five other passes should be considered to admit students with hearing impairments.

4.2.4 Other support services needed:

On other support services needed to enhance inclusive education practices, tutors were asked if they were content with the level of support services available at PCE. Their responses were as follows:

Inadequate support personnel:

Twenty (20) tutor-respondents expressed inadequate support services in their own words as follows:

"Resource and special education tutors are few on campus so the work load on them reduces their work output as they become tired." (Tutor 2)

Sixty-seven (67) students supported the responses from tutors as stated by Student D:

"Our resource and special tutors are few so they are always busy. It is therefore difficult to have any extra tutorials with them outside the classroom."

Students also expressed inadequate support services in their own words as follows:

"Support services at the college are not adequate enough to meet our needs so we have to work extra hard and spend a lot of money to catch up in studies as we use our own money to buy recorders and batteries to record lessons." (Student S)

Thirty-seven (37) student-respondents further indicated they would need academic counselors, 10 requested for more braillers, all the students asked for tutorial services from tutors.

Twenty-five (25) of the students complained of incompetence:

"Some of the service providers are not all that good as they are now learning on the job so it affects our concentration level." (Student G)

All the 35 tutor-respondents were content with the few services available but requested for more as stated by Tutor O:

"Well content with the few services available but if other services like note taking, counseling, tutorial service and more embosser can be afforded and added to assist our students with special need."

In addition document analyses proved that the college wrote to Special Education Division of Ghana Education Service, Department of Special Education, University of Education, Winneba for posting of qualified resource and special educators to the college in April 2010.

The College also wrote to the Minister of Chieftaincy and Traditional affairs for support to build ultra-modern resource centre for students with special needs.

4.2.5. Communication:

Tutors communicate in diverse ways with students with special needs. Some of the ways adopted by tutors were as follows:

i.   Verbal communication:

Sixteen (16) tutors used speech to communicate with students. Here was a response of one of the tutors whose view cut across the views of others:

> *"I don"t have any special way of talking with any student because I have my duty of teaching the whole class which I normally do without any bias but for students with special needs my other colleagues have the duty to communicate with them which they do very well."* (Tutor K)

ii.   Sign language and lip reading:

Regarding the sign language and lip reading seven (7) tutors used sign language and speech to communicate with students with special needs. Here was a response from one tutor:

> *"I use sign language for the students with hearing impairment and verbal communication for other students with disabilities but on one to one bases so that they can feel I am part of them"* (Tutor 1).

Another tutor said:

> *"I touch them and talk to them verbally but slowly for them to read my mouth which they do. They are very good at reading my mouth. For other ,disable students" Italk and they hear me"* (Tutor J)

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In terms of diversity in the classroom regarding the heterogeneity of students time wasting was found to be an issue. In view of this 25 respondents stated that practicing Individualized Education Plan (IEP) in the classroom affected their rate of teaching. This was couched by one respondent as:

"It is boring because it slows down my delivery mode." (Tutor H)

iii. Different method of teaching:

With regards to different methods of teaching in the classroom to meet the needs of all students, 10 tutors were of the view that using different methods of teaching was their hallmark. A response of one of the tutors cut across the views of others:

"There is no one way of doing things so diversity in the classroom helps me to use different methods of teaching that makes all the students understand the concepts better." (Tutor G)

4.2.6 Use of teaching and learning materials (TLM)

Responses on the use of appropriate instructional resource and assistive technology in teaching different categories of students were as follows:

i. No use of technology:

"I don"tuse any assistive technology in teaching because the college does not have much that all tutors can use, but on instructional resource, course manuals are given to all students which we discuss together in class." (Tutor F)

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ii.   Audio-visual technology:

"Audio-visual instructional materials are always used to help students understand concepts in HIV-AIDS education and sometimes do role play to show how to prevent acquiring HIV-AIDS or how to relate with people living with HIV." (Tutor D)

iii.   Laptop and projector:

"With the use of laptop and projector, I project methods of solving mathematical problems on the white board which is very explanatory on its own because of the systematic nature in animating each of the steps with a background voice explaining each of the steps. I show that after explaining some concepts in the classroom." (Tutor S)

In observation, five tutors from mathematics, art, and technical skills made use of writing board and spoke audibly for recording. All other tutors did not use any concrete teaching and learning materials, or any of the audio and audio-visual aids. Tutors sometimes forgot themselves and moved far away from recording gadgets, talked very fast, and did not involve students with special needs to solve some problems.

4.2.7 Assessment of students:

In assessing students during and after lectures, all the 35 tutors adopted the following assessment techniques:

i.   Portfolio assessment:

"In arts, one shot performance is not used to judge a person"s artistic skills so a collection of work is done to analyse consistencies in a person"s skills, level of

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progression or regression. So lots of assignments and quizzes are done and scores added together to find average or best three works used for assessment." (Tutor O)

ii.   Teacher made test:

"Questions were asked during and after teaching which students were asked to answer, if they were able to answer then we continue but if they were unable to answer I provide the answer to them." (Tutor P)

iii.   Criterion referenced assessment:

"The college has an academic calendar which I follow, on the calendar there is a week set aside for quizzes to be conducted twice in a semester which I use to assess all my students." (Tutor A)

In observation, it was realized that all students asked and answered questions during lectures without discrimination but many tutors did not call students with special needs to answer or solve problems unless the students themselves put up their hands to answer questions.

4.2.8 Identification of students with special needs

On the identification of students with special needs in the classroom, the following responses were made on collaboration, gestures and self-introduction:

i.   Collaboration:

Twenty (20) tutors collaborated with special educators in the classroom to identify students with SEN. Summarized response was:

"I ask the special education tutor in the classroom to help me identify students with special needs in the classroom." (Tutor O)

ii.   Gestures:

"I look at their body language and movement in the classroom because those with visual impairment do not look at me when I am talking, you see them paying attention with their ears and trying to record the teaching with their recorders." (Tutor I)

iii.   Self-introduction:

Twelve (12) tutors asked students to introduce themselves for identification. This view was expressed by Tutor U:

"It is easy because of special materials some of them have on their tables, again for fresh students, I always ask for self-introduction for which I see those who cannot talk and those who are prompted for their turn."

4.3 Research Question 2: How do students with special needs socialise with students without special needs and tutors at college?

Under this section, responses to social interaction pattern among students and tutors were reported. The following sub-themes were used to report the responses which were paraphrased while others were quoted verbatim. Social interaction programmes, access and membership, communication, attitude, tutor-student relationship, peer-peer relationship were the sub-themes used.

4.3.1 Social interaction programmes at PCE

The tutors indicated that the following social interaction programmes were available on campus:

All students and tutors go for morning devotions together.

All students irrespective of social class, disability, religious belief, and gender participate in the same teaching and learning programme.

Sports and games

Class durbar (class meetings)

Entertainment

Dinning

Study groups

Clubs and societies in the form of HIV Aids club, sign language club, drama group, debaters club, etc

4.3.2   Access and membership to social activities

When the tutor-respondents were asked about the involvement of students with and without special needs in the various social interaction programmes, responses indicated that access and membership were compulsory. Sample of responses were as follows:

"The morning devotion at the main assembly hall is compulsory so all students irrespective of their status attends and sits together except students with hearing impairment who are made to sit at front in order to have contact with their sign language interpreter" (Tutor A).

"Class durbar is held on class bases where every class holds a meeting with their class advisor to discuss any issue of concern to the class members. Minutes of the meeting are endorsed by the class secretary and class advisor for onward submission to the college management for considerations. Every member of the class has it a duty to be present at the meeting. So you will see that no exemption is given to anybody irrespective of disability or special needs" (Tutor B).

"Entertainment programmes are scheduled in a way to benefit and allow participation of all students" (Tutor C).

"All students participate in entertainment programmes together. Any time there is jam, come and see how all students; visually impaired, hearing impaired, physically disabled, poor, rich I mean all students dancing on beats together. I even wonder how hearing impaired dance accurately without missing a step. It is very lovely during entertainment time" (Tutor D).

"Everybody has a talent so we allow for talent show where students come out with what they can do. Many so call „normal" students are beginning to appreciate God for the enormous talent endowed in individuals with special needs because they (students with special needs) *can perform so well to the admiration of many. These made all of us ready to be with them always"* (Tutor E).

Eighty-three (83) students had it a necessity to participate in all programmes. One student‟s response that cut across the responses of other students was quoted as followed:

I see myself as a student of this college so whatever the college is doing I fully participate in it so that I will be well trained before I complete the college. (Student 9)

To improve on students‟ participation, PCE had put certain mechanism to facilitate socialization, the tutors stated that students were selected randomly to form a set of 15 students of both gender on each dining table. The tutors said that specialty of any student was not considered but that separate table was created for students on special diet who on medical grounds were not allowed to eat certain food. Tutors also were emphatic that all students take breakfast, lunch and supper together at the same time in the students‟ dining hall.

In a related development duty roster was made for both tutors and students. Some tutors stated that:

"Both tutors and students are put on programme to lead devotions. Sometimes you will see students with visual impairment, hearing impairment and physical disability leading devotion." (Tutor H)

Again, some tutors indicated that SEN students were involved in leadership positions. Views of one tutor that represent views of other tutors were as follows:

"Currently, the college sport prefect is a student with special need, last year another student with special need contested for the prefectship but lost. If my memory sets me right, since I came to this college about 10 years ago there was no single year that we don‟t have students with special needs in the college team." (Tutor K)

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"In my class, the SRC representative is a student with visual impairment. It is his responsibility to discuss with the class members every intended activity of SRC and convey the feedback to SRC. Someone with this high responsibility can just not be overlooked during class durbar. So every student is allowed to participate in class durbar. In fact, it is compulsory for all." (Tutor L)

Tutors also responded to involvement of students with special needs in the formation of study groups and sports. Tutors indicated that participation in study groups and sports were not compulsory but of individual interest. Some of their views were as follows:

"Formation of study groups is of individuals" interests and for that matter not compulsory for students. We only encourage them to study in groups but we don't impose on any student how any group should be formed." (Tutor N)

"I sometimes see peer-tutoring going on among some students. Actually tutors are not directly involved in formation of study groups for student. What I can say is that students with special needs are equally involved in study group discussions with their counterparts. Example, students with visual impairment sits with their peers sighted students who read notes and other relevant learning materials to the hearing of blind students before they all discuss together." (Tutor B)

"When it comes to group studies, students with hearing impairments easily join their peer hearing students in mathematics and art related courses because of less verbal communication or sign language needed for explanations." (Tutor C)

Fourteen (14) students indicated that they select programmes that were of interest to them. One student"s view that cut across the views of other was:

"I select the programmes that interest me to participate in them but those that I am not interested I don't participate in them."

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In area of sports, tutors were of the view that any student interested in sports was allowed to participate from class level in inter class competition. Selections are then made into hall level for inter hall competition where another selection is made for the college team. No favoritism is given to any particular group of students as the college would like to have a very strong team to represent the college.

In areas of clubs and societies, the tutors were of the view that leaders of the various groups saw the major roles students with special needs play in encouraging their colleagues to be part of the various clubs. This enabled effective education since they were of the view that students with special need would understand themselves more with support from students without special needs when campaigning for new membership.

Twenty-nine (29) students also stated that they forcefully worked out relationship with peers to be acceptable members of their dormitories and classes. Fourteen (14) students stated that in order to be acceptable by peers they used their free periods to teach other students sign language for easy communication and friendship.

When the students were asked if they were equally involved in entertainment activities, all the students said „yes.‟

Responses on what activities tutors socialize most with students indicated that 15 tutors representing 42.86% socialised in sports and games, 10 tutors representing 28.57% socialised in class durbar, seven (7) tutors representing 20.00% socialized in entertainment, while three (3) tutors representing 8.57% socialised in clubs and societies.

On level of involvements in the various activities, responses showed lending support and enjoying pleasure. The following responses by one tutor that cut across the views of other tutors were given as:

"I make myself always available during sports and games. Whether I am invited as an official or not I am always there to support the sports masters and also to see to it that competent students are selected for the next level" (Tutor X).

"As a class advisor, I see to it that all students in my class attend the durbar and fair opportunities are given to all students to air their grievances. Also, I see to it that all concerns raised are channeled to the appropriate quarters for redress" (Tutor Z).

"I am the main orgaiser for games and sports for that matter I see to the drawing of sports and games timetable, appoint officiators for each sports event, and see to it that the event is risk free as possible as we can to ensure the safety of every participating individual" (Tutor A).

Some respondents also indicated that their participation in various activities was for pleasure:

"I go for entertainment to release tension after the week"s herculean task, enjoying myself as the students sing and perform various activities at the entertainment hall. Sometimes I dance with the students" (Tutor P).

"After so many weeks of academic work, anytime there are games and sports I participate to refresh and enjoy myself" (Student D).

"I go to support my team and friends to play but I don't actively participate in games and sports by myself" (Student S).

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Four (4) students noted that their involvement in games was a training ground for them to be fully fit for competitions.

> *"I participate in games and sports to equip myself very well for competitions because I am a member of the college football and volleyball team as well as national football team for the deaf. So now that I am in school I need to train very hard so that when I am called to play I can play very well"* (Student A).

Other tutors participated in activities as a way of monitoring and supervising the programme as stated below:

> *We see to it that entertainment programme are drawn on time and well balanced to the taste of all students. Also, we monitor how the various entertainments are been organized and patronized to ensure that the programme is not hijacked by few students"* (Tutor Y).

> *I hold meetings with the executives of the club and assist them to contact those that need to be contacted for support. Occasionally I meet with the entire membership to give them some pep talk"* (Tutor T).

On the various pragmatic steps at PCE to make students more acceptable members of the college, all the tutor-respondents and 96 students were of the view that:

> *"The college organizes orientation programmes for fresh students every year. During these programmes students are informed about the college"s environment, rules and regulations, and all support services available."* (Tutor W)

> *"The college community is educated every morning at college assembly on differences in students and the need to cope and accept every individual the way they are so as to learn new ideas from everybody."* (Student E)

Ten (10) tutors were of the view that meetings were regularly held with students with special needs to ascertain their needs and how to modify support services effectively. In related development, students stated that clubs and societies on campus was a morale booster for the acceptance of all categories of students:

"The college allows formation of clubs and societies on campus that tends to develop potentials of many students. Sign language club in the college equip students with sign language for easy communication with students with special needs thereby making students easily accepted by friends." (Student Q)

4.3.3 Communication during socialization activities

On how respondents interacted with students especially students with special needs in the classroom, both students and tutors used Sign Language, verbal and written words to interact with students. Tutors expressed similar views respectively however one tutor expression that cut across views of other tutors was the following:

"I have been to the sign language club on some occasions and learnt how to sign „how are you" and its response „fine," so anytime I go to the classroom and greet all the students, I move closer to students with hearing impairment and sign „how are you" to them. Knowing very well that they would respond and ask me how I am, I immediately signs „fine." But I always shake hands those with visual impairment. These levels of my interaction with them makes them feels part of my lessons in class" (Tutor R).

"In course of teaching and learning, I ask students with visual impairments to explain whatever they have brailled so that I can clarify anything that is not clear to them. But for deaf students I ask them to write in their jotters or white board for me to see" (Tutor V).

"In the classroom, all students are free to ask me any question or asking me to go over a concept they are not clear with. Outside the classroom, students give me funs by calling me names even students with hearing impairment raise their two hands as a means of giving me funs because I am free with all students" (Tutor S).

"In the classroom, students are free with me and we do our normal teaching and learning activities without any complaints. Outside the classroom, the students discuss their personal issues with me and ask for my advice which I give them" (Tutor J)

4.3.4 Attitude towards SEN students

Tutors were later asked about attitude of their colleague tutors towards students with special needs in times of learning, play, and formation of groups. Views of tutors were diverse as some tutors were cooperative others tried to avoid SEN students. Here were their responses:

"Inclusive education practices in this college started long ago so many of the tutors are not new to the presence of hearing impaired, visual impaired, physically challenged, other categories of students in the classrooms. This tutors have develop their own positive strategies of dealing with diversities in the classroom." (Tutor G)

"Some of the tutors wish there is no special student in the class they tutor because having special student in your class makes teaching more cumbersome. As tutors have to write on the board and carefully explain lecture notes." (Tutor D)

4.3.5 Tutor-student relationship

On tutor-student relationship, students were of the view that some tutors" focus were too much on academic activities. In view of this tutors facial expressions and body language were not welcoming enough to make students comfortable during lectures. This created fear in the students. On the other hand, students stated that some tutors were highly friendly outside the lecture hall. One student"s view that was a representative of the view of other students was as follow:

In the classroom, some of the tutors focus on the teaching activities as expected of them without developing any human relation with us. Even though tutors try to find out our level of comprehension of concepts been taught in the class by asking for our inputs, their facial expressions are not communicative enough. This makes it difficult to contribute and ask questions in class" (Student U).

Other students said that:

Many of the tutors communicate with us freely outside the classroom on academic and social issues. Sometime it is very interesting how tutors open free conversation with us" (Student R).

4.3.6 Peer-peer interaction

Students were asked about attitude of their colleague students towards them during learning, play, and formation of peer groups. It was indicated and observed that students were collaborative with students with special needs.

"Many of our colleague students write boldly and clearly for us to see so as to understand what the tutor is saying in class. Students also freely accept us in study groups and explain concepts to us very well." (Student 8)

"I prefer group discussion with other students without special needs than peers with special needs because peers with special needs converse too much during group studies." (Student N)

"Students with special needs are really friendly, sociable and are willing to make you feel part of them when you are with them so we freely interact together in and outside the classroom." (Student O)

4.4 Research question 3: What Environmental Adaptations have been made at Presbyterian College of Education to Promote Inclusive Education Practices?

Under this section, findings from tutors, students, documentation and observations were reported on sub-themes of accessibility of study centres by students and measures put in place to ensure flexible mobility of students with special needs in the college.

4.4.1 Accessibility of the school environment

Thirty-five (35) tutors were of the view that some students with special educational needs were assigned semi-detached classrooms or down-floors in storey buildings to enable them easy access to classrooms.

On the part of the students, 22 students said they were usually led by their peers into the lecture halls because the road networks to the classrooms were full of rocks and staircases. Other students said they used white-cane to locate the various classrooms after they had been guided by peers for previous times.

Forty-three (43) students with other forms of special needs but were sighted said they accessed the various classrooms on their own since all the lecture halls were labeled to differentiate one class from the other.

Three (3) other students complained of separated classroom blocks. A response by one of the student was quoted below:

„Many of the classroom blocks are located at the same place but the location of science and ICT blocks made accessibility difficult‟ (Student A).

One of the students with physical disability said:

"I can"t wak down to science block and come up so I decided to study science subjects that are taught at the science block on my own." (Student 2)

On the arrangement of furniture in the lecture hall, all the tutors and students indicated that furniture were arranged in the usual row and column for easy accessibility by students.

"Furniture arrangement in the classroom is the normal row and column so that students can easily walk through the lanes without much difficulty." (Tutor D)

In observation, it was realized that the spaces between the rows were too narrow for easy movements by students with physical and visual impairments.

All the tutors were of the view that the College allowed one student per table and preferred seating position for students.

"The use of table and chairs make students easily adjust the furniture to suit any kind of sitting positions that will make them comfortable in the classroom." (Tutor F)

All the 97 students were of the view that they were allowed to sit at a place of their convenience so some sat closely to tutors for easy audio recording, and contact with interpreters and friends that assisted them during studies.

On the issue of class size, 29 tutors complained that a class size of about 35 to 45 students was not giving them enough space to effectively meet the needs of all students in the classroom.

4.4.2 Measures to ensure flexible mobility

To ensure flexible mobility of students on campus, the respondents were asked about the measures put in place by PCE for students with special needs in the college. Respondents stated the following:

i.   Orientation and mobility techniques:

*"all fresh students especially students with visual impairment and physical disability are taken through orientation and mobility techniques in the college so that they can easily move about with little or no support"(*Tutor C).

ii.   Peer-guides:

"Students-guides are assigned to every student with visual impairment from first year to third year so that they don"tbump into gutters or off the road when going to town or any place" (Tutor B).

iii.   Road signs:

There were road signs on campus to inform motorists about the presence of all categories of students for drivers to be extra careful not to depend on car horns to alert all students of an approach of a vehicle. The college"s securities ensure that motorists do not over speed on campus.

In order to control vehicular movement on campus, road signs indicating the presence of students with special needs are mounted at vantage points to alert drivers to be cautious and limit speed on campus." (Tutor M)

iv.   Sealed gutters:

Tutors were of the view that all major gutters on campus were sealed to prevent students from falling into them but students stated that many gutters were uncovered.

> *"To ensure free movement of blind students all major gutters along major routes are sealed to prevent students from falling into them."* (Tutor X)

> *Many gutters on the campus are uncovered thereby making us easily fall into them anytime we do not use the white cane."* (Student B)

It was observed that gutters along the major paths on the campus were not covered. Document scrutiny showed that the college intended sealing all gutters as soon as possible.

The students were asked about the friendly nature of the college compound. They responded that hilly nature of the land and no rails and ramps leading one are to another affected their movement on campus.

No rails and ramps:

> *"There is no single route on campus that we can easily walk on to lecture, hall of residence, administration, or dining hall without the use of stair cases. The route leading the classrooms from the resource center is full of rocks and erosion holes."*
> (Student C)

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Unfriendly topography:

"The nature of the college compound is so hilly that using clutches add more burdens to us, wheel chairs cannot be used and even crawling is a major task for us." (Student A)

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 INTRODUCTION

This chapter discussed findings of the research at chapter four in relation to some of the literature reviewed in chapter two. The discussion sought to find out how the findings of this research contrasts or in agreement with other researches or literature reviewed in this work and the understanding the researcher want to bring on board for readers to comprehend. The findings were discussed based on the objectives of the study as in support services available for the practices of inclusive education, social interaction patterns, and environmental adaptations for the practices of inclusive education.

5.1 Demographic Information

Table 4.1.1 shows that out of 40 tutors sampled for the study, only 35 representing 87.5% finally agreed and made themselves available for the study. Out of 99 students with special needs 78 (78.79%) were available, and out of 21 students without special needs, only 19 (80.95%) were available. In all, 132 (82.5%) out of 160 respondents were reached. This supported the fact that in research work, all pre-arranged respondents may not turn up to provide responses for a research.

Table 4.1.2 indicates that 14 (10.6%) special education tutors, 21 (15.9%) non-special education tutors, 78 (59.1%) SEN students, and 19 (14.4 %) non- SEN students participated as respondents in the study. The samples show different groups of people with different experiences as far as inclusive education and special education are concerned for that matter, the results of the finding would justify all categories of people in an inclusive setting. This confirmed Booth and Ainscow (2002) assertions that indicators to support inclusive development of schools must draw on the views of staff, pupils/students and parents, as well as other members of the surrounding communities. The table 4.1.2 also shows that more students with special educational needs [78 (59.1%)] were involved in the study. This was because in practices of inclusive education, students with special needs are the major beneficiaries or advantaged. Seeking more views from SEN students could really inform the practices of inclusive education at the college.

5.2   Support Services Available for the Practice of Inclusive Education

The results by tutors under this objective indicated that Sign Language interpreting and Braille transcription were available. Table 4.3 summarised available support and resource services mentioned by students at the college, all the students indicated availability of Sign Language support and Braille transcription. This was in agreement with the views of tutors, findings from observation and documents analysed. It was good enough to note that these two major support services were available to students with special needs since majority of these students were either visually or hearing impaired. 53 students mentioned peer-peer support, and 22 mentioned tutorial services which confirmed field reports from observations but tutors did not mention them as available support services. 5 (14.29%) tutors said school base support team was available while 30 (85.71%) said there was no school base support team. Those who said school base support team was not available expected a full set of individuals who should make up a school base support team as outline by literature that school base support team should be made up of students, parents, teachers, and representatives from the community, NGOs, neighboring schools, educational institutions, and other support systems (Engelbrecht, Green, Naicker, and Engelbrecht, 1999) and should be coordinated by a member of staff, preferably someone who has received training in either life skills education, counseling or learning support (Easton, 1996). Findings from observation contradict the assertion of majority of tutors that there was no school base support. Therefore it is good to know that the College has school base support team but delimited to parents, special educators and resource tutors, and Institute of Education, UCC. Special educators gave in-service-training to students and tutors about inclusive education

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practices. It is refreshing that the examining body of colleges of education, Ghana; Institute of Education, UCC provides time extension for students with special needs, and large font size of scripts to students with low visions. Also, it was disheartening to know that the accreditation body, NCTE did not provide any support to students but rather ensured that all students meet standard admission requirements, meanwhile some students with special educational needs might lack acquisition and comprehension of language which might hinder their very good pass in English Language. Tutors indicated that inadequacy of resource personnel created gap in support provided. This agrees with the assertion of students that resource tutors were few and incompetent. Assertions of both tutors and students contradict the researcher"s observation which showed that the college had 14 resource and special educators.

It is worth knowing that Special educators and resource tutors provide pre-service training to all the students to abreast them of differences in the classroom and how to socialize with students with special needs when they start teaching. Many tutors exhibited competence in handling different categories of students at the college when they were interviewed. They indicated the use of communication thus sign language, lip reading, gestures, standard verbal communication and the use of different methods of teaching to interact with students;   use of laptop and projector show how tutors use different instructional aids in the classroom. This result was found to agree with literature that the school staff is accepting inclusive practices and the school"s inclusive ethos is echoed by many of the staff (Way, 2010). Tutors also used different methods to assess students, collaborated with special educators and resource providers as well as accept differences in their classrooms. This supported the view of Goddard (1995) that inclusive education

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teacher should be able to identify and assess learners with learning and behavioural problems in their class, while Lipsky and Garther (1998) said teachers also need to participate in a collective work. Generally, this was in agreement with observations made as equal opportunities were given to students to ask and answer questions but more than 60% of tutors observed did not voluntarily call students to ask or answer questions. Also, only five out of 35 tutors observed frequently used writing board, TLMs and spoke loud enough for students to record. This could be due to the fact that these tutors teach mathematics, arts, and technical skills which can hardly be taught abstractly. This contradicts the views of Elliot, 1996 and Nell, (2006) that classroom teachers must aim at innovativeness and be prepared to buy into the philosophy that if materials are presented appropriately, all learners can learn.

Tutors showed their inconsistencies in the awareness of students with special needs as some talked very fast making it difficult for sign language interpreters to follow, some also moved from recording gadget making recorded voices unclear when playing back. This agreed with UNESCO (1993) Teacher Education Resource Park which indicated that with inadequate understanding, commitment is likely to be limited and attempts are likely to be tentative as a barrier to practices of inclusive education.

5.3   Social Interaction Pattern

Results relating to social interactions show there are many social programmes that make all students and tutors interact on daily basis. This is very encouraging since it creates more avenues for all students to appreciate one another. This supports literature

that levels of peer acceptance may affect the opportunities to make friends (Gest et al., 2001) and friendships provide the context for social, emotional, and cognitive development. It is also worth noting that the college has put up pragmatic mechanism to ensure that students and tutors interact as both tutors and students are put on duty roster to perform activities together. Discrimination is reduced to the minimum level with allowing any category of student to apply for and occupy leadership position.

Table 4.2 explains activities tutors socialize in most with students. Majority of tutors 15(42.86%) socialized in sports and games, 10 tutors representing 28.57% socialised in class durbar, seven (7) tutors representing 20.00% socialized in entertainment, while three (3) tutors representing 8.57% socialised in clubs and societies. Students also indicated that they carefully select social activities that are of interest to them. This means that students involve in social activities of their choice depending on what they want to achieve from that socialization. This agrees with Rubin (2006) that there must be a fit between the two people so that each person is gaining something from the relationship. This also means that students are not restricted in any socialization programme in the college.

The use of various forms of communication as in verbal, written, sign language, body contact, gestures among others to communicate with students shows appreciation of diversity and belongingness by tutors. Also, students show their willingness to associate with all categories of students as some students personally approached their colleagues to become friends, and others used study groups in teaching other students sign language, reading notes to students with visual impairments, and discussing various topics in different course areas in large classroom and small groups. This result contradicts the

literature of Guralnick, et al (1996a, 1996b); McConnell & Odom (1999) that students with special needs often have difficulty engaging in positive social interactions. "They are typically unable to demonstrate peer-related social competence and as a result engage in more solitary play than do their typical peers" but support that of Powless and Elliott (1993) that most students have no problems in making contacts and building relations with peers and other people. Cummins and Lav (2003) contends that people with special needs consistently identify making friendships among their most important concern.

Whilst it is worrying to see and note that some tutors wish there are no students with special needs in the college for the reason being that teaching students in inclusive classroom is cumbersome, which is in agreement with literature of Meisgeier (1995) that students with special needs may fail to conform to the expectations of school and society and may not look or act the same as other students. It is refreshing to see commitment of more tutors towards academic and social progress of students with special needs and orientation programmes organize for all fresh students to make them aware of inclusive nature of the College and the various support services available for all students to effectively socialize in the College.

5.4   Environmental Adaptations for the Practices of Inclusive Education

Findings show that all the halls of residence for students were storey buildings, and the lecture halls were both storey building and semi-detached. It was good to know that all students with special needs were given down floors in their halls of residence which make access and mobility to their halls easier. At their lecture halls, students were

randomly placed either at top floor or down floor. This observation contradicts the responses of the tutors that all students with mobility and visual problems were assigned down floors. Thus students with mobility and visual problems face difficulty climbing up and down the stairs for classes. Also, it is good that measures were put in place to make the college"s environment friendly to students; there was orientation and mobility technique teaching to all fresh students, thus students were taught where to walk through, how to walk at certain places with or without white cane, and the distance from one area to another. Students with mobility problems were given voluntary peer-guides. To control vehicular movements, road signs were erected at vantage points on campus which was an excellent environmental management in an inclusive education environment.

It is disheartening to know that major gutters along the campus roads were not covered but tutors reported that all gutters were covered. This means that students could fall into gutters at any time but because orientation and mobility techniques were taught and students with special needs have peer-guides they might not fall into the gutters.

Findings also show that the college has large class size which can affect the implementation of individualized education plan and an attempt to pay individual attention to all students. Looking at a class size of 35 – 45 students, one cannot agree that the class size is too much to have individual attention for students in the practices of inclusive education. This assertion was in affirmation with literature that the average number of students in a class must be between 30 – 35 including students with visual and hearing impairments (Gadagbui, 2007). It must also be understood that in a tertiary institution, it might be impossible to have a class size below 20 students for the sole purpose of the practice of inclusive education.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.0 INTRODUCTION

This chapter deals with the summary, conclusions and recommendations made on the findings from the study which was on the assessment of inclusive education practices at Presbyterian College of Education, Akropong-Akuapem in the Eastern Region of Ghana.

6.1 SUMMARY

The study was intended to assess inclusive education practices at Presbyterian College of Education, Akropong-Akuapem. It sought to find out support services available for the practices of inclusive education, social interaction patterns between tutors and students, and students with special needs and students without special needs, as well as environmental adaptations for the practices of inclusive education at the College.

The study employed ethnography as a design. Semi-structured interview, observation and document analysis were used as instruments for data collection. The sample involved 132 participants made up of 14 Special Education Tutors, 21 Non-Special Education Tutors, 78 Students with Special Educational Needs and 19 Students without Special Educational Needs. The findings are summarized here as follows:

Support services in the form of Sign Language, Braille transcription, peer-guide, note-taking, and tutorial support services were available for both tutors and students but were inadequate enough. Some support providers were incompetent, so as a consequence of this; there was a growing sense of frustration among some of the students with special needs. Also, tutors indicated the use of communication such as sign language, lip reading, gestures, standard verbal communication and the use of different methods of teaching to interact with students;   use of laptop and projector show how tutors use different instructional aids in the classroom. Tutors also used different methods of assessment on students, collaborated with special educators and resource providers as well as accepting differences in their classrooms. It was also evident that some tutors were not abreast with terminologies in inclusive education hence used „deaf students" or „disabled students" to refer to students with deafness or students with disability.

Interactions between students and tutors were generally good. Tutors initiated conversation with students through various forms as in sign language, gestures and body contact. But tutors" facial expressions and body languages were not reflecting their true intentions hence were not welcoming enough to make students comfortable during lectures, for instance instead of showing smiles, they frown unconsciously and this normally created fears in the students. Social interaction programmes were adequately available to enhance interaction among all students and tutors. Students showed willingness to associate with all categories of students but some tutors were of the view that students with special needs should not be in the college.

In terms of environmental adaptations in the college, it was evident that many of the halls of residence and lecture halls were unfriendly to many of the students as the halls of residence were storey buildings, and the lecture halls were both storey building and semi-detached. All students with mobility problems were assigned down floors in the halls of residence but randomly placed in top-floors and down floors in the lecture halls. Measures were put in place to ensure access to the College''s environments by organizing orientation and mobility techniques to all fresh students and controlling vehicular movement on campus.

6.2 CONCLUSIONS

The following conclusions were drawn based on the findings of the study:

- Adequate support services were available for the practices of inclusive education at the College.

- Many tutors communicated, used different assessment and identified students with special needs.

- Some tutors had problem using different teaching and learning materials to enhance participation of all categories of students in teaching and learning process.

- Social interaction between tutors and students in the classroom was not generally satisfactory leading to fear in the students.

- Social interaction between tutors and students outside the classroom was good and this helped students to solve problems and took leadership positions in the College.

- Social interaction between students with special needs and other students were excellent leading to students with special needs feeling more comfortable studying with students without special needs.

- Students" access to lecture halls was hampered by placing students with mobility problems in storey buildings.

- Good environment was arranged for students with some special needs by assigning them down floors in the halls of residence.

- Students benefitted from mechanisms put in place for friendly environment.

6.3 RECOMMENDATIONS

The following recommendations are made in the light of the findings:

- Tutors should pay more attention to the use of different teaching and learning materials especially media and technology in teaching and learning process.

- Students with hearing impairment learn by seeing while students with visual impairment learn by hearing, as such tutors should always be committed to talking loud enough for audio recording and write boldly and clearly enough for special need students in the classroom.

- Inclusive education has come to stay, tutors should therefore be sensitized to accept the paradigm shift and use the right terminologies and be cautious of body languages and facial expressions used.

- National Center for Tertiary Education (NCTE) should consider admission requirements for students with hearing impairment in English Language, and students with visual impairments in mathematics and integrated science.

- Students with mobility difficulties should be allocated down floors and semi-detached classroom to reduce stress on climbing staircases.

- The College management should expedite action on creating rails and ramps on major routes and covering all major gutters on campus.

6.4   SUGGESTIONS FOR FURTHUR RESEARCH

In relation to the study, the researcher suggested the following areas for further research:

Research into quality support services provided to students with special educational needs in inclusive schools.

Another research should be conducted to investigate attitudes of teachers in the classroom in the practices of inclusive education and how they impact on the academic performance of students.

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APPENDIX A

University of Education, Winneba
Department of Special Education
P. O. Box 25, Winneba
30th May, 2013

The principal
Presbyterian College of Education
P. O. Box 27
Akropong-Akuapem

CONDUCTING RESEARCH IN YOUR INSTITUTION

I am Sampson Senam Gbedemah, an M. Phil student at the Department of Special Education of the University of Education, Winneba.

I am currently working on my thesis ,,Exploration of Inclusive Education Practices at Presbyterian College of Education, Akropong-Akuapem.

I would therefore need your permission to access your institution which is noted for admitting different categories of students for the past 60 years. I would also need your assistance to collect data from both tutors and students so as to assess various practices of inclusive education at the College which would solely be used for academic purposes and not to sabotage any individual and the College involved in the study.

Thank you for time and cooperation.

....

SAMPSON SENAM GBEDEMAH

(STUDENT- RESEARCHER)

APPENDIX B

SEMI-STRUCTURED INTERVIEW GUIDE FOR TUTORS

Instructions: Assure the respondents of the confidentiality of their responses and freedom to opt out of the interview process at any time if they so wish. Probes and prompts should be given where the respondent"s response is not clear or adequate enough in agreement with the question. Follow up questions should be asked to elicit deep responses where appropriate.

Section one:

Support Services Available for Tutors for the Practices of Inclusive Education

1. What support services are available to you at PCE? Eg note taking, Braille transcription, etc.

2. What type of activities do you need support most?

3. What do you do when you encounter challenges when dealing with diversity in the classroom?

4. Do you have a school-base support team?

5. If yes, what support services do you receive from them?

6. What support do you receive from special educators in our college?

7. What support services do you receive from parents to enhance inclusive education in the college?

8. What support services do you get from resource teachers?

9. How does the college administration support the teaching and learning process at PCE?

10. As tutors, what support services do you receive from National Council for Tertiary Education (NCTE) and Institute of Education, Cape Coast?

11. Will you say you are content with the level of support services available at PCE? Explain

12. How do you communicate with students with special needs when teaching?

13. How do you value diversity in your classroom?

14. How do you use appropriate instructional resource and assistive technology in teaching different categories of students?

15. How do you assess the different categories of students at PCE during and after teaching?

16. How do you identify individuals with special needs in your classroom?

Section two:

Tutor-Student Social Interaction Pattern

17. What social interaction programmes do you have in the college?

18. How involved are students with special needs and their counterparts in these social interaction programmes?

19. In what major activity do you as a tutor socialise in most with students?

20. How involved are you in this program?

21. How do you interact with all students especially students with special needs in your class?

22. How do students relate with you in and outside the classroom?

23. What pragmatic steps are there (PCE) to make students become acceptable members of the college?

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Section three:

Environmental Adaptations for Inclusive Education Practices

24. How accessible are classrooms for all students in the college?

25. What measures are there in the college to ensure easy mobility of students with special needs?

APPENDIX C

SEMI-STRUCTURED INTERVIEW GUIDE FOR STUDENTS

Instructions: Assure the respondents of the confidentiality of their responses and freedom to opt out of the interview process at any time if they so wish. Probes and prompts should be given where the respondent's response is not clear or adequate enough in agreement with the question. Follow up questions should be asked to elicit deep responses where appropriate.

Section one:

Support Services Available for the Practices of Inclusive Education

1. What resource services are available to you at PCE? Eg note taking, Braille transcription, etc.

2. What type of activities do you need support most?

3. What support do you receive from special educators in our college?

4. What support services do you get from resource teachers?

5. How does the college administration support the teaching and learning process at PCE?

6. As students, what support services do you receive from National Council for Tertiary Education (NCTE) and Institute of Education, Cape Coast?

7. Will you say you are content with the level of support services available at PCE? Explain

Section two:

Social Interaction Pattern

8. How involved are you in all college programmes?

9. How are you involved in sports and games activities at PCE?

10. How did you become an acceptable member of your dormitory and class?

11. Are you equally involved in entertainment activities?

12. What is your level of involvement?

13. How do tutors relate with you in and outside the classroom?

14. What is the attitude of your colleagues towards you in times of learning, play, and formation of peer groups?

15. What pragmatic steps are there (PCE) to make students become acceptable members of the college?

Sectionthree: Environmental Adaptations

16. How do you access the lecture halls for studies?

17. Is the college compound friendly to you, why?

18. How does vehicle movement on campus affect your mobility?

19. How accessible are buildings on campus for you?

20. How are lecture halls arranged to ensure effective studies for you?

APPENDIX D

OBSERVATIONAL GUIDE

- Classroom set up
- Teaching method
- Assessment of students
- Games and sports
- Leadership
- Technological facilities
- Extra-curricular activities
- Accessibility to school authorities
- Orientation and mobility
- Equal opportunity
- Buildings
- Vehicular roads and foot paths
- Student support services
- Tutor support services